



EDUCATION, RESEARCH, AND SERVICE COMMITTEE
APPENDIX

June 29, 2023

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New Academic Program Proposal

Master of Science in Management



THE UNIVERSITY OF TENNESSEE
CHATTANOOGA

Updated: June 15, 2023

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SECTION I: PROGRAM OVERVIEW

Institution:	The University of Tennessee at Chattanooga
College:	Gary W. Rollins College of Business
Department:	Management
Full Title of Degree:	Master of Science in Management
Degree Designation	Master of Science
Formal Degree Abbreviation:	MSM
CIP/THEC Code:	52.0213
CIP Code Title:	Organizational Leadership
CIP Code Definition:	A program that focuses on leadership skills that can be applied to many sectors. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication, and other management skills.
Contact Information:	<p>Karen Etzkorn, Ph.D., Director of Academic Affairs 505 Summer Place University of Tennessee Tower 1268-B Knoxville, TN 37902 Phone: 865-974-2104 Email: etzkorn@tennessee.edu</p> <p>Kathleen Wheatley, Ph.D., Associate Dean 601 McCallie Avenue, Dept. 6156 The University of Tennessee at Chattanooga Chattanooga, TN 37403 Phone: 423-425-2104 Email: kathleen-wheatley@utc.edu</p>
Proposed Implementation Date:	January 2024

System and Campus Letters of Support



November 28, 2022

Dr. Julie Roberts, Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa L Parks Ave. 9th Floor
Nashville, TN 37243

Dear Dr. Roberts:

I am writing to provide a Letter of Notification (LON) for a proposed Master of Management program at the University of Tennessee at Chattanooga (CIP 52.0213). The MM degree in the Gary W. Rollins College of Business at the University of Tennessee at Chattanooga (UTC) will provide an online, flexible degree program with a focus on two long-term populations: 1) recent college graduates of all majors who are entering the workforce and beginning their careers, and 2) college graduates who have been in the workplace for 2-5 years and need to enhance their people-related managerial skills and competencies. The coursework will help students to develop skills and knowledge within the areas of leadership, decision-making, business ethics, project management, human resource management, diversity management, personal career management, coaching, and basic business knowledge (accounting, economics, marketing, finance, operations, and supply chain).

We look forward to receiving an evaluation of the LON by THEC staff.

Bernie Savarese, Ed.D.
Acting Vice President of Academic Affairs and Student Success
University of Tennessee System

CC: Steve Angle
Jerry Hale
Lauren Ingraham
Sherry Ormsby
Kathleen Wheatley
Karen Etzkorn



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November 18, 2022

President Randy Boyd
800 Andy Holt Tower
The University of Tennessee
Knoxville, TN 37920

Dear President Boyd,

Please accept the attached letter of notification for a new Master of Management degree program at the University of Tennessee at Chattanooga in the Gary W. Rollins College of Business. I am delighted to support the proposal as it responds to clear workforce needs in the Greater Chattanooga area and the nation and links to our strategic goal of tightly aligning educational offerings to regional workforce needs.

The proposed program will provide a postgraduate degree that prepares students to become skilled managers across various sectors by combining coursework to develop skills in leadership, decision-making, and business ethics with personal and career coaching. This online, asynchronous program will be suitable for recent college graduates beginning their careers as well as currently working college graduates looking to enhance their managerial skills and competencies. The tools and understanding that this program provides students will help them to be successful contributors to their individual organizations and the Tennessee economy.

Thank you in advance for your support of this much-needed program as it moves through the University of Tennessee System and Tennessee Higher Education Commission review.

Sincerely,

Steven R. Angle, Ph.D.
Chancellor

The University of Tennessee at Chattanooga is a comprehensive, community-engaged campus of the University of Tennessee System.

SECTION II: BACKGROUND

Background and Academic Program Development

The vision to create a Master of Science in Management (hereafter, “MSM”) degree program in the Gary W. Rollins College of Business at the University of Tennessee at Chattanooga emerged from the confluence of a variety of observations: a slow, downward trending pattern of Master of Business Administration (MBA) enrollments before the pandemic, an acceptable but less-than-robust recovery of MBA enrollments post-pandemic, communication from alumni that the highly quantitative nature of the MBA curriculum was a “turn-off” to them in pursuing further business-related education at the graduate level, and a general sense that MSM degrees seemed to be gaining traction at business schools around the nation. These factors led us to form a committee to conduct further research on the viability of creating an MSM degree at our institution. Our research findings are summarized below. In research conducted by Harvard University, the Carnegie Foundation, and Stanford Research Center, the findings indicated that 85% of job success comes from having well-developed “soft” and “people” skills, and only 15% comes from technical skills and knowledge (hard skills). Higher levels of soft and people skills also predicted financial stability, higher lifetime earnings, and less frequency of financial crises.¹ Notably, the combination of technical expertise and people-related skills in managers increases the performance of their workers.² Once a guarantee of lifetime employment, technical proficiency is a commodity in today’s job market; thus, many companies today focus on hiring managers or potential managers on their people skills.³

Soft or people skills are umbrella terms used in management research and practice to refer to various skills that pertain to effectiveness in working with, managing, and leading people in organizations. These include “cognitive, meta-cognitive, interpersonal, intellectual, and practical skills [that] help people to adapt and behave positively so that they can deal effectively with the challenges of their professional and everyday life.”⁴ These skills are transferable across economic sectors and industries. They include the following: leadership, communication, decision-making, teamwork, problem-solving, critical and innovative thinking, creativity, self-confidence, ethical understanding, capacity for lifelong learning, the ability to cope with uncertainty, self-awareness, conflict management and negotiation, networking, as well as willingness to accept responsibility, commitment to work, and work-life balance maintenance.⁵

¹ “The Hard Truth about Soft Skills.” (2019). American Management Association. <https://www.amanet.org/articles/the-hard-truth-about-soft-skills/>

² Ahmed, R. & Anantamula, V.S. (2017). Empirical study of project managers’ leadership competence and project performance. *Engineering Management Journal*, 29(3), 189-205. Carmeli, A., & Tishler, A. (2006). The relative importance of the top management team’s managerial skills. *International Journal of Manpower*, 27(1), 9-36.

³ Weritz, P. (2022). Hey Leaders, It’s Time to Train the Workforce: Critical Skills in the Digital Workplace. *Administrative Sciences*, 12(3), 1-13

⁴ Haselberger, D., Oberheumer, P., Perez, E., Cinque, M. and Capasso, D. (2012), “Mediating Soft Skills at Higher Education Institutions, Handbook of ModEs Project, Education and Culture DG Lifelong Learning Programme.” *European Union*, Brussels. (page 67).

⁵ Succi, C., & Wieandt, M. (2019). “Walk the talk: Soft skills’ assessment of graduates. *European Journal of Management and Business Economics*, 28(2), 114-125. See also: Moore, T. and Morton, J. (2017), “The myth of job readiness? Written communication, employability, and the ‘skills gap’ in higher education”, *Studies in Higher Education*, Vol. 42 No. 3, pp. 1-19.

A significant challenge has emerged in higher education – the perceived deficit of the quality of college graduates’ soft or people skills, skills that employers view as critical for productivity in the 21st-century workforce.⁶ A report published on October 21, 2019, by the Society for Human Resource Management (SHRM) concluded that “nearly 3 in 4 employers say they have a hard time finding university graduates with the soft skills their companies need.”⁷ In a 2018 Cengage/Morning Consult survey of 650 employers, over half found it “very or somewhat difficult” to find job applicants from new college graduates with interpersonal, communication, listening, and critical thinking skills.⁸

In addition to new college graduates, graduates who have been in the workforce for 2-5 years often discover that while they have adequate technical skills for their jobs, they lack the people skills necessary to be effective managers. In 2022, Christa Reed, Job Market Research Head of JobSearcher.com, notes the following trend and need on the part of employers:

There will be a 50% increase in independent workers by 2023. To manage the hybrid or remote working model, employers will need to change the way they track employee activity in order to maintain trust. When hiring a leader, “soft skills” will weigh significantly more. Social, emotional, and advanced cognitive abilities will be preferred over technical ones. A leader’s EQ [emotional intelligence] will be measured in order to hire a person that can practice the “employee first” culture.⁹

Business schools in the U.S. and throughout Europe are responding to these trends by offering MSM degree programs that address recent college graduates’ and managers’ needs to enhance their soft or people skills to help them achieve career success. Unlike the traditional MBA degree, MSM degrees are specialized degrees that focus on specific business dimensions.

Compared to traditional MBA degrees, MSM degrees require “little or no previous work experience and allow an option for someone to enroll in the program within a few months or couple of years after completing the undergraduate program.” Additionally, these programs “are specifically tailored to complement and fortify the non-business, undergraduate education of students aspiring to enter some segment of the public, private, for-profit, not-for-profit, corporate, or entrepreneurial workforce.”¹⁰ Also, MSM programs can be completed in a single academic year (if students attend them full-time), whereas MBA programs typically take a least two years or more for students to complete on a full-time basis.¹¹

⁶ Succi, C., & Canovi, M. (2020) Soft skills to enhance graduate employability: comparing students and employers’ perceptions, *Studies in Higher Education*, 45:9, 1834-1847, DOI: 10.1080/03075079.2019.1585420

⁷ Wilkie, D. (2019, October 21). “Employers say students aren’t learning soft skills in college.” *SHRM*. <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/employers-say-students-arent-learning-soft-skills-in-college.aspx>

⁸ Ibid.

⁹ Farmiloe, B. (2022). “The 12 Biggest HR Trends in 2022.” *The SHRM Blog*. <https://blog.shrm.org/blog/the-12-biggest-hr-trends-in-2022>

¹⁰ “What is a Master’s in Management?” Texas A&M University, Mays Business School. <https://mays.tamu.edu/ms-business/what-is-a-masters-in-management/>

¹¹ Ibid.

Purpose and Nature of Academic Program

The MSM degree in the Gary W. Rollins College of Business at the University of Tennessee at Chattanooga (UTC) will provide an online, flexible degree program with a focus on two long-term populations: 1) recent college graduates of all majors who are entering the workforce and beginning their careers, and 2) college graduates who have been in the workplace for 2-5 years and need to enhance their people-related managerial skills and competencies. This degree program will help UTC support the local, regional, and national business community by decreasing this skill gap in their employees and managers and supports the educational reform stated in the Complete College Tennessee Act (CCTA) of 2010: “To increase the number of skilled and prepared workers for future economic development and investment in the community.” The MSM degree at UTC is designed to prepare workers to become skilled managers of people and to amplify the managerial skills of existing supervisors and managers in Tennessee and beyond.

This program will serve a wide range of possible students. It will be open to all students with an undergraduate degree in any major from a regionally accredited university. It will be especially attractive to those from various fields, including the liberal arts, engineering, computer sciences, natural sciences, nursing, and social sciences. The program will require 30 credit hours, and all classes will be offered in an online, asynchronous format, making it easier for students to complete the degree while holding down full-time jobs. The Management Department faculty of the Gary W. Rollins College of Business at UTC possess the experience, knowledge, and requisite skills to deploy this MSM program as they were early adopters of online instruction at UTC and have been teaching online and hybrid courses for the university for the past ten years.

The MSM program prepares students to manage people effectively in the workplace by focusing not only on teaching theory and knowledge gained from academic research about how to manage people but also by requiring the students to apply theory and knowledge in their personal lives and the workplace through individualized competency development programs, project team assignments, and personal coaching. The coursework specifically helps students to develop skills and knowledge within the areas of leadership, decision-making, business ethics, project management, human resource management, diversity management, personal career management, coaching, and basic business knowledge (accounting, economics, marketing, finance, operations, and supply chain).

Program Outcomes

In addition to the various knowledge and skills within the areas of study listed above in the “Nature of the Program” section, MSM graduates will be able to demonstrate the:

- Ability to explain and develop leadership skills from a robust understanding of extant organizational behavior and leadership theories;
- Ability to create a robust personal career strategy that will guide them toward future positions in leadership;
- Ability to effectively work in and lead teams; and
- Understanding of the ethical and social dynamics that influence the success and failure of organizational and personal leadership

This program aims to matriculate students who: 1) know where they are going career-wise and have a concrete plan for how to achieve their career goals, 2) possess the knowledge and skills to manage and lead others effectively so that they can achieve their career goals and enhance the productivity of the organizations for whom they work, 3) mentor and coach their current and future subordinates to enhance the career opportunities and productivity of others, and 4) contribute to the broader community by using their increased leadership skills in their preferred volunteering activities.

Alignment with State Master Plan and Institutional Mission

State Master Plan

Given that the MSM program is not an undergraduate degree program, it does not explicitly address the “Drive to 55” core theme of the State Master Plan. It does, however, directly align with the Statutory Charge that directs the Tennessee Higher Education Commission to address the state’s economic development, workforce development, and research needs. This MSM program is designed to enhance critical managerial skills that apply to leadership and managerial effectiveness in the workforce across all industries in the state.

Additionally, the MSM program is designed to welcome and assist newly graduated college students – especially those who did not major in a business-related discipline – to learn important managerial skills and basic business knowledge that they did not receive exposure to in their undergraduate studies to enhance the probability of their success when they enter the business world. Thus, our MSM program supports the outcomes of the focus of the State Master Plan (increasing the number of college graduates) by ensuring that college graduates have the option of continued learning that will enhance their transition into the workplace and, once there, provide educational support that provides them with managerial skills they did not obtain during their undergraduate educational experience. By linking content knowledge from learning from their undergraduate degree programs with robust management and leadership skills, we aim to enhance MSM students’ career trajectories that will lead to financial stability and personal fulfillment in their lives. Additionally, since managerial and leadership skills translate across all industries, the MSM degree will help meet the market demand for skilled managers. In summary, we focus on reducing this meta-occupational skill gap within the Tennessee economy regarding people-related management skills.¹²

Institutional Mission

UTC’s overall mission is to enrich and sustain our community, embrace diversity and inclusion, and inspire positive change.

The MSM degree aims to provide new college graduates and those who have begun their managerial experience with the managerial competencies, tools, knowledge, and skills to be successful contributors to their organizations and the Tennessee economy. An essential part of the coursework of the MSM degree focuses on providing students with a nuanced, skilled understanding of principles that will help them be managers who understand inclusion and can manage diversity with wisdom.

¹² “Postsecondary Attainment in the Decade of Decision: The Master Plan for Tennessee Postsecondary Education, 2015-2025.” *Tennessee Higher Education Commission*. See page 16.

Creating positive change in organizations and the community requires leadership skills. John Kotter, a noted scholar of leadership from Harvard Business School, contends that “we usually label leadership “good” or “effective” when it moves people to a place in which both they and those who depend upon them are genuinely better off, and when it does so without trampling on the rights of others. The function implicit in this belief is constructive for adaptive change,”¹³ or a focus on the leadership dimension; the MSM program will teach people how to lead and do so responsibly. Thus, the entire vision of the MSM degree aligns seamlessly with UTCs overall vision and institutional goals, especially the goals to “transform lives through meaningful learning experiences” and “embrace diversity and inclusion as a path to excellence and societal change.”

Institutional Capacity to Deliver Program

This program is designed and supported by the faculty of the Management Department of the Gary W. Rollins College of Business (RCOB) at UTC. RCOB is one of the four degree-granting colleges at UTC with a long history of innovation and collaboration.

The College was a leader within the UTC community in adopting and implementing online learning, beginning its first online course offerings in 2014. Faculty in the Management Department assigned to teach in the MSM program are highly experienced in teaching online and adept at engaging students in applying theory through creative experiential outside-of-class assignments, exercises, and projects. The faculty have national and international reputations of excellence in their research fields, and along with the support staff in the College, can support the program without undue strain on resources. Specifically, The Walker Center for Teaching and Learning at UTC, as well as the College’s internal instructional design and IT support staff, supports the faculty’s use of Canvas, Zoom, and other learning technologies, ensuring the successful development and delivery of online courses in the program. Additionally, the library and other student support services (e.g., Interlibrary loan, remote access to databases, etc.) support online learners and ensure access to all resources needed for a successful online delivery methodology.

Library Support Services

The UTC Library provides graduate students with access to books, movies, articles, and more, both online and physically. It also offers academic support (e.g., reservable study spaces, equipment checkout, a studio for creative projects, a writing center, and on-site computers, printers, and copiers) to assist students with course assignments. More specifically, as of 2020, the UTC library holdings include over 1.2 million total holdings. There were over one million library visits made by members of the UTC community. The library has access to 1,423 print and electronic journals and 33,651 monographs and electronic books relevant to the research and curriculum associated with the existing doctoral program in Learning and Leadership that would also support the MSM program. The library’s participation in the Inter-Library Loan (ILL) program will also support the students’ research needs for any research assignments in the program.

¹³ Kotter, J. (1995). “The 8 Steps of Transforming Change was first published in *Leading Change: Why Transformation Efforts Fail.*” *Harvard Business Review*, March-April, 1995, 59-67.

The UTC Library Studio on the 3rd Floor is a workspace for innovative technology and media creation. It includes 16 workstations loaded with specialized software to assist with creative projects. The Studio also has talented faculty and staff to help students get started regardless of experience level. Housed in the library, the Writing and Communications Center (WCC) provides support for students of all backgrounds and proficiency levels in completing any writing or communications project through peer tutors, faculty, and staff.

Information Technology

Information technology resources to support the program will be provided by the UTC Division of Information Technology. These support services include providing the software "Office 365" and "Adobe Acrobat" to all students in the program (if they don't already have access to it). These are the only two software programs that are required for students in this program.

Additionally, if students run into problems with their UTC email account or with UTC Learn (the Canvas learning management system used for online delivery of all the program's courses), the UTC Division of Information Technology runs an IT Help Desk where students can receive help via phone, email, or by submitting a request ticket. The same support is provided by the UTC Division of Information Technology for faculty in teaching their courses on Canvas. Faculty can also receive support for questions about Canvas from experts at the Grayson H. Walker Center for Teaching and Learning at UTC.

Further, the Management Department collaborates with the College of Engineering and Computer Science to offer the Master of Science in Data Analytics (MSDA) degree recently launched in 2018. This successfully implemented degree crosses two departments and does not pull enrollment from other existing degree programs due to its unique nature. We anticipate that with the establishment of this degree, a primary outcome will be increasing enrollment at UTC. We do not anticipate that this program will cause any significant loss of enrollment in existing degree programs. Nationally, business schools that offer both MBA and MSM degrees do not seem to injure each other's enrollments, as the degrees tend to attract different student market segments. Students typically enter MSM programs directly after graduation from college or after 1-2 years of work experience. They also tend not to have majored in business as undergraduates. Others that enter MSM programs are satisfied with their technical expertise but desire to fine-tune specific management skills. In comparison, most students usually begin an MBA degree program after 3-5 years or more of work experience and have specific career advancement desires and needs that require an in-depth coverage of multiple business fields in a generalist degree program.

Table 1 provides the historic enrollment and degrees awarded for the existing MSDA and MBA programs at UTC. Because the MSDA program was launched in 2019 the numbers reflect the growth of a newly established program.

Table 1: Enrollment and Degrees Awarded for MSDA and MBA Programs at UTC (2019-2021)

Program	Enrollment Fall 2019	Enrollment Fall 2020	Enrollment Fall 2021	Degrees 2019-2020	Degrees 2020-2021	Degrees 2021-2022
MSDA	3	35	49	0	0	10
MBA	236	241	221	111	86	101

This program will meet the needs of students with existing jobs, those seeking to upgrade their current jobs, and those who are new graduates and will be seeking jobs upon graduation from the MSM program. Our MSM students are supported in their career management and job searching needs by the College's Student Success Center staff. The Student Success Center provides a full array of career support services to students, especially networking and job placement services.

These examples illustrate the institutional capacity to deliver the proposed academic program.

Existing Programs

The CIP code 52.0213 focuses on organizational planning, leadership dynamics, finance, communication, and management skills for various sectors, including business, government, non-profit, and education. The CIP code 52.0201 was not selected as programs designated as 52.0201 are described as "General", that is they include coverage of all business functions including quantitative methods, purchasing, logistics, and marketing. In contrast, the MSM is focused specifically on leadership skills. Students in the MSM program receive one overview course on all business functions, however, all other coursework focuses on the skills mentioned under 52.0213, namely organizational planning (MGT 5860, MGT 5310), dynamics of leadership (MGT 5250, MGT 5260, MGT 5360, MGT 5370), team building (MGT 5250, MGT 5860), conflict resolution and mediation (MGT 5250, MGT 5260), communication (MGT 5250, MGT 5260, MGT 5370, MGT 5360) and other management skills (MGT 5310, MGT 5040, MGT 5370, MGT 5020, MGT 5030).

Only five master's degree programs with the selected CIP code are currently offered in Tennessee. All five programs, as listed in the table below, are private institutions. Additionally listed in Table 2 are programs not under CIP code 52.0213 but share minor similarities in focus. Most notably, the MS Management program at Austin Peay State University shares the same program title and accommodates similar target students; however, based on the program curriculum, most of the required courses cover more quantitative aspects of management with only electives covering the human aspects of management. The programs at University of Tennessee at Knoxville and University of Tennessee at Martin have a specific curriculum focus for preparation in career paths dedicated specifically to human resources. Lastly, although the MS Management, Organizational Leadership program at Middle Tennessee State University does have a curriculum focus on behavioral aspects of management and leadership, the electives are open to any courses that relate to the student's specific career interests. The curriculum requirements suggest that this program might best accommodate students that already have an established business career focus, whereas UTC's MSM program is built to accommodate and support students' exploration and development of further career interests.

Table 2. Similar Programs in Tennessee

Institution	Program Name	CIP Code	Description/Focus of Program	Miles from UTC	Degrees 2019	Degrees 2020	Degrees 2021	3-Year Average Degrees
Trevecca Nazarene University	MAOL Organizational Leadership	52.0213	<ul style="list-style-type: none"> • Online only • 33 hours • 7 concentrations 	132	74	84	97	85
Lipscomb University	MA Organizational Leadership	52.0213	<ul style="list-style-type: none"> • Online only • 33 hours • No concentrations 	133	17	16	6	13
Strayer University - Tennessee	MS Management Leadership	52.0213	<ul style="list-style-type: none"> • Online only • 36 hours • No concentrations 	133	8	11	5	8
South College	MBA Leadership	52.0213	<ul style="list-style-type: none"> • Online MBA • Leadership concentration 	109	11	7	0	6
Omega Graduate School	MLitt Organizational Leadership	52.0213	<ul style="list-style-type: none"> • Dual Modality • 32 hours • Org. Leadership concentration 	36	5	6	1	4
Austin Peay State University	MS Management	52.0201	<ul style="list-style-type: none"> • Online only • 30 hours • Not titled MBA program 	181	32	32	21	28
Middle Tennessee State University	MS Management, Organizational Leadership	52.0201	<ul style="list-style-type: none"> • Dual Modality • 33 hours • Requires project or internship 	104	90	89	86	88
University of Tennessee at Knoxville	MS Management and Human Resources	52.1001	<ul style="list-style-type: none"> • Dual modality • 30 hours • Specific HR focused classes 	112	8	29	19	19
*University of Tennessee at Martin	MBA Human Resource Management	52.0201	<ul style="list-style-type: none"> • Modality • 33 hours • Specific MBA HR focus 	281	*39	*31	*46	*39

*Degrees awarded are for the entire MBA degree program. Degrees awarded for the Human Resource Management concentration are not publicly available.

Although not required per the Tennessee Higher Education Commission, UTC investigated the scope of potential competition from the surrounding region and determined that engaging a broader geographical region would be valuable. Several institutions within the Southern Regional Education Board (SREB) member states offer master's degree programs under CIP code 52.0213 or focus on management and leadership while using a different CIP code. Table 3 lists the 11 institutions that reported 100 or more completions within the last three years for their master's programs with a management and leadership focus. The completion data provided correlate with the CIP code of the program. However, the program title may have changed CIP codes within the past three years, making it difficult to match exact program titles to the CIP codes. Just four institutions within the SREB member states offering comparable degrees are public, identified in Table 3 in italics. Although many of these institutions provide online curricula, overall differences in institution type, degree type, CIP code, and program design set the proposed MSM apart from anything currently available.

Table 3: Related Degree Programs in SREB Region

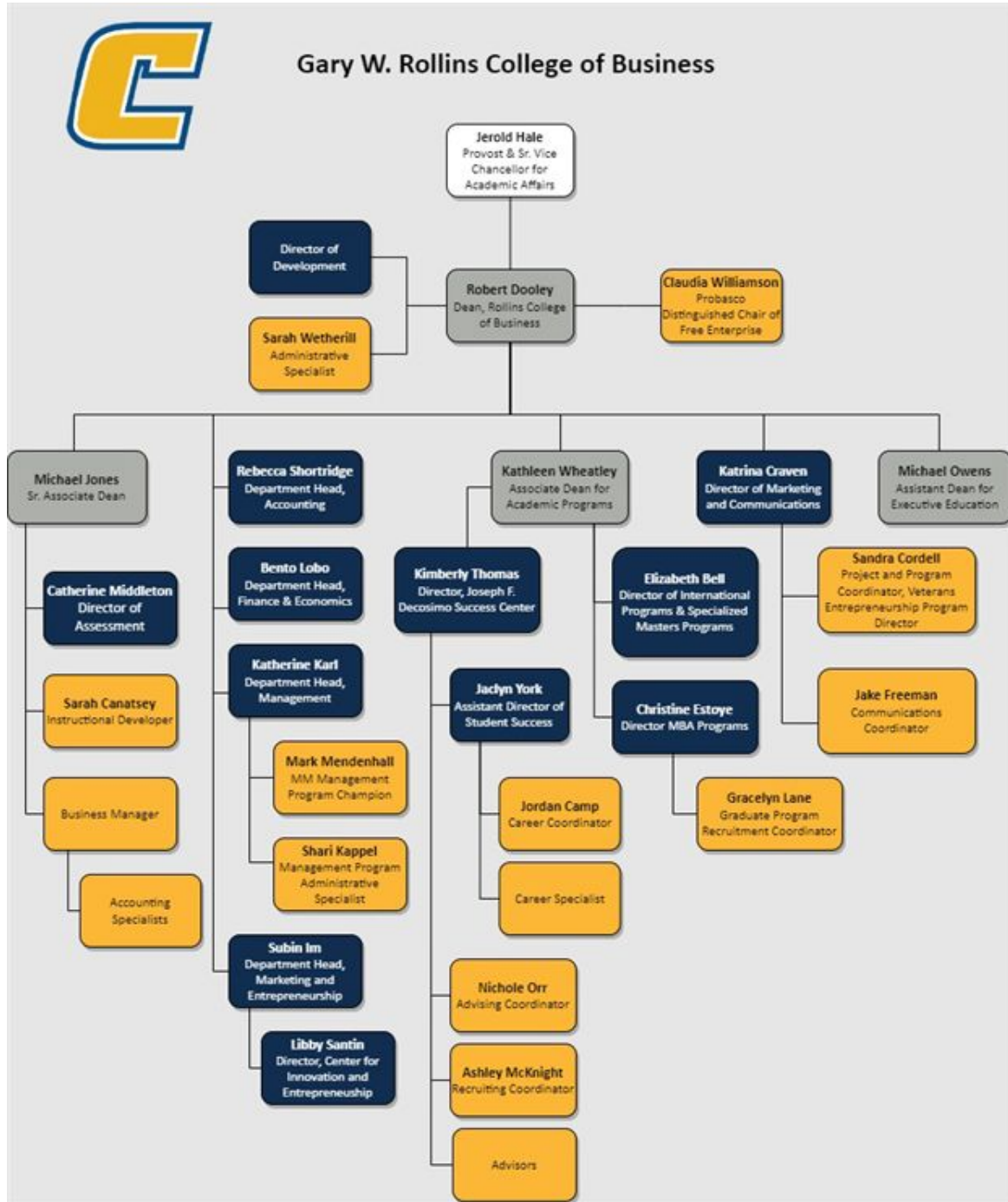
Institution	Program Name	CIP Code	3-Year Average Degrees
<i>The University of Texas at Dallas</i>	MS Management Science	52.1301	250
Columbia Southern University	MS Organizational Leadership	52.0213	182
University of the Incarnate Word	MS Organizational Development and Leadership	52.1003	151
<i>Western Kentucky University</i>	MA Organizational Leadership	52.0213	118
University of Charleston	MS Strategic Leadership	52.9999	114
Wake Forest University	MS Management	52.1301	106
<i>North Carolina State University at Raleigh</i>	MSM Management	52.1301	106
Regent University	MA Organizational Leadership	52.1003	89
Wilmington University	MS Management	52.0213	77
<i>University of North Texas</i>	MBA Management	52.1301	52
<i>Embry-Riddle Aeronautical University - Worldwide</i>	MS Leadership	52.0213	50

Accreditation

The Gary W. Rollins College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The MSM degree program will not have any specific accreditation requirements as all programs will be (re)accredited at one time in one AACSB review. The next review process will occur within the 2023-2024 academic year; therefore, the MSM degree program will be reviewed for accreditation with AACSB by 2029.

Administrative Structure

Figure 1. Organizational Chart for Academic Program



SECTION III: FEASIBILITY STUDY

Student Interest

Nationally and internationally, the number of MSM degree programs is increasing in response to student demand for specialized business-related master's degrees. To assess a similar trend in the greater Chattanooga area, we surveyed a sample of UTC students from various academic majors who were close to graduation and recent graduates to gain insight into the degree of interest locally in a MSM degree at UTC.

Survey invitations were sent to individuals in various majors from all four academic colleges who were either current UTC undergraduate students or recent graduates. Within one week, 65 respondents completed the survey. Of those responding, more than 75% were current students (n=50), and 14% were employed. Respondents were spread out over four main age groups, with the highest percentage identifying as between 18-21 years old (38%), followed by those 22-24 (31%), 25-34 years old (17%), and those older than 35 (14%). Additionally, 39 respondents were female, 23 were male, and 3 were non-binary. Seventy-four percent felt that pursuing a master's degree in an area of business would benefit their careers. When asked if having the option to pursue a graduate degree in management that focuses only on people skills would greatly appeal to them, 62% responded affirmatively, with 31% strongly agreeing with the proposal. Only 18% disagreed, while 20% were neutral. Fifty-seven percent stated that an MSM degree appeals to them more than a traditional MBA degree.

Of the respondents with undergraduate degrees completed, 73% believed that developing managerial and leadership skills is an essential next step in their careers, and 67% of respondents that are currently working indicated that the company they work for values and supports employees who pursue graduate studies in business. Importantly, our survey indicates that the trend of interest in MSM degree programs elsewhere exists locally as well. After describing the content of the curriculum in the proposed MSM program at UTC, when asked, "I would be interested in enrolling in a Master of Science in Management program like this in the future," 72% of the respondents replied affirmatively, with 34% strongly agreeing and 38% agreeing. 15% were neutral, and only 12% disagreed. Lastly, during the survey administration, some survey participants indicated that they would like further information or be contacted by program staff if the program was approved so that they could enroll. Full survey results are included in Appendix F.

Local and Regional Demand

In terms of local and regional labor market demand for MSM graduates, Table 4 shows a list of 17 job titles based on the 6-digit Standard Occupational Classification (SOC) codes that match with a master's degree code of CIP 52.0213 along with Tennessee labor market data for each occupation.¹⁴ State employment for these jobs is about equal to the national average when adjusted for overall workforce size. With a few exceptions, these positions remained relatively stable even throughout a global pandemic.

¹⁴ Lightcast, 2022

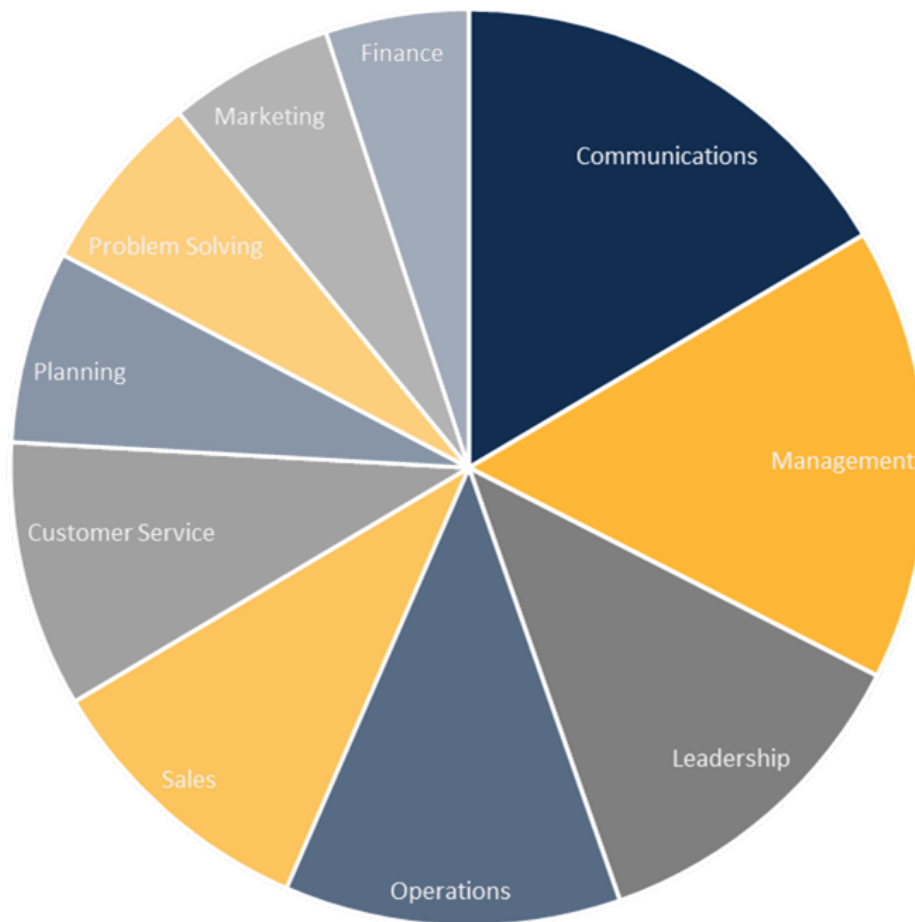
Table 4. Tennessee Labor Market Data for Six-Digit SOC Codes Matching with Proposed Program (CIP Code 52.0213)

SOC Code	Job Title	2022 Jobs	% Change 2020-2022	% Change 2022-2032	Median Earnings
11-1011	Chief Executives	6,141	-17%	-6%	\$152,651.20
11-1021	General and Operations Managers	58,952	29%	12%	\$99,611.20
11-2021	Marketing Managers	7,116	22%	10%	\$103,750.40
11-2022	Sales Managers	8,952	17%	8%	\$118,976.00
11-2032	Public Relations Managers	540	-3%	19%	\$94,931.20
11-2033	Fundraising Managers	243	-14%	23%	\$78,020.80
11-3012	Administrative Services Managers	8,446	19%	5%	\$119,745.60
11-3013	Facilities Managers	1,650	26%	13%	\$85,883.20
11-3031	Financial Managers	18,078	9%	14%	\$119,620.80
11-3061	Purchasing Managers	1,106	-4%	10%	\$102,044.80
11-3071	Transportation, Storage, & Distribution Managers	4,492	17%	5%	\$83,865.60
11-3121	Human Resources Managers	3,485	3%	10%	\$96,616.00
11-3131	Training and Development Managers	909	-8%	8%	\$98,363.20
11-9199	Managers, All Other	14,480	2%	5%	\$75,088.00
13-1111	Management Analysts	8,654	-3%	22%	\$79,393.60
13-2051	Financial and Investment Analysts	4,030	7%	12%	\$77,292.80
13-2099	Financial Specialists, All Other	3,237	3%	3%	\$60,382.40

Top Skills for Occupational Matches

Looking within Tennessee job postings between January 2020 and July 2022 for the previously listed 17 job titles that match our proposed MSM degree, Figure 2 shows the top 10 in-demand skills included in these job postings. Overwhelmingly, communication, management, leadership, and operations are the most named skills within the range of job postings. When combined, these skills appeared in more than half of all job postings during the given time frame. The most sought-after skills for these occupations are focused on in the proposed MSM degree program at UTC.

Figure 2. Top In-Demand Skills within Job Postings for Occupational Matches in Tennessee



Regional Area Job Growth

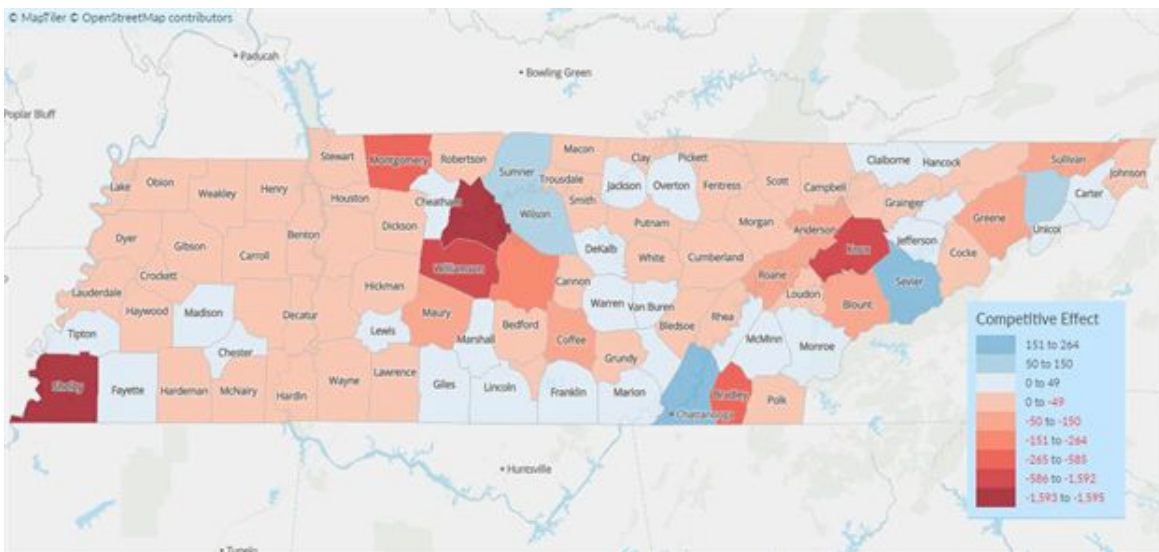
As shown in the previously provided Table 4, the percent growth in jobs for all 17 job titles remained steady from 2020 to 2022 throughout Tennessee. This percent growth can be further analyzed to determine the competitive effect within a region by subtracting the expected change from the actual regional job change within the job titles of interest.¹⁵ This calculation shows how much job growth is attributed to a unique competitive advantage that cannot be explained by broader trends such as the National Growth Effect. Notably, Hamilton County had the second highest competitive effect in job postings from 2020 to 2022, as shown in Table 5 and Figure 3.

¹⁵ Economic Modeling Specialists, Intl. Knowledge Base, 2022

Table 5. Top Five and Bottom Five Tennessee Counties by Competitive Effect for Job Postings within Six-Digit SOC Code Matches with Proposed Program

County Name	2020 Jobs	2022 Jobs	% Change 2020-2022	National Growth Effect	Competitive Effect
Sevier County	1,303	1,726	32%	58	193
Hamilton County	8,556	10,221	19%	383	151
Washington County	2,255	2,754	22%	101	101
Wilson County	2,262	2,758	22%	101	96
Sumner County	2,601	3,116	20%	116	54
Montgomery County	1,969	1,947	-1%	88	-371
Williamson County	10,721	12,032	12%	480	-586
Knox County	10,189	11,348	11%	456	-644
Davidson County	28,597	32,064	12%	1,279	-1593
Shelby County	21,660	23,898	10%	969	-1595

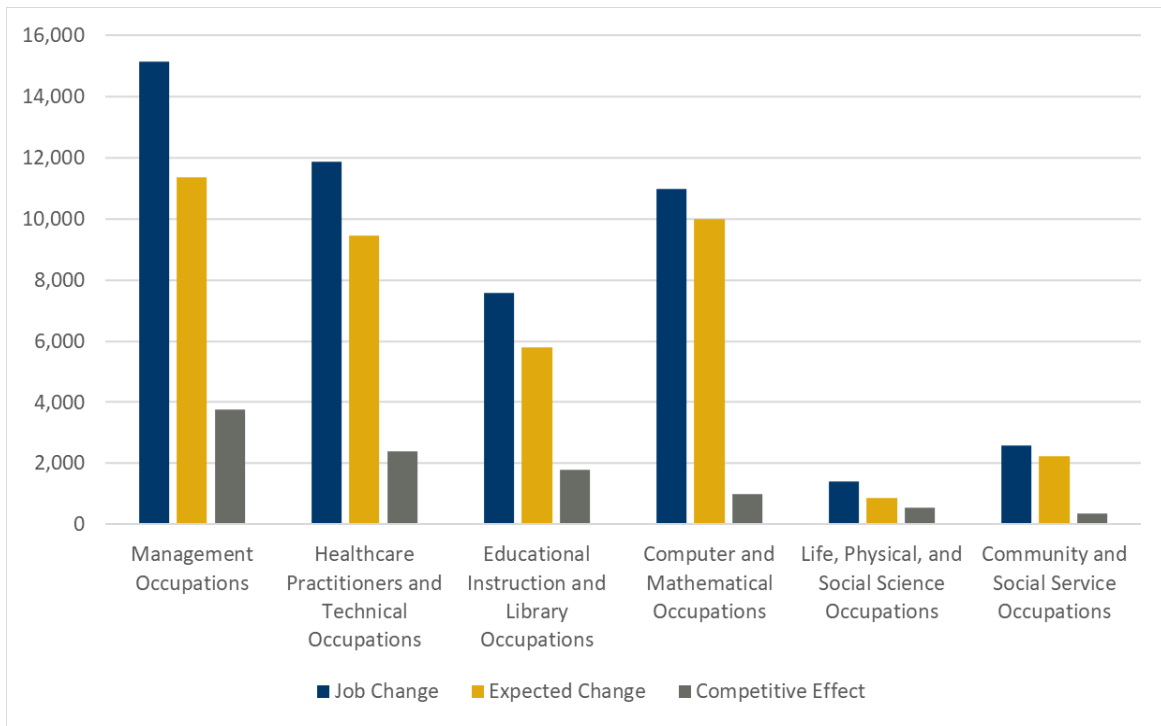
Figure 3. Competitive Effect for Job Postings of Occupation Matches by County in Tennessee



Employer Demand

There is a strong demand for the proposed program from local and regional employers, which is discussed further in the Community and Industry Partnerships Section. This proposed program will also benefit from the sustained need for managers across industries into the future. Within a 100-mile radius of Chattanooga, occupational titles within Management Occupations (SOC 11-0000) have the most significant expected change. Figure 4 and Table 6 show the top five most competitive occupational categories in the Chattanooga area from 2022 to 2027.¹⁶

Figure 4. Top Five Most Competitive Occupations by SOC 2-Digit Code in 100-Mile Radius of Chattanooga



The occupational categories in Table 6 are grouped by the Standard Occupation Classification (SOC) 2-digit umbrella code with a geographic focus on positions within 100 miles of Chattanooga. Those listed in Table 4 (Tennessee Labor Market Data for Six-Digit SOC Codes) further delineate each occupational category into a narrower scope using the 6-digit SOC codes. This method allows for an enhanced understanding of the types of jobs students could obtain with the MSM degree.

¹⁶ Lightcast, 2022

Table 6. Top Five Most Competitive Occupational Categories (SOC 2-digit code) in 100-Mile Radius of Chattanooga

Occupational Category	Job Change	Expected Change	Competitive Effect
Management Occupations	15,137	11,367	3,770
Healthcare Practitioners and Technical Occupations	11,864	9,465	2,399
Educational Instruction and Library Occupations	7,584	5,805	1,779
Computer and Mathematical Occupations	10,974	9,984	991
Life, Physical, and Social Science Occupations	1,402	857	545

Referring to Table 5, the “% Change 2022–2032” column shows the expected growth rate for managerial positions which MSM students would seek to obtain upon graduation. All 17 job categories are expected to exhibit either single or double-digit percentage growth over the next ten years except for one, Chief Executive Officer, and that is the one position on the list that graduates from this program would not be expected to obtain upon graduation.

In summary, based on our analyses, we conclude there is a clear 1) interest in the MSM degree program on the part of potential students, 2) need and demand for skilled managers both locally and regionally based on labor statistics and observations of local executives, and 3) a strong picture over the next decade of a trending increasing job market for skilled managers.

Community and Industry Partnerships

There is a strong demand for the proposed program from local and regional employers. We asked executives on the Business Advisory Board of the Gary W. Rollins College of Business at UTC to assess the need for a MSM program in the greater Chattanooga area and beyond. Their written responses to this request are included in Appendix A. In the letters, there is a strong support for the MSM degree. Their comments reflect previously noted research that indicates companies’ focus on finding potential managers with excellent people-related skills. Miller Wellborn, Chairman of the Board at Smartbank, summarizes this need well in his letter:

“We feel this program will help individuals further their interpersonal development skills and will tremendously enhance the professional workforce in our area. Smartbank would greatly benefit from sending some of our own associates through this new program... [and] we would also look to hire individuals that have completed the Master of Science in Management program.”

Several entities have confirmed a willingness to partner with the proposed program. These include the members from local and regional companies on the Gary W. Rollins College of Business Advisory Board and Executive Education Advisory Board that were mentioned previously and each of the entities listed below has a signed letter of support; see Appendix A.

1. CHI Memorial, Janelle Reilly, Marketing chief Executive Officer
2. Elliot Davis, Rene B. Ford, Shareholder
3. SmartBank, Miller Welborn, Chairman of the Board
4. Tuftco Corp., Steven L. Frost, Chairman
5. Mauldin & Jenkins, Jim Vaughn, Partner

Top Companies Posting

While looking within the same counties previously shown, Table 7 lists ten companies that had the highest numbers of unique job postings between January 2020 to July 2022 that matched with any of the 17 occupational titles used and required a master's degree.

Table 7. Top Companies Posting within Tennessee and 100-Mile Radius of Chattanooga

Company Name	Unique Job Postings from January 2020 – July 2022
Amazon	1,747
Deloitte	1,605
Anthem Blue Cross	1,536
Robert Half	1,011
Cox Communications	813
Humana	706
KPMG	606
Emory Healthcare	575
Delta Air Lines	528
Coca-Cola	522

SECTION IV: ENROLLMENT AND GRADUATION PROJECTIONS

The realistic enrollment projections for the MSM program are listed in Table 8 and were calculated based on the yearly enrollment trends of the MBA and MSDA programs at UTC, as well as the average number of degrees awarded for similar programs at other Tennessee institutions. Because the program is designed to be flexible and accommodate students who are employed full-time, these estimates consist of both part-time and full-time projected enrollment. Considering that full-time students should be able to complete the program within one academic year, it is reasonable to assume that all full-time students will graduate on time. Part-time students should be able to complete the program within two academic years and have a higher risk of attrition if completing the program while employed full-time. Therefore, the calculations in Table 8 consider a 10% attrition rate for part-time students and a 100% graduation rate for full-time students.

Table 8: Projected Enrollments and Graduates

Year	Academic Year	Projected Total Fall Enrollment	Projected Attrition	Projected Graduates
1	2023-2024	15	1	4
2	2024-2025	31	3	15
3	2025-2026	45	4	33
4	2026-2027	60	5	47
5	2027-2028	75	6	61

SECTION V: PROJECTED COSTS TO DELIVER THE PROGRAM

The MSM program is projected to have a low cost in overall program expenses since it will be utilizing existing resources in the Gary W. Rollins College of Business. The expense of an external reviewer conducting a site visit will be the only planning year expense. Projected one-time and recurring expenditures for Years 1 through 5 will be minimal, with only those for Faculty & Instructional Staff, Equipment after Year 1, and Marketing of the program to potential students. The proposed expenses are detailed in Appendix B.

Faculty & Instructional Staff

During Year 1, existing faculty and staff in the Gary W. Rollins College of Business at UTC will teach all the courses in the program. Salary and benefits for the faculty teaching in the program from Year 2 through Year 5 are in Appendix B. These projections assume that one new faculty will be hired in Year 2. Another new faculty member will be hired in Year 3. Career courses will be taught by qualified faculty or adjuncts (\$1,000/credit). Costs assume an annual salary of \$130,000 for the faculty hired in Year 2 and \$135,000 for the faculty hired in Year 3. Benefit costs of 41% are included as well as a 2% annual increase after that.

Non-Instructional Staff

No new non-instructional staff will be needed as existing staff can handle the increased number of students.

Graduate Assistants

No graduate assistants will be utilized for this program.

Accreditation

There are no additional accreditation costs for this program as all Rollins College of Business Programs are (re)accredited at one time in one AACSB review. This program is new, so it will not be included in the next AACSB review (in 2024) but will be included in the review in 2029.

Consultants

A one-time expense will be incurred for the selected external reviewer to do a site visit as part of the New Academic Program Proposal process. This cost has been reflected in Appendix B.

Equipment

The equipment costs expected will include new computer equipment for the new faculty hired in Year 2 and Year 3. This equipment cost will be one-time expenses of \$2,000 for each hire.

Information Technology

No new information technology will be required for this program.

Library Resources

No new library acquisitions will be required for this program.

Marketing

Marketing costs for the program are expected to begin in Year 1 and continue each year after. Based on the cost of UTC's marketing efforts for the current Master of Business Administration and Master of Science in Data Analytics programs, an estimated \$15,000 was calculated for the incremental expense to support these already established marketing efforts. The costs in Appendix B reflect a 3% increase each year to account for inflation.

Facilities

No new facilities will be required. Faculty will be provided offices in an existing building.

Travel

No travel expenses will be required for this program. Faculty travel in the RCOB is funded through the RCOB faculty development fund. We will not be requesting any additional travel funds through the university budget process to support the new faculty positions.

Other Resources

Other resources will not be needed for this program.

SECTION VI: PROJECTED REVENUES FOR THE PROGRAM

Tuition

Anticipated revenue for the program's first year based on tuition income is \$193,800, which will cover all expenses (projected to be \$17,500) for Planning and Year 1 and provide a healthy return to the university after the first year. These projections are based on the total in-state tuition and differential fees per credit hour, which are constituted from in-state graduate tuition (\$478), the mandatory online, technology, and library fees (\$93), differential tuition (\$59), and College of Business fee (\$50), totaling \$680 per credit hour. Year 1 totals also assume that the part-time students are all in-state students and take 15 credit hours during Year 1. The totals for the four full-time students are based on enrolling for 30 hours each in Year 1.

Thus, first-year revenue is based on a cohort of 15 students (11 part-time and four full-time) is anticipated that the 11 part-time students will generate \$112,200 from tuition and fees for 15 credit hours while the four full-time students will generate \$81,600 from tuition and fees for 30 credit hours. Projected revenues from Year 2 through Year 5 (please see Appendix A) are based on an incremental increase in enrollment for each year, moving from 15 students in Year 1 to 20 students in Year 2, and then to 30, 40, and 50 students respectively with an assumed 3% yearly increase in tuition levels. The projections also are based on a 10% student dropout rate and that part-time students will graduate in 24 months.

Grants

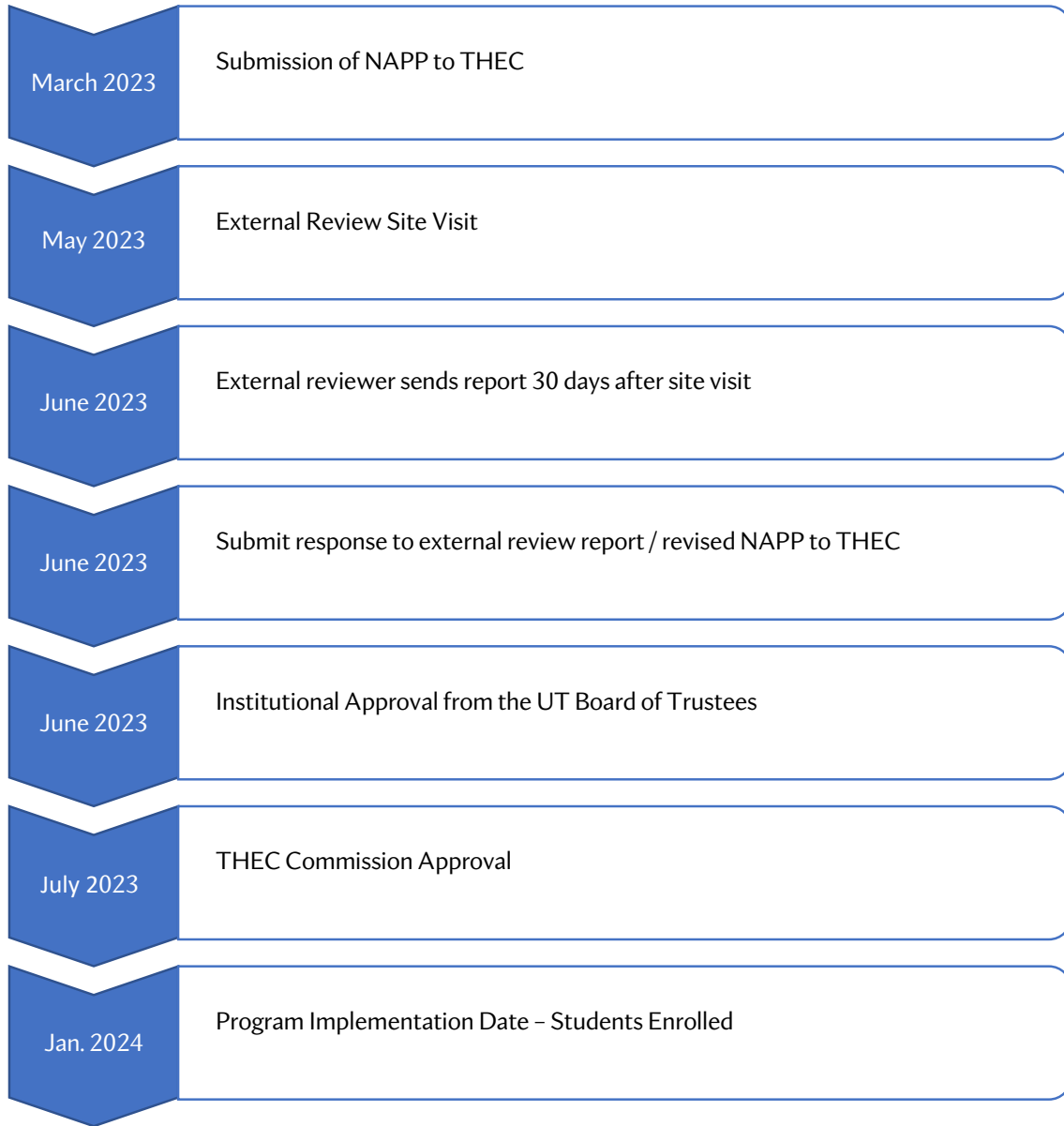
No expected grants will be used or received for this program.

Other

No other revenues are expected for this program.

SECTION VII: IMPLEMENTATION TIMELINE

Figure 5: Implementation Timeline



Accreditation

All Rollins College of Business programs are (re)accredited at one time in review by the Association to Advance Collegiate Schools of Business (AACSB). Therefore, this program will not be included in the next AACSB review (2024) but will be included in the review in 2029.

UTC already offers degrees at the Master of Science level as well as undergraduate degrees in the field of Management. Additionally, UTC's SACSCOC Liaison and program faculty discussed the proposed degree program and determined it will not require a SACSCOC substantive change proposal. No further action will need to be taken regarding the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Proposed Dates for External Review Site Visit

- Friday, April 14, 2023
- Thursday, May 11, 2023
- Thursday, May 25, 2023
- Friday, May 26, 2023

UT Board of Trustees

The intended date for seeking approval by the University of Tennessee Board of Trustees will be June 29-30, 2023.

Tennessee Higher Education Commission

The intended date for seeking approval by the Tennessee Higher Education Commission will be July 20, 2023.

SECTION VIII: CURRICULUM

Program Goals and Objectives

The proposed MSM degree program focuses on two main populations: 1) recent college graduates of all majors who are entering the workforce and beginning their careers, and 2) college graduates who have been in the workplace for 2-5 years and need to enhance their people-related managerial skills and competencies. Due to the nontraditional target population, the program was designed to be highly flexible. The program will require 30 credit hours, and all classes will be offered in an online, asynchronous format, making it easier for students to complete the degree while holding down full-time jobs.

The curriculum will prepare students to manage people effectively in the workplace by focusing not only on teaching theory and knowledge gained from academic research about how to manage people, but also by requiring the students to apply theory and knowledge in their personal lives and the workplace through individualized competency development programs, project team assignments, and personal coaching. The coursework specifically helps students to develop skills and knowledge within the areas of leadership, decision-making, business ethics, project management, human resource management, diversity management, personal career management, coaching, and basic business knowledge (accounting, economics, marketing, finance, operations, and supply chain).

The program is visually summarized in Table 9 and has the following goals and objectives that operate as its planned outcomes upon which the program will be assessed twice every five years:

1. Demonstration of the ability to explain and develop leadership skills from a robust understanding of extant organizational behavior and leadership theories.
2. Demonstration of the ability to create a robust personal career strategy that will guide them toward future positions in leadership.
3. Demonstration of the ability to effectively work in and lead teams.
4. Demonstration of an understanding of the ethical and social dynamics that influence the success and failure of organizational and personal leadership.

Table 9: Program Curriculum Map

Fall Immersion (August)	Fall <i>Leadership Skills</i>	Spring <i>Leadership Mindset</i>	Summer <i>Leadership Exploration</i>
<p>Keynote Speakers</p> <p><u>Incoming Students</u></p> <ul style="list-style-type: none"> • Kickoff Social • Icebreaker/team building • Intro to RCOB “MSM Culture” • Individual competency assessments • Strategizing with coaches • Networking tips <p><u>Graduating Students</u></p> <ul style="list-style-type: none"> • Presentations to current students • Networking and interviewing with executives • Simulation • Refining a personal vision of leadership 0 credit hours (2 Saturdays) 	<p>MGT 5250 (OB & Leadership Skills) 3 credit hours</p>	<p>MGT5260 (Business Leadership) 3 credit hours</p>	<p>MGT 5310 (Strategic Human Capital Management) 3 credit hours</p>
	<p>MGT 5010 (Foundational Business Skills and Concepts) 3 credit hours</p>	<p>MGT 5370 (Leading Responsibly) 3 credit hours</p>	<p>Select 1 elective 3 credit hours</p> <ul style="list-style-type: none"> • MGT 5000R • MGT 5280 • MGT 5290 • MGT 5380 • MGT 5950R • Other 5000 level business course
	<p>MGT 5360 (Decision-Making) 3 credit hours</p>	<p>MGT 5860 (Project Management) 3 credit hours Capstone Course Prerequisite = 9 credit hours</p>	<p>MGT 5040 (Understanding Diversity and Inclusion when Managing Employees) 2 credit hours</p>
	<p>MGT 5020 (Career Coaching 1: Designing Your Career) 2 credit hours</p>	<p>MGT 5030 (Career Coaching 2: Managing Your Career) 2 credit hours</p>	
Program Requirement	11 credit hours	11 credit hours	8 credit hours
Total Program Hours			30 Hours

Student Learning Outcomes

The courses in which coverage of the specific outcomes for student learning will take place are indicated by an “X” in the matrix below. Acquisition of the learning outcomes by the students will be verified by instructor grading of assignments that are specifically designed for students to acquire the competencies associated with the program’s goals and objectives.

Each student learning outcome of the program will have one course designated in which that outcome will be assessed. These courses are as follows:

1. MGT 52620: Business Leadership will assess whether students demonstrate the ability to explain and develop leadership skills from a robust understanding of extant organizational behavior and leadership theories.
2. MGT 5030: Managing Your Career will assess whether students demonstrate the ability to create a robust personal career strategy that will guide them toward future positions in leadership.
3. MGT 5860: Project Management will assess whether students demonstrate the ability to effectively work in and lead teams.
4. MGT 5370: Leading Responsibly will assess whether students demonstrate an understanding of the ethical and social dynamics that influence the success and failure of organizational and personal leadership.

Students will have multiple opportunities to demonstrate mastery of the program learning outcomes, as illustrated by Table 10. All the learning outcomes are mapped to the core courses and each learning outcome will be assessed multiple times throughout the student's progression.

Student achievement of learning outcomes will be assessed in each of the core courses through embedded course assignments. The embedded assignments are designed to gauge the extent of student learning. All coursework is graded according to the following scale: A - 90-100, B - 80-89, C - 70-79, D - 60-69, and F - ≤59. The full assessment plan is in Appendix E and Table 17 provides details on course assessment.

Table 10: Student Learning Outcomes Mapped to Core Courses

Learning Outcome Students will...	MGT 5010	MGT 5250	MGT 5360	MGT 5020	MGT 5260	MGT 5370	MGT 5860	MGT 5030	MGT 5310	MGT 5040
1. Demonstrate the ability to explain and develop leadership skills from a robust understanding of extant organizational behavior and leadership theories.		X			X	X	X	X		X
2. Demonstrate the ability to create a robust personal career strategy that will guide them toward future positions in leadership.	X	X		X	X			X		
3. Demonstrate the ability to effectively work in and lead teams.	X	X	X		X	X	X	X	X	X
4. Demonstrate an understanding of the ethical and social dynamics that influence the success and failure of organizational and personal leadership.		X	X		X	X	X			X

Academic Program Requirements

The proposed MSM degree program will require a total of 30 credit hours for completion and courses will be provided online, asynchronously. The program does not require any prerequisites, and only MGT 5020: Designing Your Career and MGT 5030: Managing Your Career are to be taken in sequence.

In addition to the 30 credit hours required through coursework, students will be required to attend a weekend immersion experience occurring in August of each year. Both incoming and existing students can attend, and graduating students will present their learning, and participate in networking, interviewing, and simulation exercises. This immersion experience will be available in hybrid format, only synchronous, and in person. Any students that are unable to attend in actual time, either virtually or in person, the sessions will be recorded and available for viewing. In order to remain as flexible as possible with rolling admissions, students beginning the program will attend the “first available” Immersion Experience. Additionally, students will have flexibility to attend the best concluding Immersion Experience based on their progression through the program.

As shown in Table 12, full-time students will be able to complete the degree program in one academic year by taking 11 credit hours in the Fall and Spring terms, and eight credit hours in the Summer term. Because of the asynchronous, non-cohort nature of the program, part-time students will be able to complete the full program within two academic years to allow for working full-time while enrolled. A sample program of study for part-time students is included in Table 13.

Existing and New Courses

The MSM program’s core curriculum includes seven new courses and three existing courses. In addition to the core courses required for completion, students will select three credit hours from a list of five already existing elective courses or a 5000-level course approved by the Department Head for Management. Nine of the ten core courses will be offered each term, and MGT 5040: Understanding Diversity and Inclusion when Managing Employees will be offered each Summer term. Additionally, the five elective options will be offered each Fall, Spring, and Summer term. The current schedule of courses will be used as a guide for students and as enrollment in the MSM program grows, courses will be offered to meet student needs. The needs for course scheduling will be tracked and managed through our Graduate Programs Office which currently tracks student needs for all graduate programs in order to advise and offer necessary courses for completion and timely progression.

Table 11: Program Curriculum with New and Existing Courses

Course Prefix, Number, and Title	Course Catalog Description	Credit Hours	New or Existing
Prerequisite Course(s): None			
Core Classes: 27 Hours			
MGT 5250 Organizational Behavior & Leadership	An examination of the theoretical and research foundations that explain behavior within the context of organizations. The focus will be on how organizational behavior theory is translated into practice such that students will acquire the knowledge and skills necessary to become an effective manager.	3	Existing
MGT 5010 Foundational Business Skills and Concepts	Introduction to key functional areas in business including marketing, accounting, finance, operations management, and supply chain management. The focus is centered on critical skills and knowledge required of managers at all levels to effectively support business strategy.	3	New
MGT 5360 Managerial Decision-Making	An emphasis on a socio-psychological approach to decision-making and examination of the mechanisms that underlie decision choices, preferences, and judgments. The goal is to improve decision making by use of experiential exercises, cases, and class discussion. Students will gain insights regarding decision and judgments in the complexities of human choices and increase awareness of the mechanisms that guide behavior. Hands on course to help students learn and apply theories.	3	New
MGT 5020 Designing Your Career	An introduction to design thinking in relationship to professional careers. Students will take proactive steps to evaluate their strengths, understand the current world of work, and identify options for careers that integrate their graduate education in a meaningful way. Students will use life design principles to choose a career goal to work toward and create career materials such as resume, cover letter, and LinkedIn as tools to pursue that goal.	2	New
MGT 5030 Managing Your Career	Instruction on how to take active steps toward reaching career goals. Students will gain experience leading something and integrating the learning from that into their future career pursuits. Students will understand how to leverage professional associations, informational interviews, and recruiters to reach their career goals. Students will implement a proactive job search exercise to learn lifelong career networking skills.	2	New

Course Prefix, Number, and Title	Course Catalog Description	Credit Hours	New or Existing
MGT 5260 Business Leadership	An in-depth coverage of theories related to effective leadership in business organizations, the identification and development of leadership talent, and the relationship between leadership and corporate social responsibility. A primary focus of the course is exploration and development of students' leadership competencies and their career goals related to leadership.	3	Existing
MGT 5370 Leading Responsibly	An examination of the ethical aspects of individual and business decision making as well as the challenges associated with leading responsibly in a rapidly changing external environment. This includes macro-level analyses of the roles and responsibilities of business and micro-level analyses of ethical decision-making processes by individual managers. Topics include behavioral and normative business ethics, stakeholder management principles and processes, fair treatment of employees, privacy and the ethical implications of technology, sustainability and community relations, and the effective design of ethical and legally compliant organizations.	3	New
MGT 5860 Project Management	The Project Management Institute (PMI) defines a project as “a temporary endeavor undertaken to create a unique product, service, or result.” Organizations have increased their adoption of projects to improve efficiencies, speed, and quality to achieve those outcomes. This course will cover the fundamental components of project management per the Project Management Institute’s (PMI) Project Management Body of Knowledge (PMBOK) including project integration, project scope management, project time and cost management, quality management, human resource considerations, communications, risk management, procurement management, and stakeholder engagement.	3	New
MGT 5310 Strategic Human Capital Management	An evidence-based perspective to expose students to the intersection of human resource (HR) management and business strategy, or the strategic management of human capital. The goal is to introduce students to core HR competency areas that are needed to support organizational goals, especially in a knowledge-based economy. Topics covered include staffing and talent management, total reward strategies, performance management, employee development, culture change, talent retention, and HR metrics.	3	Existing

Course Prefix, Number, and Title	Course Catalog Description	Credit Hours	New or Existing
MGT 5040 Understanding Diversity and Inclusion when Managing Employees	An examination of diversity, inclusion, and belonging in organizations. In response to changing workforce demographics, the global marketplace, and increased competition, organizational awareness of the need to effectively manage an increasingly diverse workforce has intensified. Students will understand diversity issues and their importance. Students will develop awareness and skills to function better in a multicultural business environment and build a more inclusive workplace.	2	New
Lab Requirements: None			
Elective Courses: 3 Hours selected from the following:			
MGT 5000R Special Topics in Management	Study of special topics and recent developments in the area of Management. Specific course teachings change based on current events in the field.	1-3	Existing
MGT 5280 Employee and Labor Relations	Instruction of the broad area of employee relations, including employee rights and responsibilities, employee satisfaction, discipline and termination processes, and managing diversity. Topics covered are the basics of labor relations, including major labor laws and the processes of organizing, contract negotiation, grievances, and arbitration.	3	Existing
MGT 5380 International Management	A focus on the complexity of management challenges created by globalization that examines global strategy and leadership, leading multicultural teams, global careers, and the unique challenges firms face in corporate social responsibility. Contemporary global human resource management issues in cross-cultural environments are covered, including planning, staffing, rewards, control, expatriation and repatriation, and legal issues.	3	Existing
MGT 5950R International Business Experience	Designed to provide students with a truly real-world experience in international business, which leads to gaining an understanding of a country's culture and learn the challenges and opportunities of doing business in the country firsthand. Students will also participate in business visits and discussions with a country's business leaders and professors, while sharing in a different, and unforgettable cultural experience.	3	Existing

Course Prefix, Number, and Title	Course Catalog Description	Credit Hours	New or Existing
MGT 5290 EEO and Risk Management	Instruction in human resource risk management practices that help organizations to avoid or mitigate potential liabilities and provide a safe and secure working environment for employees. Includes coverage of workplace health, safety, security, and privacy. Topics covered are laws and regulations pertaining to equal employment opportunity and their impact on human resource management practices.	3	Existing
Other 5000 level course approved by MGT Department Head	None		
Additional Requirements: 0 credit hours - Immersion Saturdays			

Program of Study

Students will be accepted to the program on a rolling basis. A mixture of part-time and full-time students is expected thus students are not expected to take classes on a cohort basis. Fall and Spring courses will be 15 weeks in duration and will be scheduled during the semesters shown below. Summer classes will be 6 weeks in duration. Classes which serve as requirements or electives in other programs (e.g., MGT 5250, MGT 5260, MGT 5860) may be offered every fall and spring semester. None of the classes need to be taken in any particular sequence with the exception of MGT 5020 and MGT 5030.

Table 12: Sample Course Enrollment Schedule/Plan of Study for Full-Time Students

Semester 1: Fall		
CRN/Course Abbreviation	Course Title	Credits
MGT 5250	Organizational Behavior and Leadership	3
MGT 5010	Foundational Business Skills and Concepts	3
MGT 5360	Managerial Decision Making	3
MGT 5020	Designing Your Career	2
Total Semester Credit Hours: 11		
Semester 2: Spring		
CRN/Course Abbreviation	Course Title	Credits
MGT 5260	Business Leadership	3
MGT 5370	Leading Responsibly	3
MGT 5860	Project Management	3
MGT 5030	Managing Your Career	2
Total Semester Credit Hours: 11		
Semester 3: Summer		
CRN/Course Abbreviation	Course Title	Credits
MGT 5310	Strategic Human Capital Management	3
MGT 5040	Understanding Diversity & Inclusion when Managing Employees	2
Elective		3
Total Semester Credit Hours: 8		
Total Program Credit Hours: 30		

Table 13: Sample Course Enrollment Schedule/Plan of Study for Part-Time Students

Semester 1: Fall		
CRN/Course Abbreviation	Course Title	Credits
MGT 5250	Organizational Behavior and Leadership	3
MGT 5010	Foundational Business Skills and Concepts	3
Total Semester Credit Hours: 6		
Semester 2: Spring		
CRN/Course Abbreviation	Course Title	Credits
MGT 5360	Managerial Decision Making	3
MGT 5260	Business Leadership	3
Total Semester Credit Hours: 6		
Semester 3: Summer		
CRN/Course Abbreviation	Course Title	Credits
MGT 5310	Strategic Human Capital Management	3
Total Semester Credit Hours: 3		
Semester 4: Fall		
CRN/Course Abbreviation	Course Title	Credits
MGT 5370	Leading Responsibly	3
MGT 5020	Designing Your Career	2
Total Semester Credit Hours: 5		
Semester 5: Spring		
CRN/Course Abbreviation	Course Title	Credits
MGT 5860	Project Management	3
MGT 5030	Managing Your Career	2
Total Semester Credit Hours: 5		
Semester 3: Summer		
CRN/Course Abbreviation	Course Title	Credits
Elective		3
MGT 5040	Understanding Diversity & Inclusion when Managing Employees	2
Total Semester Credit Hours: 5		
Total Program Credit Hours: 30		

Assessment and Evaluation

Schedule of Program Assessments

For the first five years of the MSM program, THEC's post-approval monitoring will be scheduled, including specific assessment of program learning outcomes, enrollment, and retention, progression, graduation rates and curriculum review. The MSM program will also be monitored and reviewed as part of the RCOB AACSB accreditation process.

This ongoing evaluation plan has been designed to gather, track, and report participant, faculty, and stakeholder feedback on a continuous basis thus ensuring timely responses regarding any programmatic gaps and/or barriers to student success. This evaluation plan incorporates both qualitative and quantitative measures to evaluate program effectiveness, student outcomes, and program impact. These measures include student evaluations of courses and faculty which are administered and reviewed by faculty every semester and utilized to effect programmatic improvement. Primary student outcome indicators, such as GPA, course performance and performance on assessment measures of program learning outcomes are used to assess overall student performance and achievement of program learning outcomes. Data regarding admission, progression, remediation, attrition, and completion are used to evaluate overall programmatic success. Program completion exit survey data of program satisfaction and employment status, as well as alumni survey data and employer feedback data will also provide valuable insights regarding program impact and effectiveness. Program faculty review data on an annual basis to identify and inform opportunities for continuous programmatic improvement.

Table 14: Schedule and Assignment of Program Assessment Processes

Evaluation Process	Timeframe	Responsible Parties
THEC Post Approval Monitoring	Annual for 5 years	<ul style="list-style-type: none"> • Department Head • RCOB Director of Assessment • Associate Deans • OPEIR
Program Outcomes Review	Annually	<ul style="list-style-type: none"> • Department Head • Faculty • Director of MBA and MSM program
Curriculum	Annually	<ul style="list-style-type: none"> • Department Head • Faculty • Director of MBA and MSM program
Evaluations	Annually	<ul style="list-style-type: none"> • Department Head • Faculty • Director of MBA and MSM program
Assessment of Program Learning Outcomes	Annually	<ul style="list-style-type: none"> • Department Head • Faculty • RCOB Director of Assessment
Recruitment/ Enrollment/Graduation Rates	Annually	<ul style="list-style-type: none"> • Department Head • Faculty • Director of MBA and MSM program

Responsible Parties

Faculty and administration for the Rollins College of Business and the RCOB Director of Assessment will be responsible for the ongoing assessment and evaluation. Faculty CVs are included in Appendix C.

Results-Driven Plan

A committee comprised of faculty who teach in the MSM will use the data from the evaluations noted above to assess and recommend changes to the program. These changes will be used to improve the curriculum and enhance student-learning outcomes. Various sources of data and input from the Director of the MBA and MSM Program and the Deans of RCOB will inform all program decisions.

SECTION IX: STUDENTS

Academic Standards

Admissions

Applicants must have earned a bachelor's degree from a regionally accredited college or university (any major is acceptable) or foreign equivalent and be in good academic standing at the last institution they attended.

To be considered for admission, applicants must meet one of the following requirements from a regionally accredited institution or foreign equivalent. All GPAs are based on a 4.0-point scale and are cumulative, including all undergraduate courses completed; the last two years of undergraduate coursework are equivalent to approximately 60-70 semester hours or 90-100 quarter hours.

1. A 3.25 minimum GPA for all undergraduate work taken for the baccalaureate degree is required for admission into the Master of Science of Management

or

2. An earned master's degree or higher-level degree with at least a 3.00 GPA.

Applications are accepted by the Graduate School at any time; however, to ensure adequate time for consideration, the completed online application and any other supporting credentials should be received by the Graduate School no later than two months prior to the beginning of the term for which admission is desired. To apply, students must submit the following:

1. Official Transcripts: Submit official transcripts from each college or university attended (even those from whom transfer credits were earned) to UTC's Graduate School. To expedite the receipt of official transcripts, UTC recommends using an electronic transcript submission service such as Parchment or National Student Clearinghouse. If mailing official transcripts, they must be mailed directly from the institution to The Graduate School, University of Tennessee at Chattanooga, Department 5305, 615 McCallie Avenue, Chattanooga, TN 37403.
2. Pay a \$35.00 one-time, non-refundable application fee (\$40.00 fee for International Student applications). This fee is paid when completing the online application.
3. Statement of purpose for completing the Master of Science in Management program and goals of the applicant: This should be entered in the online UTC Graduate School application when prompted during the application process.
4. Two letters of recommendation: The applicant will be prompted to provide the names and email addresses of the recommenders during completion of the online Graduate School application.
5. Resume/Curriculum Vitae

International students' applications (not U.S. born or naturalized citizens) have additional application requirements detailed in the International Student Application Guide on the UTC Center for Global

Education web site. Note: International student applicants must submit admission materials to the UTC Center for Global Education office.

International Applicants

The University wishes to encourage qualified graduate applicants from other countries. Accordingly, The University of Tennessee at Chattanooga will accept as equivalent in level, structure, scope, and intent the new European degrees adopted under the Bologna Process. The University will also consider three-year bachelor's degrees earned in Division I and II institutions in India and accredited by the National Assessment and Accreditation Council (NAAC) as comparable to four-year U.S. bachelor's degrees. UTC will consider other three-year degrees on a case-by-case basis.

Students whose native language is not English are required to provide official scores on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systems (IELTS). An official TOEFL score of 79 or above, or an IELTS score of 6.0 or higher is required. Applicants may ask The Graduate School for an exemption from the TOEFL or IELTS requirement if they:

1. Have received a degree from a regionally accredited institution in the United States (or a similarly accredited institution in a country/region where the predominant spoken language is English) within the last two years **or**
2. Have worked full time in the United States or a predominately English-speaking country/region for at least two of the preceding four years. Applicants who wish to apply for such an exemption should check with the Graduate School office for appropriate instructions and/or forms.

Evidence of financial resources sufficient to provide adequate support (as determined by the University) during the applicant's period of residence as a student. International students may be required to take an English proficiency examination after arriving at the University and must successfully complete all English courses recommended as a result of his/her score on this test or the TOEFL/IELTS.

Students of 100% online programs are not eligible for US student visas; however, international students will be able to enroll in the MSM program while living outside of the United States. Should any international students enroll and stay in their home country, they will receive the same student support offered to all UTC students enrolled in online programs. The Center for Global Education works closely with all programs at UTC for assistance with international students and government restrictions.

Retention

Continuation Standards. A student admitted to graduate study must maintain a 3.0 grade point average on all courses taken for graduate credit. In the event the student fails to meet this standard, one of the following actions will be taken.

1. **Probation.** A student will be placed on academic probation whenever the grade point average falls below a 3.0 on courses completed for graduate credit.

2. **Academic Dismissal.** A student will be dismissed if he or she earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA. Decisions regarding continuation will be made by the Dean of the Graduate School. A graduate student may also be dismissed for a grade of NC, D, or F in any course; more than two grades below a B; failure of the comprehensive/preliminary examination; an unsatisfactory evaluation of a thesis or dissertation; failure of a research defense; or any other failure of a required component pertaining to Graduate School academic requirements. Any, or a combination of these, constitutes sufficient basis for dismissal of a student at the discretion of the degree program and the Graduate School. Individual programs have the right to establish their own criteria; however, the preceding definition must be the minimum standard for continuing in graduate programs.

Graduate students will be placed on academic probation when their institutional cumulative GPA falls below a 3.0. By the end of the next two terms of enrollment (counting the entire summer session as one term), students must raise their institutional cumulative GPA to 3.0 or higher. Students will be academically dismissed if they fail to achieve this institutional cumulative GPA within the two-semester probation OR if they fail to achieve a 3.0 or higher for either probationary semester. Dismissed students may appeal to the Dean of the Graduate School for readmission. Upon readmission, students may resume graduate study on probation with the same continuation standards.

Graduation

Graduation requirements for the MS in Management program will be the same as for the other master's degree programs in the Gary W. Rollins College of Business; namely:

GPA Maintenance. Students must maintain a 3.0 GPA on all courses taken for graduate credit or you will be put on academic probation and are in danger of being dismissed from the graduate program.

Program of Study. Each degree seeking graduate student must complete and file a Program of Study (form GS #101) by the end of the first semester of enrollment in graduate coursework. All information requested must be provided before the POS will be accepted and approved by the Graduate School. The Program of Study form can be found at the Graduate School website.

All core courses in the degree program must be listed on the Program of Study. Elective courses may be listed on the Program of Study at that time if known but this is not required. Elective courses will be listed on the Application for Admission Candidacy (see below) when the student applies for graduation or prior to applying for graduation. Students must list on the Program of Study form (where courses are listed) whether a comprehensive exam is required or not, i.e., comprehensive exam required or comprehensive exam not required.

The courses listed on the Program of Study must be thoughtfully considered, as they dictate the academic courses necessary for partial fulfillment of the degree requirements. Students, in conjunction with their advisors, must pay special attention to including those courses required by the degree program.

Admission to Candidacy. Admission to a graduate degree program allows the student to demonstrate ability but does not guarantee the right to continue toward a degree unless admitted to candidacy. To be eligible for admission to candidacy, the student must have a cumulative 3.0 GPA or better on all courses taken for graduate credit and have completed prerequisite and designated courses as required by the major department or school and no grade below a C. Students must apply for admission to candidacy at least one semester before your anticipated graduation by submitting a Candidacy/Graduation application to their advisor who will sign and forward the form to the UTC Graduate School for processing and approval. Forms and submission deadlines for upcoming semesters are posted on the calendar on the UTC Graduate School web site (<https://www.utc.edu/research/graduate-school/student-resources/forms>).

Course Grades. No credits earned with grades below C will be accepted for graduate degree requirements. However, grades of D and F are computed into the graduate grade point average. When courses are repeated, all grades are included in computing the graduate grade point average. No grade below a B will be accepted for transfer credit. Students who earn 3 or more grades of C or below in graduate level courses will be dismissed from the MSM program.

Time Limit. The time limit for fulfilling the requirements for a master's degree is six years. All courses included in the Program of Study must be current at the time of completion of the degree. An extension of time form, available on the Graduate School website, can be used to request a one-time, one-year extension. The request must be signed by the major professor/advisor and the dean of the college and submitted to the Office of the Graduate School for final approval.

Stop Out. If, through unusual circumstances, the student cannot work continuously on the thesis or dissertation, the student may request in writing a one-time stop-out. This request must be made no later than the end of the enrollment period of the semester preceding when the stop out will be initiated and must provide a rationale and justification for the stop-out. The stop-out is not to exceed four continuous fall, spring and summer semesters. The stop-out request must be approved by the thesis/dissertation chair/advisor, the program coordinator/director, and the dean of The Graduate School.

Master's Degree Options. Academic majors leading to a master's degree may offer capstone options for degree completion.

1. Thesis Option: minimum of 30 graduate credit hours including a thesis and defense resulting from research conducted under the guidance of an advisor/major professor and guidance committee.
2. Non-Thesis Option: minimum of 30 graduate credit hours. The non-thesis option offers flexibility in delivering an educational experience appropriate to the various disciplines and is responsive to the needs of students' career choices. The non-thesis option may include (1) a scholarly, creative, or professional project conducted under the guidance of an advisor/major professor and/or a committee; (2) a capstone experience (such as an internship); or (3) a course only option.

Academic units that have a non-thesis master's program option determine whether a comprehensive examination is required.

Marketing and Recruitment

The MSM degree in the Gary W. Rollins College of Business at the University of Tennessee at Chattanooga (UTC) is open to all who are recent college graduates of all majors who are entering the workforce or currently in the workplace and need to enhance their people-related managerial skills and competencies. This program will serve a wide range of possible students. It will be open to all students who have an undergraduate degree in any major from a regionally accredited university and will be especially attractive to those from various fields, including the liberal arts, engineering, computer sciences, natural sciences, nursing, and social sciences. Because of this, the marketing and recruitment approach will be two-pronged in nature for these two groups with a special emphasis on reaching underserved and historically underrepresented students.

- I. **Near and recent university graduates.** Working with the Office of Multicultural Affairs, the MSM Program will ensure that information about the degree program and invitations to apply to it to seniors will be consistently shared with members of the following UTC student organizations through faculty visits to club meetings and social media: African Student Association, Asian Student Association, The Black Student Association, Hispanic Outreach Leadership Association (HOLA), Muslim Student Association, and UTC National Association for the Advancement of Colored People (NAACP).

Additionally, the same marketing information will be shared with deans and associate deans in all departments across campus with requests to share information about the program to all their seniors who are near graduation. Within the Gary W. Rollins College of Business, we will focus on marketing the program to seniors through our internal communications system and also through the College's clubs: Alpha Mu Alpha, American Marketing Association, Beta Alpha Psi, Beta Gamma Sigma, E-Club, Economics Club, Financial Management Association (FMA), Institute for Management Accountants (IMA), Society for Human Resource Management (SHRM), Sigma Iota Epsilon, Society for the Advancement of Management (SAM), and the Trading and Investment Club (TIC). For very recent graduates from the university, information about the program and application invitations will be sent via direct email and social media through the university's alumni communication system.

All efforts will begin once the program has been officially established by THEC and will then consistently continue throughout each semester of each academic year thereafter.

- II. **People in the workplace who desire to upgrade their managerial skills.** To market the program to this group, we will distribute informational and marketing materials to individuals in the companies of the Business Advisory Board members of the Gary W. Rollins College of Business who are executives from the following companies: Volkswagen Group of America, Electric Power Board, Playcore, Unum, CHI Memorial Hospital, UBS Financial Services, Hamilton Plastics, Inc., J.D. Frost & Company, Tuftco Corporation, Southern Community Bank, LBMC, The Trust Company, Miller & Martin, PLLC, Henderson, Hutcherson & McCullough, PLLC, Elliot Davis, Noon LLC, Mauldin & Jenkins, Morning Pointe, and Lamp Post Group.

Similarly, the College will do the same distribution and marketing utilizing the College's Advisory Board of the Executive Education Program that is constituted of executives from the following companies: The Rollins Group, The Dixie Group, McKee Foods, Blue Cross Blue Shield of Tennessee, Volkswagen Group of America, Electric Power Board, Playcore, Southern Champion Tray, and Covenant Transportation.

These marketing efforts will begin once the program has been officially established by THEC and will then consistently continue throughout each academic year thereafter. All advisory board members are committed to inclusive programs and practices on behalf of their employees from historically underrepresented and underserved groups. Their marketing efforts will have these employees "front-and-center" in their focus. Additionally, wider marketing efforts to local and regional companies will be done via radio, social media, and newspaper campaigns twice a year by the internal marketing personnel of the Gary W. Rollins College of Business.

Student Support Services

All academic advising for the program will be done personally by Christine Estoye, Director of MBA Program and who will also be assigned to oversee advising and admissions for the MSM program. Additionally, career counseling will be focused within the two courses of the program designed to enhance student's career skills, MGT 5020 ("Career Coaching 1: Designing Your Career") and MGT 5030 ("Career Coaching 2: Managing Your Career"). The Rollins College of Business currently provides complementary career services to graduate students and alumni of its graduate programs. These services include one-on-one career coaching, a graduate career "course" through Canvas, and online, on-demand career video training, all of which is currently directed and delivered by Jennifer Vancil, M.Ed. as a contract staff position. All student support services (e.g., academic advising, tutoring, internship placement, career counseling, or others), are provided by the RCOB Graduate Programs staff and/or staff of the Joseph F. Decosimo Success Center at the Gary W. Rollins College of Business. As multiple programs have moved to fully online modality, the RCOB Graduate Programs staff and Decosimo Success Center have also transitioned to offering services online. Advising, tutoring, internship placement, and career counseling can be done via virtual meeting platforms.

The RCOB Graduate Programs Office and Joseph F. Decosimo Success Center, on the 2nd Floor of Fletcher Hall, is a one-stop shop that provides academic advising, experiential learning opportunities and career development assistance. The RCOB Graduate Programs Office and Decosimo Success Center staff are focused on helping individuals in the Rollins College of Business make the most of their academic opportunities and finding ways to apply their knowledge in the business world.

The RCOB Graduate Programs Office and Decosimo Success Center provides undergraduate and graduate students with career development counselors, team study rooms, interview rooms, and collaborative workspaces, and a student lounge. The office and center staff organize experiential learning opportunities such as company visits, live projects, internships, bridge events, job shadowing, networking, and mentoring events, all of which allow students to gain hands-on experience and a clear understanding of how to apply classroom knowledge in a business setting. Because the majority of graduate courses and programs offered by the Rollins College of Business are delivered online, many of these services currently have the option of being offered virtually.

SECTION X: INSTRUCTIONAL AND ADMINISTRATIVE RESOURCES

Current Faculty

Provided in Table 15 is a list of current RCOB faculty members and administrators that will be contributing to the MSM program along with the role(s) they will have. Faculty vitae are included in Appendix C. All these faculty have terminal degrees and are highly qualified to teach the courses indicated. They all have several years of experience teaching in their respective areas in both in-person and online modalities. They also have substantial scholarly publications in their respective areas of expertise.

Table 15: Summary of Faculty and Staff Who Will Contribute to the Proposed Program

Faculty Name	Faculty Department	Rank or Title	Highest Degree	Role in Program	Courses Taught
Mark Mendenhall	Management	Professor, J. Burton Frierson Chair of Excellence in Business Leadership	Ph.D.	A, B, C	MGT 5260 MGT 5020 MGT 5030
Randy Evans	Management	Professor	Ph.D.	A, B, C	Elective
Lisa Burke-Smalley	Management	Professor	Ph.D.	A, B, C	MGT 5310
Harry J. Van Buren III	Management	Professor, Z. Lupton Patten Endowed Chair of Business Ethics	Ph.D.	A, B, C	MGT 5370
Andrea Neely	Management	Associate Professor	Ph.D.	A, B, C	MGT 5360
Derron Bishop	Management	Assistant Professor	Ph.D.	A, B, C	MGT 5250
Gail Dawson	Management	Associate Professor	Ph.D.	A, B, C	MGT 5040
Katherine Karl	Management	Professor, Department Head of Management	Ph.D.	A, B, C	Elective
Frank Butler	Management	Professor	Ph.D.	A, B, C	MGT 5860 MGT 5010
Staff Name	Department	Rank or Title	Degree	Role	Courses
Christine Estoye	RCOB Graduate Programs	Director of MBA and MSM programs	MBA	D	NA

Note: The roles in program are keyed as:

- A – Will teach in the program
- B – Will design curriculum for the program
- C – Will conduct related research
- D – Will advise students in the program

Anticipated New Faculty and Instructional Staff

One of the goals of the MSM is to help students develop their own personal career strategy which will help guide them toward future positions in leadership. Thus, the career courses, MGT 5020 and 5030, have been built into the program. These courses will be taught by a professional with experience in career coaching. The Gary W. Rollins College of Business currently offers career coaching to all graduate-level students and alumni, which is currently directed and delivered by Jennifer Vancil, M.Ed. At this time, it is unknown if she will continue in this role. The career courses will be taught by qualified faculty or adjuncts (\$1,000/credit).

With the projected growth of the program to 31 students in year 2, and 45 students in year 3, two additional faculty (one in Fall 2024, and one in Fall 2025) will be needed to teach the required courses on a timely basis.

Table 16: Summary of Anticipated Faculty and Instructional Staff

Faculty Rank or Employment Classification	Part or Full-Time	Anticipated Salary	Anticipated Start Date	Comments
Vacant (Staff)	PT	\$3000 per course	Spring 2024	Will teach MGT 5020 & 5030 (Career Courses)
Assistant Professor	FT	\$130,000	Fall 2024	Will teach in the program
Assistant Professor	FT	\$135,000	Fall 2025	Will teach in the program

Non-Instructional Staff

It is not anticipated that any new non-instructional staff positions will be required to support the new program. We will evaluate any need for additional staff on a continuous basis.

SECTION XI: RESOURCES

Equipment

Given the MS in Management program will be delivered in an online format, existing physical equipment, computer facilities, and classroom technology are adequate for the needs of the program. All existing faculty have computers with the latest versions of the software necessary to teach the online courses. The equipment costs expected will include new computer equipment for the new faculty hired in Year 2 and Year 3. The equipment cost will be \$2,000 for each hire.

Information Technology

Information technology resources to support the program will be provided by the UTC Division of Information Technology. These support services include providing the software "Office 365" and "Adobe Acrobat" to all students in the program (if they don't already have access to it). These are the only two software programs that are required for students in this program.

Additionally, if students run into problems with their UTC email account or with UTC Learn (the Canvas learning management system used for online delivery of all the program's courses), the UTC Division of Information Technology runs an IT Help Desk where students can receive help via phone, email, or by submitting a request ticket. The same support is provided by the UTC Division of Information Technology for faculty in teaching their courses on Canvas. Faculty can also receive support for questions about Canvas from experts at the Grayson H. Walker Center for Teaching and Learning at UTC.

Library Resources

The UTC Library provides graduate students with access to books, movies, articles, and more, both online and physically. It also offers academic support (e.g., reservable study spaces, equipment checkout, a studio for creative projects, a writing center, and on-site computers, printers, and copiers) to assist students with course assignments. If a student is experiencing hardship and is unable to secure the necessary resources needed for classes, the UTC Library may be able to provide certain technology for the semester. Requests for technology, including laptops, Chromebooks, webcams and Wi-Fi hotspots, for semester-long use, can be made via the online student technology request form which is then reviewed and approved by the Dean of Students office. Equipment supply and retrieval options may be limited. In some cases, equipment has been shipped to the student.

More specifically, as of 2020, the UTC library holdings include over 1.2 million total holdings. There were over one million library visits made by members of the UTC community. The library has access to 1,423 print and electronic journals and 33,651 monographs and electronic books relevant to the research and curriculum associated with the existing doctoral program in Learning and Leadership that would also support the MS in Management. The library's participation in the Inter-Library Loan (ILL) program will also support the students' research needs for any research assignments in the program. Students can access any of the library holdings via a simple search on the UTC Library website. They can download journal articles, newspaper articles, etc. by signing in with student's UTC ID and password. The free ILL service is also accessible online

to make requests using the student's UTC ID and password. The UTC Library website offers specific details on how to best access resources that the library may not have possession of or have the rights to access. In addition, assistance can be requested with library staff via online chat, email, or text during regular hours, and consultation services regarding research, multimedia, writing, and more can be requested via online appointment submission.

The UTC Library Studio on the 3rd Floor is a workspace for innovative technology and media creation. It includes 16 workstations loaded with specialized software to assist with creative projects. The Studio also has talented faculty and staff to help students get started regardless of experience level. Housed in the library, the Writing and Communications Center (WCC) provides support for students of all backgrounds and proficiency levels in completing any writing or communications project through peer tutors, faculty, and staff. Consultation services from the staff in either of these two areas are offered through in-person meetings, virtual meetings, or written feedback and requests for these services can be made online.

Facilities

Given that this program will be delivered virtually, no new office, classroom, or laboratory space needs are anticipated to start the program. All current faculty have offices and new faculty will utilize existing office space.

For the Fall Immersion event, the Gary W. Rollins College of Business has more than adequate facilities to host this event either at its Executive Education Center in the James R. Mapp Building, the numerous meeting, conference, and classroom spaces in the Gary W. Rollins College of Business or across campus in the University Center or the Southern Writers Room and other meeting rooms in the UTC Library. Additionally, the Joseph F. Decosimo Success Center at the Gary W. Rollins College of Business has team study rooms, interview rooms, and collaborative workspaces that are adequate to meet the needs of students during the Fall Immersion event.

Other Resources

Students with Disabilities, Illnesses, or Injuries

UTC is committed to providing an accessible learning environment. If students anticipate or experience a barrier in a course due to a permanent or temporary physical or mental health-related disability, they can contact the UTC Disability Resource Center (DRC) via email or by calling 423-425-4006. A DRC staff member then assesses needs and next steps, including communication with students' instructors. The DRC engages in an interactive process with students and their instructors to help find reasonable accommodations that will assist with mitigating or overcoming disability-related barriers. Gary W. Rollins College of Business faculty have long experience working well with the DRC to meet students' needs who qualify for special instructional adaptations.

Student Health and Wellness

University Health Services (UHS). UHS provides health care to UTC students, faculty, and staff. Services include treatment for acute and chronic illnesses, physical exams, screenings, immunizations, lab services, TB skin testing, and allergy shots.

UTC Counseling Center (UTCCC). UTCCC promotes campus health and wellness through brief, solution-focused therapeutic interventions aimed at enhancing mental health, interpersonal relationships, and student success. It offers counseling for issues including, but not limited to, depression, anxiety, adjustment issues, relationship problems, crisis intervention, and trauma. The Counseling Center offers both in-person and telehealth appointments. Students can contact the UTCCC by calling 423-425-4438, sending email, or visiting the Counseling Center at 338 University Center to schedule an appointment with a counselor. Crisis services are available 24/7.

Aquatic and Campus Recreation Center (ARC). The ARC is an inclusive community environment in which to connect, play and pursue holistic well-being. Facilities and activities include group fitness studios, spin room, climbing tower, exercise equipment, multi-sport courts, natatorium, indoor track, outdoor programs, club sports, and more.

Center for Well-Being. The center promotes healthier, well-balanced lifestyles. It can provide you with the tools, knowledge, and community to help you develop coping skills, recognize warning signs, practice self-care, and learn skills for helping others. Wellbeing focus areas include mental health awareness, substance use education and prevention, physical health, sexual health, and nutrition.

Office of Student Outreach and Support (SOS). The Office of Student Outreach & Support advocates and supports students experiencing challenges in their personal and academic lives. SOS staff helps students navigate University administrative processes; connect with university and community resources; and develop resiliency, self-advocacy, and coping skills. Referrals can be made by students, faculty, staff, or individuals outside of the UTC community.

Scrappy's Cupboard. If students are experiencing food, financial, housing, or other insecurity, including difficulty affording meals, groceries, hygiene products, or clothing, they can access Scrappy's Cupboard for support. Scrappy's Cupboard is anonymous and free by contacting the Office of Student Outreach and Support.

Student Emergency Fund. The Denise and Tim Downey Student Emergency Fund provides students with limited emergency funding. If a student is experiencing financial hardship due to an accident, emergency, illness, or other unforeseen event, and is enrolled full- or part- time, they are eligible for emergency assistance. Funds may be used for (1) essential academic supplies; (2) replacement of items lost due to fire, theft, or flood; (3) short-term housing needs; (4) one-time or non-recurring medical expenses; and (5) emergency expenses related to dependents.

UTC-Alert System. UTC is committed to providing a safe environment for living, learning, and working. The campus is alerted to emergencies via the UTC-ALERT system. Students will receive SMS text messages and UTC-ALERT will provide important information and instructions to keep them safe during an emergency.

Evidence of Willingness to Partner

Several entities have confirmed a willingness to partner with the proposed program. These include the members from local and regional companies on the Gary W. Rollins College of Business Advisory Board and Executive Education Advisory Board that were mentioned previously and each of the entities listed below has a signed letter of support; see Appendix A.

1. CHI Memorial, Janelle Reilly, Marketing chief Executive Officer
2. Elliot Davis, Rene B. Ford, Shareholder
3. SmartBank, Miller Welborn, Chairman of the Board
4. Tuftco Corp., Steven L. Frost, Chairman
5. Mauldin & Jenkins, Jim Vaughn, Partner

APPENDIX A: LETTERS OF SUPPORT



2525 deSales Avenue
Chattanooga, TN 37404

P 423.495.2525
www.memorial.org

October 6, 2022

Steven R. Angle, Ph.D., Chancellor
University of Tennessee at Chattanooga
615 McCallie Avenue
Chattanooga, TN 37403

Dear Chancellor Angle,

CHI Memorial is pleased to support the University of Tennessee at Chattanooga's initiative to create a Masters in Management Degree program.

As a nationally recognized, faith-based healthcare system, CHI Memorial continually strives to provide the most advanced medical care available to our region while also honoring our covenant to care for the whole person - body, mind, and spirit.

A well-educated and energized workforce is critical to sustaining the wonderful care our physicians and staff have provided to our community since 1952. We fully support UTC's vision of equipping graduates with enhanced leadership skills. In healthcare, interpersonal, communication, listening skills, time management, and empathy are even more important than in any other industry because we are caring for patients and their families during times of health uncertainty.

Our organization is particularly excited to learn that this educational opportunity may be delivered in an online format which will be especially beneficial to our staff whose schedules greatly vary.

Sincerely,

A handwritten signature in blue ink that reads "J Reilly".

Janelle Reilly
Market Chief Executive Officer
CHI Memorial



October 10, 2022

Mr. Steven R. Angle, Ph.D.
Chancellor
University of Tennessee at Chattanooga

Dear Chancellor Angle,

As a practicing professional here in Chattanooga for over 32 years, I am keenly aware that it is the non-technical skillsets that are truly what sets one 3.75+ GPA candidate apart from another. Our great School of Business here at UTC consistently turns out graduates with excellent technical skills such as accounting and taxation, financial management, economics. While mastering these fields of study are critical to early career success, progression into management and leadership roles are frequently difficult for those who lack the ability to effectively communicate either verbally or in writing, to engage in conversation at the table, and to motivate and develop new talent. With the increasing level of remote work arrangements, effective leadership and communication are becoming even more challenging.

This topic has been popular between the professional world and academia for many years. While the corporate sector has somewhat attempted to address it with one-off management training programs, when push comes to shove it is usually the technical training and focus on productive work that takes priority. Business is growing here like never before, and Chattanooga is quickly becoming a market of choice for young professionals from all over the Southeast. We need to be intentional in providing the tools that will allow them to step up and successfully lead these businesses, today and tomorrow.

I cannot say enough how pleased and excited I am to support a proposed Masters in Management degree at UTC.

Sincerely,

A handwritten signature in black ink that reads "Renee B. Ford". The signature is written in a cursive style and is enclosed in a thin black rectangular border.

Renee B. Ford, Shareholder
Elliott Davis, LLC

629 Market Street
Suite 100
Chattanooga, TN 37402
423.756.7100

elliottdavis.com



October 7, 2022

Chancellor Steven R. Angle, Ph.D.
University of Tennessee at Chattanooga
101 Founders Hall Dept. 5605
615 McCallie Avenue
Chattanooga, TN 37403

Dear Chancellor Angle,

SmartBank strongly supports the new Masters in Management Program the University of Tennessee at Chattanooga plans to launch in the Fall of 2023. We feel this program will help individuals further their interpersonal development skills and will tremendously enhance the professional workforce in our area.

SmartBank would greatly benefit from sending some of our own associates through this new program as we know it will only help develop stronger leadership skills for individuals. We would also look to hire individuals that have completed the Masters In Management Program from your University.

SmartBank believes this program would greatly benefit not only the Chattanooga area but our surrounding areas as well.

Sincerely,

A handwritten signature in black ink, appearing to read "Miller Welborn".

Miller Welborn
Chairman of the Board
SmartBank

WWW.SMARTBANK.COM



TUFTCO CORP.
EXECUTIVE AND CORPORATE OFFICES

P.O. Box 3099, 2318 HOLTZCLAW AVE., CHATTANOOGA, TN 37404, U.S.A.
U.S.A. TOLL FREE 1-800-288-3826 • PHONE (423) 698-8901 • FAX (423) 698-0842
INTERNET: WWW.TUFTCO.COM • EMAIL: TUFTCO@TUFTCO.COM

October 20, 2022

Chancellor Steven R. Angle
UTC
101 Founders Hall, Dept. 5605
615 McCallie Ave.
Chattanooga, TN

Dear Steve,

I am writing to request support for the new Masters in Management program at the Rollins College of Business. Over the years, our various companies have benefited greatly from the business school as a result of a significant number of graduates becoming part of our team, including most of our leadership staff.

UTC contributes to the community in so many ways, but most importantly with a steady stream of graduates who positively impact the lives of others. UTC is clearly Chattanooga's university and a strong catalyst for good, not only in our community and region, but as ambassadors of goodwill to the world.

Sincerely,

A handwritten signature in blue ink that reads 'Steve'.

Steven L. Frost
Chairman



October 31, 2022

Mr. Steven R. Angle, Ph. D.
Chancellor, University of Tennessee Chattanooga
615 McCallie Avenue
Chattanooga, TN 37402

Dear Dr. Angle:

I just wanted to formally write and communicate to you my support for the new Masters in Management Program. This program focuses on developing leadership skills, targets mostly working professionals and will be delivered in an online format.

As a company that had to hire and interview outside consultants to help build our internal program for our 500 employees, I wish that the marketplace in Chattanooga had this program when we were shopping. I think there will be tremendous demand for this program and it will fill a void in our community and state for developing leaders.

Please let me know if you have any questions

Very truly yours,

MAULDIN & JENKINS, LLC

A handwritten signature in black ink, appearing to read "J. Vaughn". The signature is stylized and cursive.

Jim Vaughn

200 W. MARTIN LUTHER KING BLVD., SUITE 1100 • CHATTANOOGA, TENNESSEE 37402 • 423-756-6133 • FAX 423-756-2727 • www.mjcpa.com
MEMBERS OF THE AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS

APPENDIX B: THEC FINANCIAL PROJECTIONS FORM



Financial Projections Form								
Institution	University of Tennessee at Chattanooga							
Program Name	Master of Science in Management (MSM)							
Projected One-Time Expenditures								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff								
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants	\$2,500							
Equipment								
Information Technology			\$2,000	\$2,000				
Library resources								
Marketing								
Facilities								
Travel								
Other								
Total One-Time Expenditures	\$2,500	\$0	\$2,000	\$2,000	\$0	\$0	\$0	\$0
Projected Recurring Expenditures								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Faculty & Instructional Staff		\$6,000	\$189,300	\$383,316	\$390,862	\$398,560		
Non-Instructional Staff								
Graduate Assistants								
Accreditation								
Consultants								
Equipment								
Information Technology								
Library								
Marketing		\$15,000	\$15,450	\$15,914	\$16,391	\$16,883		
Facilities								
Travel								
Other								
Total Recurring Expenditures	\$0	\$21,000	\$204,750	\$399,230	\$407,253	\$415,442	\$0	\$0
Grand Total (One-Time and Recurring)	\$2,500	\$21,000	\$206,750	\$401,230	\$407,253	\$415,442	\$0	\$0
Projected Revenue								
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6*	Year 7*
Tuition		\$193,800	\$378,216	\$595,165	\$835,936	\$1,090,618		
Grants								
Other								
Total Revenues	\$0	\$193,800	\$378,216	\$595,165	\$835,936	\$1,090,618	\$0	\$0

*Years 6 and 7 should only be included for doctoral programs

APPENDIX C: FACULTY CURRICULA VITAE

MARK EARL MENDENHALL

VITA

EDUCATION

- Ph.D. (1983) Brigham Young University
Area of Study: Social/Organizational Psychology
- B.S. (1980) Brigham Young University
Area of Study: Psychology
Dissertation: "Self-monitoring as a determinant of emergent leadership."

POSITIONS HELD

The J. Burton Frierson Chair of Excellence in Business Leadership. Gary W. Rollins College of Business, University of Tennessee, Chattanooga (1989 to the present).

Assistant Professor of International and Comparative Management. College of Business Administration, Loyola Marymount University (1983 -1989).

Visiting Professorships

Reykjavik University (Iceland), 2010-2015.
Vienna University of Business and Economics (Austria), 2013.
Europa-Institut. University of Saarland (Germany), 1999-2004.
Graduiertenkolleg Interkulturelle Kommunikation, Sektion Wirtschaftswissenschaft, University of Saarland (Germany), 1999.
Visiting Endowed Chair, Ludwig Erhard Stiftungsprofessur, Stiftung Internationale Unternehmensführung, University of Bayreuth (Germany), 1998.

PROFESSIONAL AFFILIATIONS

Academy of Management (Past President, International Management Division)
Fellow, International Academy for Intercultural Research
Academy of International Business
Beta Gamma Sigma

TEACHING EXPERIENCE

Executive Education/Executive MBA Courses Taught

Becoming a Leader
Chickamauga Battlefield Leadership Seminar
Personal and Leadership Development Coaching
Global Management

Graduate Courses Taught (MBA):

Leadership	International Management
Global Management	International Human Resource Management
Principles of Management	Human Resource Management
Cross-Cultural Communication	Innovation and Creativity in Business
Cross-Cultural Management	Japanese Management

Undergraduate Courses Taught:

International Management	Japanese Management
Principles of Management	Introduction to Business
International HRM	Innovation and Creativity in Business

Selected Awards and Honors

Emerald Awards Literati: Outstanding Author for "The Role of Global Leadership during the COVID-19 Crisis" in *Advances in Global Leadership*. (December 2021).

Listed as one of the 100 most influential scholars in HRM cited in textbooks (i.e., about top 1%) out of a total of 9,744. (Please note that the article includes a shorter version of the table listing the most influential authors, but a table with the top-100 authors is in the supplement). See Aguinis, H., Ramani, R. S., Alabduljader, N., Bailey, J. R., & Lee, J. in press. A pluralist conceptualization of scholarly impact in management education: Students as stakeholders. *Academy of Management Learning and Education*, 18(1), 11-42.

Selected Research Publications

(Google Scholar as of 1/4/23. All Citations = 21,506. Citations since 2018 = 5,338)

Mendenhall, M.E., Zilinskaite, M., Stahl, G.K., & Clapp-Smith, R (Eds.). 2020. *Responsible global leadership: Dilemmas, paradoxes, and opportunities*. London: Routledge.

Mendenhall, M.E., Osland, J.S., Bird, A., Oddou, G.R., Maznevski, M.L., Stevens, M.J., & Stahl, G.K. (Eds.) 2018. *Global leadership: Research, practice, and development*. (3rd edition) London: Routledge.

Mendenhall, M.E., Butler, F.C., Roundy, P.T., & Ehat, A.F. (2022). The formation and preservation of behavioral integration in the top management team of The Church of Jesus Christ of Latter-day Saints. *Journal of Management History*, ahead-of-print, <https://doi.org/10.1108/JMH-05-2022-0013>

Bird, A., & Mendenhall, M. E. (2022). A view from across the way: Perspectives on talent management from the field of global leadership. In I. Tarique (Ed). *The Routledge companion to talent management*. Routledge: 321-330.

Mendenhall, M.E. & Hippler, T. (2020). On paradigm tolerance in cross-cultural management research. In Szkudlarek, B., Romani, L., Caprar, D.V., & Osland, J.S. (eds), *The SAGE handbook of contemporary cross-cultural management*. Thousand Oaks, CA: SAGE Publications: 81-91.

Mendenhall, M.E. (2019). Global leadership. In Ricky Griffin (ed.). *Oxford Bibliographies in Management*. New York: Oxford University Press. DOI: 10.1093/OBO/9780199846740-0179

Miska, C., & Mendenhall, M.E. (2018). Responsible leadership: A mapping of extant research and future directions. *Journal of Business Ethics*, 148(1): 117-134.

Reiche, B.S., Bird, A., Mendenhall, M.E., & Osland, J.S. (2017) Contextualizing leadership: A typology of global leadership roles. *Journal of International Business Studies*, 48: 552-572.

Bird, A., & Mendenhall, M.E. (2016). From cross-cultural management to global leadership: Evolution and adaptation. *Journal of World Business*, 51(1): 115-126.

Mendenhall, M.E., Reiche, B.S., Bird, A., & Osland, J.S. (2012). Defining the “global” in global leadership. *Journal of World Business*, 47(4): 493-503.

Stahl, G.K., & Mendenhall, M.E. (eds.) 2005. *Mergers and acquisitions: Managing culture and human resources*. Stanford, CA: Stanford University Press.

Black, J.S., Mendenhall, M.E., & Oddou, G. (1991). Toward a comprehensive model of international adjustment: An integration of multiple theoretical perspectives. *Academy of Management Review*, 16(2): 291-317.

Black, J.S., & Mendenhall, M. (1990). Cross-cultural training effectiveness: A review and a theoretical framework for future research. *Academy of Management Review*, 15(1): 113-136.

Mendenhall, M.E., & Oddou, G. (1985). The dimensions of expatriate acculturation: A review. *Academy of Management Review*, 10(1): 39-47.

Selected Conference Presentations

Mendenhall, M.E. “A case study in adaptation of applied education for business executives.” Paper presentation at 国際戦略経営研究学会 (International Strategic Management Research Association – IASM), Aoyama Gakuin University, Japan. (October 24, 2020).

Vijaykumar, P., Morley, M., Heraty, N., Mendenhall, M.E., & Osland, J.S. “Leadership in the global context: Key themes, patterns and anatomy of the evolving field.” Paper presentation at the Irish Academy of Management. Cork, Ireland. (September 2018). *Best Paper Award*

Mendenhall, M.E., Academy of Management, Professional Development Workshop. "What's new in global leadership development?" Atlanta, GA. (August 5, 2017).

Mendenhall, M.E., European Academy of Management, Symposium: “The next generation of expatriate studies: A future proofing conversation with famous scholars about their seminal articles.” Glasgow, Scotland. (June 23, 2017). Invited scholar.

ANDREA R. NEELY

615 McCallie Ave.
Chattanooga, TN 37403

423.463.0716/ 423.425.4686
andrea-neely@utc.edu

ACADEMIC POSITIONS

Associate Professor

August 2022 – Present

Assistant Professor

August 2016 – July 2022

Department of Management, University of Tennessee at Chattanooga

EDUCATION

Ph.D. in Organization and Management Studies (May 2016)

Concentrations: Organizational Behavior and Human Resource Management

University of Texas at San Antonio

M.B.A. in Finance (December 2010)

Tennessee Technological University

B.S. in Finance and Economics (May 2007)

Tennessee Technological University

SCHOLARSHIP/RESEARCH

Journal Articles Accepted or In Print – Peer-Reviewed/Refereed

Bonner, R.L., Neely, A.R., Stone, C.B., Lengnick-Hall, C.A., & Lengnick-Hall, M.L. Triaging your human capital: An integrative perspective on strategic human capital resource allocation. Accepted at *Management Research Review*.

Neely, A.R., Lengnick-Hall, M.L., & Evans, M.D. A process model of volunteer motivation. *Human Resource Management Review*. 32(4), 100879.

Evans, W.R., Neely, A.R., & Davis, W.D. (2022). A work role perspective of corporate social responsibility. *Journal of Managerial Issues*, 34(4), 388-408.

Evans, W.R., Davis, W.D., & Neely, A.R. (2021). The role of organizational cynicism and conscientiousness in the relationship between ethical leadership and deviance. *Journal of Managerial Issues*, 33(1), 49-68.

Lengnick-Hall, C.A., Lengnick-Hall, M.L., Neely, A.R., & Bonner, R.L. (2021). Something old, something new: Reframing the integration of social capital into strategic HRM research. *Academy of Management Perspectives*, 35(3), 535-556.

Karl, K.A., Peluchette, J.V., & Neely, A.R. (2021). 'Slip out the back Jack': Why applicants ghost potential employers. *American Journal of Management*, 21(1), 49-63.

Bonner, R.L., Neely, A.R., Neely, A.D., & Mittal, S. (2018). The generationally relevant case method: An alternative approach to case-based undergraduate level management instruction. *Journal of Strategic Management Education*, 14: 1-18.

Burke-Smalley, L.A., Rau, B.L., Neely, A.R., & Evans, W.R. (2017). Factors perpetuating the research-teaching gap in management: A review and propositions. *The International Journal of Management Education*, 15(3), 501-512.

Neely, A.R., Cotton, J.L., & Neely, A.D. (2017). E-mentoring: A model and review of the literature. *AIS Transactions on Human-Computer Interaction*, 9(3), 220-242.

Book Excerpts and Chapters - Invited

Lengnick-Hall, M.L. & Neely, A.R. (2022). Talent staffing systems for effective knowledge management. In V. Vaiman & C. Vance (Eds.), *Smart Talent Management* (2nd ed.).

Neely, A.R., & Cotton, J.L. (2020). E-mentoring. In S. Fisher & T. Bondarouk (Eds.), *The Encyclopedia of Electronic Human Resource Management*. Berlin, Germany: deGruyter Publishing.

Lengnick-Hall, M.L., Neely, A.R., & Stone, C.B. (2018). Human resource management in the digital age: Big data, HR analytics and artificial intelligence. In Eds. P. Novo Melo and C. Machado, *Management and Technological Challenges in the Digital Age* (pp.13-42). Boca Raton, FL: CRC Press.

Lengnick-Hall, M.L., & Neely, A.R., (2015). Outplacement. In C. Cooper (Ed). *Wiley Encyclopedia of Management* (3rd ed.).

Conference Presentations - Peer-Reviewed/Refereed

Munjal, D., Neely, A.R., Lengnick-Hall, M.L., & Evans, M.D. (2023, March). *Volunteer job design: A fit perspective*. Paper to be presented at the Southwest Academy of Management Conference, Houston, TX.

Stone, C.B., Neely, A.R., & Phillips, W.P. (2022, October). *Conceptualizing returning United States military veterans as expatriates*. Paper presented at the Southern Management Association Conference, Little Rock, AR.

Evans, W.R., Davis, W.D., & Neely, A.R. (2021, October). *A work role perspective of corporate social responsibility*. Paper presented at the Southern Management Association Conference, New Orleans, LA.

Karl, K.A., Peluchette, J.V., & Neely, A.R. (2020, October). *'Slip out the back Jack': Why applicants ghost potential employers*. Paper presented at the Southern Management Association Conference, Online program.

Evans, W.R., Davis, W.D., & Neely, A.R. (2019, October). *A person-situation study of organizational cynicism: Conditional responses to ethical leadership based on conscientiousness*. Paper presented at the Southern Management Association Conference, Norfolk, VA.

Bonner, R.L., Neely, A.R., & Stone, C.B. (2019, August). *Triaging your talent: A structure-conduct-performance perspective on talent management*. Paper presented at the Academy of Management Conference, Boston, MA.

Bonner, R.L., Neely, A.R., Neely, A.D., & Roche, S. (2017, June). *Creating relevant cases using the noun-verb framework*. Paper presented at the meeting of Organizational Behavior Teaching Conference for Management Educators in Providence, RI.

Bonner, R.L., Neely, A.D., Roche, S., & Neely, A.R. (2015, October). *Generationally relevant case method as a novel approach to teaching undergraduate level strategic management*. Paper presented at the meeting of the Southern Management Association Conference, St. Pete Beach, FL.

Lengnick-Hall, M.L., Munjal, D., & Neely, A.R. (2015, October). *An integrated model of job design for volunteers*. Paper presented at the meeting of the Southern Management Association Conference, St. Pete Beach, FL.

Bonner, R.L., Phillips, W., Neely, A.R. & Utecht, R. (2015, August). *Teaching gap: Ought we preach to teach?* Paper presented at the Academy of Management Conference, Vancouver, British Columbia, Canada.

Lengnick-Hall, M.L., Lengnick-Hall, C.A., & Neely, A.R. (2014, August). *It's who you know: A relationship view of strategic human resource management*. Paper presented at the meeting of the Academy of Management Conference, Philadelphia, PA.

Neely, A.R., & Lengnick-Hall, M.L. (2013, August). *The unfolding model of volunteer motivation*. Paper presented at the meeting of the Academy of Management Conference, Buena Vista, FL.

AWARDS

Dean's Award Merit Winner (2021 – 2022)
 Summerfield Johnston Centennial Scholar (2021 – 2023)
 Finalist for Best Paper for the OB Division for SMA Conference 2021
 UC Foundation Professorship (Spring 2020)
 Outstanding Tenured/Tenure-Track Faculty Teaching Award (Spring 2020)
 Southern Management Association Graduate Student Best Paper Award in Innovative Teaching (Fall 2015)
 Presidential Dissertation Fellowship Award (Spring 2015)
 University Graduate Student Teaching Award (Spring 2014)

TEACHING EXPERIENCE

Associate Professor , University of Tennessee at Chattanooga	August 2022 – Present
Assistant Professor , University of Tennessee at Chattanooga	August 2016 – July 2022

Classes Taught – Overall Evaluations – 6.3 out of 7.0

- MGT 3150 – Principles of Management
- MGT 3310 – Motivation & Leadership
- MGT 3320 – Human Resource Management
- MGT 4140 – Managerial Decision-Making
- PMBA 5250 – Organizational Behavior

Teaching Assistant II (Instructor of Record)

University of Texas at San Antonio

August 2012 – May 2016

Research Interests

- Social Exchange/Psychological Contracts
- Management Education
- Human Capital Management
- Volunteer Motivation

W. RANDY EVANS, Ph.D.

University of Tennessee at Chattanooga
Gary W. Rollins College of Business
615 McCallie Avenue, Dept. 6156
Chattanooga, TN 37403

UC Foundation Professor of Management
423-802-7112
randy-evans@utc.edu

EDUCATION

Ph.D. Degree, Business Administration - The University of Mississippi, 2006

MBA Degree, Finance - The University of Tampa, 2000, Beta Gamma Sigma

BS Degree, International Business - Auburn University, 1993, Cum Laude Graduate

SELECT ACADEMIC RESEARCH

Journal Publications

Evans, W. R., Mullen, D. & Burke-Smalley, L. (accepted). Co-worker Abuse in Healthcare: Voices of Mistreated Workers. *Journal of Health Organization and Management*.

Burke-Smalley, L., Evans, W. R. & Zelin, A. (2022). Voices of abused workers: Implications for mitigating worker mistreatment. *Business Horizons*, 65, 315-327.

Evans, W. R., & Karl, K. A. (2022). Is helicopter parenting stifling moral courage and promoting moral disengagement? Implications for the training and development of millennial managers. *Management Research Review*, 45(5), 700-714.

Evans, W. R., Davis, W. D., & Neely, A. (2021). The role of organizational cynicism and conscientiousness in the relationship between ethical leadership and deviance. *Journal of Managerial Issues*, 33, 49-68.

Roundy, P., & Evans, W. R. (2018). Offering a "hand-up" rather than a "handout": Ethical challenges in employment-based social entrepreneurship. *Journal of Ethics & Entrepreneurship*, 8, 11-35.

Burke-Smalley, L., Rau, B., Neely, A. & Evans, W. R. (2017). Factors perpetuating the research-teaching gap in management: A review and propositions. *The International Journal of Management Education*, 15(3), 501-512.

Evans, W. R., Allen, R. S., & Clayton, R. W. (2016). Ethical leadership: Not everyone responds equally. *Organization Management Journal*, 13(4), 215-229.

- Nominated for the journal's 2016 Best Research Paper award

Evans, W. R., & Davis, W. D. (2015). High-performance work systems as an initiator of employee proactivity and flexible work processes. *Organization Management Journal*, 12, 64-74.

- Evans, W. R. & Davis, W. D. (2014). Corporate citizenship and the employee: An organizational identification perspective. *Human Performance*, 27(2), 129-146.
- Evans, W. R. & Davis, W. D. (2011). An examination of perceived corporate citizenship, job applicant attraction, and CSR work role definition. *Business & Society*, 50(3), 456-480.
- Allen, R., Evans, W. R., & White, S. (2011). Affective organizational commitment and organizational citizenship behavior: Examining the relationship through the lens of equity sensitivity. *Organization Management Journal*, 8(4), 218-228.
- Evans, W. R. & Butler, F. (2011). An upper echelons view of "Good to Great": Principles for behavioral integration in the top management team. *Journal of Leadership Studies*, 5(2), 89-97.
- Evans, W. R. & Novicevic M. M. (2010). Legitimacy of HRM practices: Managerial perceptions of economic and normative value. *Journal of Applied Management and Entrepreneurship*, 15(4), 13-27.
- Wilkerson, J. M., Evans, W.R., & Davis, W. D. (2008). A test of coworkers' influence on organizational cynicism, badmouthing, and organizational citizenship behavior. *Journal of Applied Social Psychology*, 38(9), 2273-2292.
- Evans, W. R. & Davis, W. D. (2005). High performance work systems and organizational performance: The mediating role of the internal social structure. *Journal of Management*, 31(5), 758-775.

SELECT ACADEMIC EXPERIENCE

UC Foundation Professor	2018 - present
UC Foundation Associate Professor	2013 - 2018
Associate Professor	2011 - 2013
Assistant Professor	2009 - 2011
College of Business University of Tennessee at Chattanooga	
Assistant Professor	2006 - 2009
College of Business University of Arkansas at Little Rock	

Teaching Experience

- Business & Society
- Compensation Management
- Human Resource Management
- Organizational Behavior (in-person and online)
- Organizational Behavior – Master's Level
- Management Concepts, Theory and Practice (in-person and online)

Recognitions

- Exceptional Merit Award, UTC Rollins College of Business (2022)
- Finalist for Best Paper Award, Organizational Behavior Division of the Southern Management Association Annual Meeting (2021)
- Dean's Merit, UTC Rollins College of Business (2012, 2013, 2014, 2015, 2016)
- Outstanding Research Award, UTC College of Business (2014)
- Outstanding Paper Award, *Journal of Management History* (2014)
- Outstanding Reviewer, Southern Management Association Annual Meeting (2014)
- "Favorite Professor" of Karly North, recipient of 2013-2014 Outstanding Senior Award

*SELECT SERVICE*Professional Service

- Secretary, Southern Management Association (2022 – present)
- Editorial Review Board, *Group & Organization Management* (2018 - present)
- Volunteer Coordinator, Southern Management Association Annual Conference (2021)
- Judge, Future Business Leaders of America State Convention (2015 - 2019)

University and College Service*University of Tennessee at Chattanooga*

- Faculty Awards Committee (2022 – present)
- MOC Lead program instructor (2019 - present)
- Academic Honor Court (2017 – 2018, 2020 - 2021)
- UTC Faculty Grants Committee (2019 – 2020)
- Taught in summer SUSI (Study of the U.S. Institutes for Student Leaders from Europe) program (2018)
- Bachelor of Integrated Studies Committee (2011-2012)
 - Researched, designed and proposed new degree
 - Interviewed and recommended program director candidates

University of Tennessee at Chattanooga, College of Business and Management Department

- Chair, Search Committee for Professor of Management (2022)
- Masters in Management Leadership Committee (2021 – present)
 - Investigated viability and designed structure of a new master's degree program
- Post Tenure Review Committee, College of Business (2019)
- MBA Task Force for Program Review (2016- 2017)
 - Surveyed local employers and recent graduates to assess needs and outcomes
 - Proposed a merged MBA of the existing on-campus program and online program to create a hybrid program
 - Revised curriculum to align more closely with demands of marketplace

(Three-page version of CV, truncated for space)

HARRY J. VAN BUREN III

Z. Lupton Patten Endowed Chair of Business Ethics
 Gary W. Rollins College of Business
 University of Tennessee at Chattanooga 447 Fletcher
 Hall, Dept. 6056
 615 McCallie Avenue Chattanooga, TN 37403-2598
 USA
 +1.505.280.6164 (mobile)
hvanbureniii@gmail.com (email)

EDUCATION

Ph.D. 2004

Katz Graduate School of
 Business University of
 Pittsburgh

Major field: Business environment, ethics, and public policy

Minor field: Organizational behavior/human resource
 management

Dissertation title: A model and empirical test of within-groups social capital

MSc. with distinction 2013

London South Bank University
 Faculty of Arts and Human Sciences

Major field: Education for sustainability

Dissertation title: Education for Sustainability in the business school context: A textual
 study of current pedagogical practice

M.Div. 1995

Princeton Theological Seminary

M.S. 1992

Gies College of Business
 Department of Finance
 University of Illinois at Urbana-Champaign
 Major: Banking

B.S. *magna cum laude* 1989

Martin J. Whitman School of Management
 Syracuse University
 Major: Managerial law and public policy

RECENT ACADEMIC EXPERIENCE

- 2022-present Z. Lupton Patten Endowed Chair of Business Ethics, Gary W. Rollins College of Business, Chattanooga, TN 37403
- 2021-present Honorary Professor, Queen's University Belfast School of Law, Belfast, Northern Ireland, United Kingdom
- 2020-2022 Barbara and David A. Koch Endowed Chair in Business Ethics, Opus College of Business, University of St. Thomas, Minneapolis, MN 55403
- 2019-2020 Visiting Professor, Suliman S. Olayan School of Business, American University of Beirut, Beirut, Lebanon
- 2014-2020 Professor, Anderson School of Management, University of New Mexico, Albuquerque, NM 87131 (On leave, 2019-2020)

RECENT PUBLICATIONS IN PEER-REVIEWED JOURNALS

- Skirry, J., Glac, K., & Van Buren III, H. J. Forthcoming. The ethical obligations of institutional investors: Managing moral complexity. *Business & Society Review*.
- Joseph, J., Katsos, J. E., & Van Buren III, H. J. Forthcoming. Entrepreneurship and peacebuilding: A review and synthesis. *Business & Society*.
- Van Buren III, H. J., Schrempf-Stirling, J. 2022. Beyond structural injustice: Pursuing justice for workers in post-pandemic global value chains. *Business Ethics, the Environment & Responsibility*, 31(4): 969-980.
- Vidal, N., & Van Buren III, H. J. 2022. Corporate responsibility coalitions and the sustainability issues management capabilities of firms. *Sustainability Accounting, Management and Policy Journal*, 13(5): 1109-1131.
- Joseph, J., & Van Buren III, H. J. 2022. Entrepreneurship, conflict, and peace: The role of inclusion and value creation. *Business & Society*, 61(6): 1558-1593.
- Schrempf-Stirling, J., Van Buren III, H. J., & Wettstein, F. 2022. Human rights: A promising perspective for business & society. *Business & Society*, 61(5): 1282-1321.
- Van Buren III, H. J. 2022. The value of including employees: A pluralist perspective on sustainable HRM. *Employee Relations*, 44(3): 686-701.
- Van Buren III, H. J., Greenwood, M., Donaghey, J., & Reinecke, J. 2021. Agonising over industrial relations: Bringing agonism and dissensus to the pluralist frames of reference. *Journal of Industrial Relations*, 63(2): 177-203.

RECENT PUBLICATIONS IN PEER-REVIEWED JOURNALS CONTINUED

Van Buren III, H. J., Schrempf-Stirling, J., & Westermann-Behaylo, M. K. 2021. Business and human trafficking: A social connection and political responsibility model. *Business & Society*, 60(2): 341-366.

Schrempf-Stirling, J., & Van Buren III, H. J. 2020. Business and human rights scholarship in Social Issues in Management: An analytical review. *Business & Human Rights Journal*, 5(1): 28-55.

Van Buren III, H. J., Syed, J., & Mir, R. 2020. Business as a macro social force affecting business: Concepts, questions, and future research. *Business & Society*, 59(5): 799-822.

EDITED BOOK UNDER CONTRACT

Olsen, T. D., Schrempf-Stirling, J., & Van Buren III, H. J. *A Research Agenda for Business and Human Rights*. Cheltenham, UK: Edward Elgar Publishing (expected publication in 2023).

SERVICE TO PROFESSION

2020-present Fellow, International Association for Business & Society

2020-present Editorial review board, *Arab Economics and Business*

Journal 2020-present Editorial board, *Business and Society Review*

2020-present Co-editor, special issue of *Business & Society* on “Conceptualizing, Theorizing, and Measuring the Contributions of Business to Refugee Crises”

2018-present Religion, Spirituality, and Business Ethics section editor, *Journal of Business Ethics*

2018-present Editorial board member, *Business & Society*

RECENT AWARDS AND OTHER ACADEMIC ACTIVITIES

Sumner Marcus Award for service to and scholarship in the Social Issues in Management field, Academy of Management

Fellow, International Association for Business & Society, 2021-present

Winner, Best Business Ethics Paper Award (with Tricia Olsen), Social Issues in Management Division, 2020 Academy of Management annual meeting

Rust Professorship in Business Ethics, Anderson School of Management, 2011-2020

Frank C. Butler, Ph.D.

Gary W. Rollins College of Business
The University of Tennessee at Chattanooga
Department of Management (Dept. 6156)
615 McCallie Ave.
Chattanooga, TN 37403

Mobile: (678) 431-9294
E-mail: frank-butler@utc.edu

ACADEMIC EMPLOYMENT

University of Tennessee at Chattanooga, College of Business

Frank W. McDonald & UC Foundation Professor of Management	2021-Present
Veterans Entrepreneurship Faculty Director and Mentor	2017-Present
UC Foundation Associate Professor of Management	2015-2021
UC Foundation Assistant Professor of Management	2014-2015
Assistant Professor of Management, Strategic Management	2009-2014

EDUCATION

Florida State University, Ph.D. 2009

Major Area: Strategic Management

Support Area: Organizational Behavior & Human Resource Management

University of Georgia, BBA 2001

Major: Management Information Systems

SELECT ACADEMIC RESEARCH

Mendenhall, M., Butler, F.C., Roundy, P., & Ehat, A.F. (2022). The formation and preservation of behavioral integration in the top management team of the Church of Jesus Christ of Latter-day Saints. *Journal of Management History*. <https://doi.org/10.1108/JMH-05-2022-0013>

Cristofaro, M., Butler, F.C., Neck, C., Parayitam, S., & Chanchai, T. 2022. Guest Editorial: Behavioral Strategy: (Re-) Affirming Foundations. *Management Research Review*, online first.

Butler, F.C., & Burke-Smalley, L.A. 2022. Business school governance in the contemporary reality. *Management Research Review*. <https://doi.org/10.1108/MRR-01-2022-0052>.

Martin, J.A., & Butler, F.C. 2020. The purpose of the modern corporation: A holistic view. *Strategic Direction*, 36(3): 4-7.

Butler, F.C, Evans, R., & Lamb, N.H. 2019. Non-required CEO disclosures and share price volatility: An ethical dilemma. *Business & Professional Ethics Journal*, 38(3): 255-273.

Lamb, N.H., & Butler, F.C. 2018. The influence of family firms and institutional owners on corporate social responsibility performance. *Business & Society*, 57(7): 1374-1406.

Zorn, M.L., Norman, P., Butler, F.C., & Bhussar, M. 2017. If you think downsizing might save your company, think again. *Harvard Business Review*. <https://hbr.org/2017/04/if-you-think-downsizing-might-save-your-company-think-again>

Martin, J.A., Butler, F.C., & Bolton, J.F. 2017. Serendipitous value creation in mergers and acquisitions: The role of political skill. *Journal of Managerial Issues*, 24: 380-394.

Lamb, N.H., Butler, F.C., & Roundy, P. 2017. Family firms and corporate social responsibility: Exploring 'concerns'? *Journal of Strategy and Management*, 10: 469-487.

Bolton, J.F., & Butler, F.C. 2017. An examination of worldviews, governance, and incentives for top management teams and corporate citizenship. *Journal of Corporate Citizenship*, 65: 78-97. (Converted to a book series titled *Citizenship and Sustainability in Organizations* after Greenleaf Publishing was acquired by Taylor & Francis)

An, L., & Butler, F.C. 2017. An analysis of factors influencing membership retention at a children's museum. *Journal of Nonprofit & Public Sector Marketing*, 29(3): 254-273.

Zorn, M., Norman, P.M., Butler, F.C, & Bhussar, M.J. 2017. Cure or curse: Does employee downsizing increase the likelihood of bankruptcy? *Journal of Business Research*, 76: 24-33.

Martin, J.A., & Butler, F.C. 2017. Agent and stewardship behavior: How do they differ? *Journal of Management and Organization*, 23: 633-646.

Butler, F.C., & Martin, J.A. 2016. The auto industry: Adapt to disruptive innovations or risk extinction. *Strategic Direction*, 32(11): 31-34.

Martin, J.A., & Butler, F.C. 2015. The moderating effects of executive political skill on employee uncertainty post-acquisition. *Journal of Managerial Issues*, 27(1-4): 28-42.

Butler, F.C., & Sauska, P. 2014. Mergers and acquisitions: Termination fees and acquisition deal completion. *Journal of Managerial Issues*, 26(1): 44-54.

Norman, P.M., Butler, F.C., & Ranft, A.L. 2013. Resources matter: Examining the effects of resources on the state of firms following downsizing. *Journal of Management*, 39(7): 2009-2038.

Butler, F.C., Perryman, A.A., & Ranft, A.L. 2012. Examining the effects of acquired top management team turnover on firm performance: A meta-analysis. *Journal of Managerial Issues*, 24(1): 47-60.

Butler, F.C., Martin, J.A., Perryman, A.A., & Upson, J.W. 2012. Examining the dimensionality, reliability, and construct validity of firm financial performance. *Journal of Marketing and Strategic Management (formerly Strategic Management Review)*, 6(1): 57-74.

Evans, R., & Butler, F.C. 2011. An upper echelon view of *Good to Great*: Principles for behavioral integration in the top management team. *Journal of Leadership Studies*, 5(2): 89-97.

Holt, T., & Butler, F.C. 2011. Understanding clawbacks: Relevant information for CPAs. Reprinted in *The Kentucky CPA Journal*, 6: 10-11.

Holt, T., & Butler, F.C. 2011. Understanding clawbacks: Relevant information for CPAs. *Tennessee CPA Journal*, 56(5): 20-23.

Perryman, A.A., Butler, F.C., Martin, J.A., & Ferris, G.R. 2010. When the CEO is ill: Keeping quiet or going public? *Business Horizons*, 53: 21-29.

SELECT HONORS AND AWARDS

UT President's Award: Bold and Impactful (system-wide award)	2022
Gary W. Rollins College of Business Outstanding Service Award	2022
UTC Dean's Merit for Faculty Achievement	2022
Honoree for Military Appreciation Day – Veterans Entrepreneurship Program	2021
UTC Dean's Merit for Faculty Achievement	2019-2020
Alpha Scholastic Honor Society Inductee	2017
UTC College of Business Outstanding Faculty Research and Creative Achievement	2017
Southern Management Association Best Paper: Strategic Management Track	2016
Think Achieve Faculty Award	2014
Outstanding Reviewer – Southern Management Association	2012
SGA UTC Outstanding Senior Award – General Management, Favorite Professor Nominated by Andrew Arbuckle	2011

SELECT COURSES TAUGHT**The University of Tennessee at Chattanooga**

Recent/Current Classes: Strategic Management (MGT 5870), Strategic Management (PMBA 5870), Strategic Management (MGT 4400), Organizational Behavior Theory and Leadership (PMBA 5250), Project Management (PMBA/MGT 5000R)

Veterans Entrepreneurship Program: Business Plan Workshop, Leadership, Strategic Sales Workshop

Executive Education: Strategic Management Capstone, Strategic Change, Strategic Planning

Study of the U.S. Institutes for Student Leaders from Europe (SUSI): International Business and Economic Development; Leadership; Sources of Capital for Startups; Globalization; Strategy

University of South Alabama, Mitchell College of Business, Mobile, AL

Doctoral Seminar: Overview of Strategic Management

Shanghai Normal University, Tianhua College, Shanghai, China

Undergraduate Courses: Principles of Management, International Management (virtual)

Ostfalia University of Applied Sciences, Wolfsburg, Germany

Undergraduate Course: Managing Across Borders

SELECT SERVICE

RCOB Diversity and Inclusion Advisory Committee	2021-Present
SMILE Fund Advisory Board	2020-Present
Veterans Entrepreneurship Program Faculty Director (Volunteer)	2018-Present
Undergraduate Curriculum and Assurance of Learning Committee	2018-2022
Chair: Reappointment, Tenure, and Promotion Committee	2023
Course Coordinator: MGT4400 Strategic Management	2013-Present
Advisory Board: Walker Center for Teaching and Learning	2018-Present
Beyond the Classroom Experiential Learning Task Force	2013-2022
Military Student Advisory Council Member	2021-Present

Gail A. Dawson

University of Tennessee at Chattanooga
 College of Business Administration, Dept. 6156
 615 McCallie Avenue
 Chattanooga, TN 37403
 423-425-4451
 E-mail: Gail-Dawson@utc.edu

EDUCATION

University of South Florida, Tampa Florida. Ph.D. in Business Administration. Major: Interdisciplinary Business. Dissertation Title – “No Crystal Stair: The Transition in Corporate America from Exclusion to Partial Inclusion of African Americans”

Drexel University, Philadelphia, Pennsylvania. MBA with a Concentration in Quality Science.

Florida A&M University, Tallahassee, Florida. B. S. in Business Administration.

ACADEMIC EMPLOYMENT EXPERIENCE

Director of Diversity and Inclusion for the Gary W. Rollins College of Business, University of Tennessee at Chattanooga, Management Department 2020 to Present

Associate Professor, University of Tennessee at Chattanooga, Management Department 2007 to Present

Assistant Professor, University of Tennessee at Chattanooga, Management Department 8/00 to 2007

COURSES TAUGHT

Graduate

Employee and Labor Relations
 Organizational Behavior Theory and Practice

Undergraduate

Human Resource Management
 Managing Diversity in Organizations
 Management Concepts
 Organizational Behavior

OTHER TEACHING

Study of the U.S. Institutes for Student Leaders from Europe (SUSI), Summer 2017, 2018, 2019, 2021, 2022

Taught 3 sessions on diversity to help students: Gain an understanding of the issues and challenges related to managing a workforce that is diverse with regard to race, ethnicity, gender, age, sexual orientation, and physical ability; Gain greater self-awareness of cultural values, biases and behaviors and how they may influence our interpersonal behaviors and interactions in organizations; Develop greater competency and appropriate skills for working effectively with and managing people from diverse backgrounds and outcomes.

RESEARCH

Publications

Articles

- Karl, K. A., Peluchette, J. V., & Dawson, G. A. (2022) "Why So Much Ado About a Hairdo? Examining How the Hair Choices of Black Women Vary by Occupation," *Journal of Business Diversity* 22(1), 10-22.
- Dawson, G. A., Karl, K. A., & Peluchette, J. V. (2019). Hair Matters: Toward Understanding Natural Black Hair Bias in the Workplace. *Journal of Leadership & Organizational Studies*, 26(3), 389–401. <https://doi.org/10.1177/1548051819848998>
- Dawson, G. A. and Karl, K (2018) "I am Not My Hair Or Am I? Examining hair choices of Black Female Executive," *Journal of Business Diversity*, volume 18(2)
- Dawson, G. A. (2015) "Integrating Emotional Intelligence Into Teaching Diversity," BQuest, <http://www.westga.edu/~bquest/2015/diversity2015.pdf>
- Dawson, G. A. (2013) "Using Conversational Learning to Enhance Teaching of Diversity," *s-Journal of Business Education & Scholarship of Teaching*, volume 7, issue 2, p. 31-38. http://www.ejbest.org/upload/eJBEST_Dawson_2013_2.pdf
- Allen, R.; Dawson, G.; Wheatley, K.; White, C.S. (2011) Matching Diversity Practices and Strategy. *Leadership & Organizational Management Journal*. Volume 2011 Issue 1
- Burke, L. and Dawson, G. A. (2008). "Closing the Research to Teaching Gap in HR," *Journal of Human Resource Education* vol. 2, n. 1/2.
- Allen, R.; Dawson, G.; Wheatley, K.; White, C.S. (2008) "Linking Diversity Practices and Perceived Diversity in Management," *Problems and Perspectives in Management*, vol. 6, n. 2, p. 85-93.
- Allen, R.; Dawson, G.; Wheatley, K.; White, C.S. (2008) "Perceived Diversity and Organizational Performance," *Employee Relations*, vol. 30, n. 1, p. 20-33.
- Dawson, G. A. (2006) "Partial Inclusion and Biculturalism in African Americans," *Equal Opportunities International*, vol. 25, n. 6, p. 433-449.
- Allen, R.; Dawson, G.; Wheatley, K.; White, C.S. (2006). "Diversity Practices: What Are Corporations Really Doing These Days?" BQuest, <http://www.westga.edu/~bquest/>
- Dawson, G.A. (2005). "Sexual Orientation Discrimination," *Equal Opportunities International*, vol. 24, n. 3/4, p. 46-49
- Allen, R.; Dawson, G.; Wheatley, K.; White, C.S. (2004). "Diversity Practices: Learning responses for modern organizations," *Development and Learning in Organizations: An International Journal*, volume 16, Issue 6, p. 13-15.
- Dawson, G.A. and Levine, D.J. (2003). "Multi-Cultural Community Building," *Journal of Public Management and Social Policy*, Volume 9, Issue 1, p. 21-30.
- Nixon, J.C. and Dawson, G.A. (2002). "Reasons for Cross-Cultural Communication Training" *Corporate Communications: An International Journal*, Volume 7 Number 3, p. 184-191.

Book Chapters

- Karl, K. A., Peluchette, J. V. & Dawson, G. A. (forthcoming). "I am not my hair": Examining Hair Choices of Black Women in Academia. In Adelina Broadridge and Sasha Saunders (editors) *The Impact of Appearance on Career Development*, Emerald Publishing.
- Dawson, G.A. 2003. "African American Experiences in Corporate America." In Peter J. Frost, Walter R. Nord, Linda A. Krefting (Eds.) *Managerial and Organizational Reality* 2003, p. 133-143

Conferences Presentations

Have I Got A Story For You! Using children's literature to teach management concepts (PDW), academy of Management Conference 2021

Bringing Absent Voices into the Classroom, Professional Development Workshop (PDW), Academy of Management Conference August 2019.

Hair Matters: Toward Understanding Natural Black Hair Bias in the Workplace, Midwest Academy of Management Conference, October 2018

Two Thumbs Up: Using Movies to Improve Learning, Professional Development Workshop (PDW), Academy of Management Conference August 2018.

Hair Stories: Examining Hair Bias in the Workplace, Society of Business, Industry, and Economic (SOBIE) Conference April 2018

Midwest Academy of Management Conference, October 1-3, 2015. Symposium: Management Education and Experiential Learning

Lisa A. Burke-Smalley Ph.D., SPHR
Richard X. Zhang Endowed Professor in Business

As the *Richard X. Zhang Endowed Professor in Business* (awarded 2021), I have had the honor of earning several prestigious accolades for my teaching, research, and service accomplishments. For example, I was bestowed a **Guerry Professorship** (2016-2021) and honored with the **RCOB Lifetime Research and Creative Achievement Award** [2018]. In the last 6 years I have made strides in each area of the professoriate. Each area is discussed next.

Teaching

I have successfully taught across all program levels in the RCOB including **Undergraduate, MBA, and Executive Education** programs as a full professor as well as **UTC Continuing Professional Education**. I have effectively taught **in all modalities** including 100% face to face courses, 100% online asynchronous courses, 100% synchronous courses, as well as hybrid courses in the field of Human Resource (HR) Management. I regularly teach **multiple courses across multiple learner types** including 3 different HR classes in the undergraduate program with one course designated as “Beyond the Classroom”, one MIM course, as well as a session in the RCOB Executive Education program. Measure of my success include a **2022 UTC BTC Experiential Learning award, 2021 Academy of Management – HR Division Innovative Teaching Award**, the **2020 UTAA Teaching Award**, and the **2019 UTC Outstanding Faculty Teaching Award**. I was the UTC campus **nominee in 2019 for the UT-Educate Award**. My median student evaluation score across most items is a 7.0 on a 7-pt scale, and I have created course materials utilized by HR faculty across the globe through National SHRM. I also teach in the **UTC SHRM Exam Prep Course, SUSI (International)**, and served as a mentor in the **UTC/SHRM HR Leadership Academy (CPE)**. I have been interviewed for local news stories and global **podcasts on learning transfer** (Washington DC-Metro ATD) and been an invited **keynote speaker**, e.g., Chattanooga Association of Talent Development, Mobile AL SHRM, Willis Towers Watson.

Research

As a member of the **UTC Council of Scholars** (since 2012), I have earned several research awards for my work. At UTC, I have the **most Google Scholar citations of any female on campus**. My long-standing research stream in training transfer was featured in “**Learning Transfer**” **Podcasts** (Fergal Connolly, Ireland, & DC-Metro ATD) in 2021. I was awarded the **RCOB Outstanding Research Award** [2015], which considers the quality and quantity of research publications including journal articles, book chapters, peer-reviewed conference presentations, and outstanding journal author contribution awards. I have more than *8517* citations in **Google Scholar (i10 index=62; h-index=34)**, including publications in top journals per the ABDC list, such as *HRMR, Business Horizons, Organization Dynamics, & AMLE*. Based on citation analysis methodology, I was identified as a “**High Profile**” Business Management Education Scholar globally (2017), as included in a peer reviewed research paper presented at the National Academy of Management Meeting, Atlanta (see “A Career Study of Highly Productive BME Scholars” by Bento, Arbaugh, Hwang, & Fornaciari). In Decision Sciences Journal of Innovative Education Arbaugh et al (2017) “Key Authors in Business and Management Education Research: Productivity, Topics and Future Directions” I was **ranked** as the **#22** Business Management Education researcher **globally**, based on citation analysis.

Service

I have actively served UTC and my profession via various roles on committees at the **department, college, university, and field-level**. For example, I have intermittently served as the UTC SHRM Advisor and was nominated by student officers for the **national SHRM Advisor Impact Award** in 2019. I've been an active member of the inaugural **RCOB Scholars Committee**, RCOB Graduate Committee, the Provost's selection committee for the UTC Guerry Professorship and for UTC Council of Scholars, and active member of the Course Evaluation Committee, Gen Ed-Writing Committee, and Faculty Rating of Administrators Committee. Many times, I have taken on the time-added responsibility of being the **Chairperson**, which involves even more effort and duties; for example, in 2017-2018 I chaired the first year of the UTC Faculty Senate's Learning Environment Committee and Chaired the 2021 **RCOB Strategic Plan** as well as the 2016 RCOB Diversity Plan. In 2018, I finished a three-year term as **Associate Editor** of the Research and Reviews section (7% acceptance rate, A* in ABDC) for the Academy of Management Learning and Education, which is one of the select prestigious journals published by the National Academy of Management. I earned multiple outstanding **reviewer awards** from AMLE over the years and was selected as the **sole world-wide recipient of the AMLE Service Award** [2014]. To serve on a global level, I was **elected** internationally as a **Division Officer** for the Academy of Management - Management Education Division, serving as the **Research Coordinator** (2011-2013), **Practitioner Liaison** (2018-2020), & **Online Content Coordinator** (2020-2021). I am on the editorial board for Human Resource Development Quarterly, which requires extensive reviews of empirical submissions (11% acceptance rate).

BACKGROUND**Education**

Doctoral Degree: Indiana University Kelley School of Business, Ph.D.

Major: Organizational Behavior & Human Resource Management

Minor: Organization Theory

Bachelor of Science: Indiana University School of Public & Environmental Affairs, B.S.

Major: Public Sector Management and Certificate in Business (Kelley School)

Professional Certification

Senior Professional in Human Resources, **SPHR** Certification – from HRCI. ('99-Present)

Academic Positions

University of Tennessee at Chattanooga – 2007-Present, Promoted to Full, 2009

LSU in Shreveport – 1999-2007, Associate Prof (& Dept Chair), Asst Prof, Vis. Asst Prof

University of Dayton – 1997-1998, Visiting Assistant Professor

Miami University – 1996-1997, Visiting Assistant Professor

Top 5 Cited articles (Google Scholar)

<u>Training transfer: An integrative literature review</u> LA Burke, HM Hutchins Human resource development review 6 (3), 263-296	<u>1938</u>	2007
<u>The interactive effects of conscientiousness and agreeableness on job performance.</u> LA Witt, LA Burke, MR Barrick, MK Mount Journal of applied psychology 87 (1), 164	<u>750</u>	2002
<u>Taking the mystery out of intuitive decision making</u> LA Burke, MK Miller Academy of Management Perspectives 13 (4), 91-99	<u>746</u>	1999
<u>A study of best practices in training transfer and proposed model of transfer</u> LA Burke, HM Hutchins Human resource development quarterly 19 (2), 107-128	<u>549</u>	2008
<u>Workforce training transfer: A study of the effect of relapse prevention training and transfer climate</u> LA Burke, TT Baldwin Human Resource Management: Published in Cooperation with the School of ...	<u>456</u>	1999

CURRICULUM VITA (abridged)***Katherine A. Karl***

Professor of Management and Department Head
 University of Tennessee at Chattanooga
 615 McCallie Avenue
 Chattanooga, TN 37403-2598
 (423) 425-4160
 Katherine-Karl@utc.edu

EDUCATION

- Ph.D. Michigan State University, 1991
 Major: Human Resource Management and Organizational Behavior
- M.B.A. Michigan State University, 1986
 Major: Personnel Administration/Human Relations
- B.S. University of Michigan-Flint, 1983
 Major: Psychology

ACADEMIC APPOINTMENTS

- 22010 to 2012 ASSOCIATE PROFESSOR
 012 to present PROFESSOR
 2021 to present DEPARTMENT HEAD OF MANAGEMENT
 2013 to 2016 DIRECTOR OF ASSESSMENT
 University of Tennessee at Chattanooga
- 2003 to 2006 ASSOCIATE PROFESSOR
 2006 to 2010 PROFESSOR
 (Interim Department Chair, 2008-2009)
 Marshall University
- 1993 to 1998 ASSISTANT PROFESSOR
 1999 to 2003 ASSOCIATE PROFESSOR
 Indiana University South Bend
- 1989 to 1993 ASSISTANT PROFESSOR
 Western Michigan University

Teaching Experience

- | | |
|--|--|
| Government Regulation of HRM (UG) | Personnel Management in the Public Sector (G & UG) |
| Strategic Issues in HRM (UG) | Managing Behavior in Public Organizations (G & UG) |
| Labor Relations and Negotiations (UG) | HRM in Health Care (G) |
| Introduction to Human Resource Management (UG) | Labor Relations in the Public Sector (G & UG) |
| International Business Experience (UG & G) | Managing Interpersonal Relations (G & UG) |
| Management Concepts, Theory, and Practice (UG) | Nonprofit Management and Leadership (G & UG) |
| EEO & Risk Management (G) | Psychology of Leadership |
| Organizational Behavior & Leadership (G) | Organizations and Organizational Change |
| Development of Labor Relations (G) | Leadership Skills |
| Grievance and Arbitration Procedures (G) | |
| Marketing and Management (G) | |
| Training & Development (G) | |
| Organizational Behavior (UG) | |
| Business Policy and Strategy (G & UG) | |

SELECT PUBLICATIONS (those which have been cited 100 or more times)

- Karl, K. A., Peluchette, J. V. & Aghakhani, N. (2022). Virtual work meetings during the COVID-19 pandemic: The good, bad, and ugly. *Small Group Research*, 53 (3), 343-365.
<https://doi.org/10.1177/10464964211015286>
- Peluchette, J. V., Karl, K., Wood, C., Williams, J. (2015). Cyberbullying victimization: Do victims' personality and risky social network behaviors contribute to the problem? *Computers in Human Behavior*, 52, 424-435.
- Karl, K. A. & Peluchette, J. V. (2011). "Friending" Professors, Parents and Bosses: A Facebook Connection Conundrum. *Journal of Education for Business*, 86 (4), 214 — 222.
- Karl, K., Peluchette, J. V., & Schlaegel, C. (2010). Who's Posting Facebook Faux pas? A Cross-Cultural Examination of Personality Differences. *International Journal of Selection and Assessment*, 18 (2) 174-186.
- Peluchette, J. V. & Karl, K. (2010). Examining Students' Intended Image on Facebook: "What were they thinking?!" *Journal of Education for Business*, 85 (1), 30-37.
- Peluchette, J., & Karl, K. (2008). Social networking profiles: An examination of student attitudes regarding use and appropriateness of content. *CyberPsychology & Behavior*, 11(1), 95-97.
- Karl, K., Peluchette, J., & Hall, L. (2008). Give them something to smile about: A marketing strategy for recruiting and retaining volunteers. *Journal of Nonprofit & Public Sector Marketing*, 20(1), 71-96.
- Peluchette, J., & Karl, K. (2007). The impact of workplace attire of employee self-perceptions. *Human Resource Development Quarterly*. 18 (3), 345-360.
- Karl, K. A., Peluchette, J. V., & Harland, L. (2007). Is Fun for Everyone?: Personality Difference in Healthcare Providers' Attitudes Toward Fun. *Journal of Health and Human Services Administration*, 29 (4), 409-447.
- Karl, K., & Peluchette, J. (2006). How does workplace fun impact employee perceptions of Customer Service quality? *Journal of Leadership and Organizational Studies*, 13 (2), 2-95.
- Karl, K. A. & Peluchette, J. V. (2006). Does workplace fun buffer the impact of emotional exhaustion on job dissatisfaction?: A study of health care workers. *Journal of Behavioral and Applied Management*, 7(2), 128-142.
- Peluchette, J. V., Karl, K. A., & Rust, K. (2006). Dressing to Impress: Beliefs and Attitudes Regarding Workplace Attire. *Journal of Business and Psychology*, 21 (1), 45-63.
- Karl, K. A., Peluchette, J. V., Harland, L., & Hall, L. (2005). Attitudes Toward Workplace Fun: A Three Sector Comparison. *Journal of Leadership and Organizational Studies*, 12(1), 1-17.
- Karl, K. A. & Sutton, C. L. (1998). Job values in today's workplace: A comparison of public and private sector employees. *Public Personnel Management*, 27 (4), 515-527.
- Karl, K.A., O'Leary, A.M., & Martocchio, J. (1993). The impact of self-efficacy and feedback on performance in training. *Journal of Organizational Behavior*, 14, 379-394.

SELECT AWARDS:

Henry Hart Professor of Management (2018-2023)

Outstanding Faculty Teaching Award (2017). University of Tennessee Chattanooga.

Outstanding Reviewer Award (August 2011, 2013, 2014). Awarded by the Management Education and Development Division of the Academy of Management for providing exceptional reviewer comments to authors who submitted papers to the annual meeting.

Richard Deyln Jackson Professor of Management, Marshall University, Awarded May 2007

The Marshall University, Lewis College of Business Outstanding Research Award, May 2007.

Outstanding Article Award (Volume 10, No. 4, 2004), *Journal of Public Affairs Education*.

Teaching Excellence Recognition Award, Indiana University South Bend, May 1999.

Elected to **FACET (Faculty Colloquium on Excellence in Teaching),** Indiana University South bend, Spring 1998.

SELECT SERVICE (January 1, 2010 through 2021)**University**

- UTC Admissions Committee (Fall 2018 to Spring 2020)
- UTC Learning Environment Committee (Fall 2017)
- UTC Faculty Awards Committee (March 2015)
- Member Faculty Senate (Sp2011-F2013)

College

- COB Undergraduate Curriculum and AoL Committee (F2010 – Sp2019, F2020-Sp 2021t)
- SHRM Student Chapter Advisor (2011- Fall 2017, F2019-Sp2021)
- Director of Assessment (F2013-Fall 2016)
- COB Graduate Curriculum and Improvement Committee (F2010-Sp2013)

Professional

- Officer in Professional Organization: Academy of Management, Management Education and Development Division, Division Chair (2010), and Past Division Chair (2011).

Editorial Board and Manuscript Reviews

- Co-editor for special issue of Management Research Review (2020-2021)
- Member of the Editorial Board for the Academy of Management Learning & Education (2010, 2011)
- Reviewer for Academic Journals including: American Journal of Distance Education, Journal of Managerial Psychology, Journal of Management Studies, Human Resource Management Journal, The Social Science Journal, Academy of Management Learning and Education, Journal of Adolescent Health, Academy of Management Perspectives, Organization Management Journal, International Journal of Human Resources, Journal of Global Fashion Marketing, International Journal of Human Resource Management, Personnel Review, Journal of Management Education, Journal of Leadership and Organizational Studies)

Invited Speaker & Consulting

- Invited Speaker at The International Business Council of the Chattanooga Area Chamber of Commerce, "How is Globalization Changing Business and Education?", January 27, 2017.
- Invited Speaker for Hixson Rotary Club "Effectively Managing Social Media in the Workplace", November 11, 2016.
- EEO Training for South Atlantic Galvanizing (March 2012)
- Consulting project for Hamilton County Sheriff's Office (employee satisfaction, organizational culture/climate survey; December 2010 to May 2012).

DERRON G. BISHOP

EDUCATION

Doctor of Philosophy, Business Administration, Pennsylvania State University, 2017

Concentration: Management and Organization

Thesis: Fighting for an Organization's Heart: Self-Transcendence Values, Moral Emotions, and Collective Voice (Dissertation Committee: Linda Treviño - chair, Denny Gioia, Glen Kreiner, Meg Meloy)

Master of Business Administration, Brigham Young University, 2008

Concentration: Marketing

Master of Science, Instructional Technology, Utah State University, 1995

Concentration: Instructional Design

Bachelor of Arts, Communications, Brigham Young University, 1993 *Magna Cum*

Laude Concentration: Broadcast Production, *Minors:* Business, Psychology

ACADEMICS POSITIONS

Assistant Professor, University of Tennessee at Chattanooga, 2022-

Assistant Professor, University of Delaware, 2017-2022

Graduate Research and Teaching Associate, Pennsylvania State University, 2011-2017

PUBLICATIONS

Bishop, D. G., Eury, J., Treviño, L. K., Gioia, D. A., & Kreiner, G. E. (2021). In the Heart of the Storm: Leveraging Personal Relevance Through "Inside-Out" Research. *Academy of Management Perspectives*. (Part of the symposium issue titled "Too Close or Optimally Positioned? The Value of Personally Relevant Research.")

Bishop, D. G., Treviño, L. K., Gioia, D. A., & Kreiner, G. E. (2020). Response to Commentaries on "Leveraging a Recessive Narrative to Transform Joe Paterno's Image: Media Sensebreaking, Sensemaking, and Sensegiving During Scandal. *Academy of Management Discoveries*.

Bishop, D. G., Treviño, L. K., Gioia, D. A., & Kreiner, G. E. (2020). Leveraging a Recessive Narrative to Transform Joe Paterno's Image: Media Sensebreaking, Sensemaking, and Sensegiving During Scandal. *Academy of Management Discoveries*.

Kreiner, G.E., Bishop, D.G., & Joshi, A. (2018). "Seeing the light" or "blinded by the light"? Journeys of positivist scholars into qualitative inquiry. In Mir, R. & Jain, S. (eds.), *The Routledge Handbook of Qualitative Research*, Routledge: New York.

Treviño, L.K., den Nieuwenboer, N., Kreiner, G., & Bishop, D. G. (2014). Legitimizing the Legitimate: A Grounded Theory Study of Legitimacy Work among Ethics and Compliance Officers. *Organizational Behavior and Human Decision Processes*, 123(2), 186-205.

Bingham, J. B., Mitchell, B. W., Bishop, D. G., & Allen N. J. (2013). Working for a Higher Purpose: A Theoretical Framework for Commitment to Organization-Sponsored Causes. *Human Resource Management Review*, 23(2), 174-189.

SELECTED TEACHING AND RELATED EXPERIENCE

Courses Taught, University of Delaware

BUAD 424 Ethics in the Workplace
BUAD 309 Organizational Behavior
BUAD 840 Ethics in the Workplace

Courses Taught, Smeal College of Business, Penn State

MGMT 451W Business, Ethics, & Society
MGMT 426 Commercializing Innovations

PROFESSIONAL SERVICE AND AFFILIATIONS

Ad hoc reviewer for *Academy of Management Perspectives* (2019-present)

Ad hoc reviewer for *Human Relations* (2019-present)

Ad hoc reviewer for *Business Ethics Quarterly* (2017-present)

Contributor to the *Administrative Science Quarterly* blog (asqblog.com) (2015)

Reviewer for the Academy of Management annual meetings (2012-present)

Member of the Academy of Management (2012-present)

SELECTED PROFESSIONAL EXPERIENCE

American Express, Salt Lake City, UT
Instructional Designer, 2011

Designed an online educational simulation to teach coaching skills. Analyzed and improved project management processes.

Bennion-Robertson/Stratford Bridge, Provo, UT

Business Consultant/Product Manager/Independent Contractor, 2008-2010

Consulted with organizations on competitive intelligence and strategic influence processes.

Novell, Provo, UT

Business Analyst (part-time), 2007-2008

Facilitated design and testing of enterprise project and portfolio management (CA Clarity).

The Church of Jesus Christ of Latter-day Saints, Salt Lake City, UT

Standards Facilitator and Instructional Designer, 2004-2006

Facilitated standards related to this international organization's major web site re-design, content typology, and design of online instruction and web applications.

Western Governors University, Salt Lake City, UT

Evaluator (part-time), Instructional Design M.Ed. program, 2004-2006

TestOut, Pleasant Grove, UT

Product Lead and Instructional Designer, 1996-2003

Designed instructional simulations and other instruction for IT industry certifications. Novell Certified Novell Engineer (CNE); Computer Technical Industry Association (CompTIA) A+, Network+, and iNet+; and Microsoft Certified Systems Engineer (MCSE).

Utah State University, Logan, UT

Instructional Designer and Developer (part-time), Learning Resources Program; Multimedia and Distance Learning Services, 1995

IBM Eduquest, Provo, UT

Software Tester (part-time), 1994-1995

Jennifer Doyle Vancil, M.Ed., GCDF

(970) 430-9319 ♦ jenvancil@gmail.com ♦ www.linkedin.com/in/jennifervancil

CAREER COACH ♦ EDUCATOR ♦ CONSULTANT ♦ TRAINER ♦ FACILITATOR ♦ SPEAKER

Educator with experience providing graduate career coaching, public presentations, classroom-education, program design consulting, and webinars to clients including educators, business executives, government officials, veterans, adult career changers, college students, and K-12 students.

- **Designed Online Career Services** for Colorado State University's Online and On-Campus Graduate Programs
- **Train the trainer experience** including university faculty and staff, career counselors, education coordinators
- **Experienced classroom teacher** in higher education with over 15 years' experience teaching freshmen, adult learners, and graduate students **online and in classrooms**
- **Experienced consultant** including professional development seminars, educator training, webinars
- **National conference speaker** including breakout sessions as an individual presenter and in a group panel
- **Teach online career classes, create, and integrate videos for online learning, using Blackboard and Canvas**
- **Experience includes Handshake, Canvas, Blackboard, LinkedIn, Zoom, Skype, Google Hangouts**

CERTIFICATIONS

Gallup-Certified Strengths Coach, Gallup	November 2017
Instructor Certificate in Strengths-Based Education, Gallup	September 2016
Certified Global Career Development Facilitator (GCDF), Center for Credentialing Education License GCDF12719	September 2012

EDUCATION

M.Ed. Adult Education: Curriculum and Instruction, Phi Kappa Phi Education Honor Society Electives in <i>Counseling Adults in Life Transition and Career Development</i> University of Alaska Anchorage, College of Education, GPA 4.0	May 2001
B.A. Theatre with courses in Political Science, Graduation with Distinction, Phi Beta Kappa University of Colorado Boulder, College of Liberal Arts, GPA 3.8	May 1994

PROFESSIONAL EXPERIENCE

Career Coach / Management Consultant Vancil Consulting	2005-Present
<ul style="list-style-type: none"> ▪ Provide developmental and strategic career coaching for job seekers and career changers entry - executive ▪ Write and edit resumes, cover letters, and social medial profiles including LinkedIn for personal branding ▪ Coach Organizations and individuals on Strengths-Based leadership, organization and team structure ▪ Educate corporate clients on Gallup Strengths through online webinars and one-on-one coaching ▪ Teach clients to manage their careers through strategic networking and informational interviewing ▪ Trained Native Alaskan community groups to apply for and manage U.S. Federal Government grants ▪ Managed a U.S. Federal grant program that increased the completion rate of a higher education program in the Alaska Department of Corrections by 400% over 8 years 	
Career Counselor/Assistant Professor/Course Coordinator Colorado State University (CSU) College of Business	2011-Present
<ul style="list-style-type: none"> ▪ Counsel students one-on-one in person, by Skype, and by phone on career development topics including job searching, strategic networking, assessment interpretation, resume-writing, cover letters, LinkedIn profiles ▪ Teach graduate and undergraduate career development courses for academic credit in order to help undergraduate students and MBA's find meaningful internships and jobs and manage their careers for life ▪ Coordinate all academic courses related to career development for the College of Business including curriculum design and improvement, guest speakers, development of online courses for distance delivery ▪ Make public presentations to student and alumni groups in person, online, and on-camera through video presentations in order to increase knowledge of career development and related university services 	

MBA Academic Advisor/Assistant Professor	2008-2012
Colorado State University, College of Business	
<ul style="list-style-type: none"> ▪ Counseled Professional On-Campus, Online, and Executive MBA students to complete degrees ▪ Coordinated International Study Programs including Korean Visiting Scholars and Russian Executive MBA ▪ Developed elective courses and served as liaison to online faculty to increase quality of instruction ▪ Monitored and approved graduation for MBA students from around the world 	
Technical Assistance Consultant/Grant Writer	2006-2008
Alaska Summit Enterprise, Native American Management Services	
Academic Support Advisor	2003-2008
College Preparatory and Developmental Studies, University of Alaska Anchorage	
Adjunct Faculty, Learning and Study Skills	1999-2008
University of Alaska Anchorage	
Academic Advising Coordinator	2001-2003
University of Alaska Anchorage Community and Technical College	
Enrollment Advisor	1998-2001
University of Alaska Anchorage Enrollment Services	
Instructor of Adult Basic Education/ESL/Grant Writer	1997-1998
Adult Learning Center, University of Alaska Anchorage	
Information Coordinator	1996-1998
University of Alaska Anchorage Enrollment Services	
Children's Theatre Director	1994-1997
Alaska Artist in the Schools Program, Anchorage Children's Theatre, Fairbanks Shakespeare Theatre, UAF Summer Fine Arts Festival	
Adult Basic Education/GED Program Coordinator	1995-1996
Unalaskans Against Sexual Assault and Family Violence (State Grant Program)	
Community Facilitator	1994-1996
University of Alaska, College of Rural Alaska	
Migrant Education Teacher Aide/Substitute Teacher/Activity Sponsor	1994-1996
Sand Point School, Aleutians East Borough School District, Sand Point, Alaska	

TECHNICAL EXPERIENCE

Handshake, Canvas, Skype, Bluejean, Online Video Conferencing, Video production, Webinars, GoToMeeting,, Blackboard, ARIES, MS publisher, MS Power Point, MS Excel, MS Word, MS Outlook, LinkedIn, Facebook, Twitter, Instagram, basic html, web-based career tools including Beyond B-School, Goinglobal, Uniworld, Vault, InterviewStream, Google Analytics and SEO, Zoom

ORGANIZATIONAL MEMBERSHIPS

National Career Development Association (U.S.)	2012-present
Colorado Career Development Association (Board Member 2013-2015)	2011-present
MBA Career Services and Employer Alliance (International)	2011- 2015
National Academic Advising Association (U.S.)	2001-2011

ACADEMIC TEACHING EXPERIENCE

Colorado State University

Teach BUS 100 Freshman Seminar for Business Students	2015-Present
Teach BUS 510/BUS 515 Career Development for CSU Early Career MBA Program	2013-Present
Teach BUS 690A Career Management for Online MBA Program at Colorado State University (CSU)	2011-Present
Taught GUID 150 Survival Skills for College Students, University of Alaska Anchorage	1999-2008
Taught PRPE 054 Learning Strategies, University of Alaska Anchorage	2003-2008
Taught PRPE 105 Basic College Study Skills, University of Alaska Anchorage	2004-2008

SUPERVISION

Colorado State University College of Business

Supervise professional staff serving as Online Instructional Coordinators for CSU MBA program	2011-Present
Oversee the work of graduate assistants and teaching assistants for Career Management Center	2015-Present

OTHER PROFESSIONAL TRAINING

Gallup Accelerated Strengths Coach Training	July 2017
SafeZone and Inclusive Excellence Training, Colorado State University	August 2017
Mindset for Supervisors, Colorado State University	July 2017
Career Thought Leaders Professional Resume and LinkedIn Profile Writing	May 2016
Gallup Integrating Strengths into First-Year Seminar Training	March-April 2016
Career Enlightenment LinkedIn Profile Writing Training	Dec. 2013
Global Career Development Facilitator Certification	Sept. 2012
CareerLeader Beginning and Advanced Facilitator Training	June 2011, 2012
Gallup StrengthsQuest Mentoring and Advising Training	April 2012
Gallup StrengthsQuest Educator Training	Dec. 2011
National Academic Advising Association (NACADA) Summer Institute Graduate	June 2002

CONFERENCE/CONSULTING PRESENTATIONS

"Integrating Career Across the Curriculum"	2017
National Career Development Association National Conference	
"Using Strengths for Personal Branding and Career Marketing"	2017
National Career Development Association National Conference, North Dakota Career Development Assn.	
"Working from Strengths"	2014-Present
TW Telecom Women's Network, Leadership Loveland, CSU MBA Program	
"Using Video in College Career Services"	June 2013
MBA Career Services Council National Conference, Washington, D.C.	
"Overview of the CareerLeader Assessment"	Nov 2012-Present
Colorado Career Development Association, CSU MBA Program	
"We get here many ways: Skills for New MBA Career Development Professionals"	June 2012
MBA Career Services Council National Conference, Seattle, WA	
"Garnering Support for Career Services" Co-presenter	June 2012
MBA Career Services Council National Conference, Seattle, WA	
"Using Classroom Presentations to Convey Advising Information"	March 2008
Colorado-Wyoming Academic Advising Association Regional Conference, Boulder, CO	

PROFESSIONAL PUBLICATIONS

Project Purpose Blog: A Journal of Health in the Midst of Caring for Others	March-Oct. 2015
Coloradoan Newspaper, Fort Collins, Colorado	
"Informational Interviewing: It's Just About Having Coffee"	August 1, 2012
National Career Development Association Career Convergence Magazine	
Master's Thesis: "History, Development and Assessment of Retention Effect for a Freshman Seminar at the University of Alaska Anchorage"	June 2001
University of Alaska Anchorage	

RECENT PUBLIC, VIDEO, AND CLASSROOM PRESENTATION TOPICS

Working from Strengths, Strengths-Based Leadership, Values, Skills, Ethics, Career Decision-Making, Understanding CareerLeader Assessment Results, Personality and Career (RIASEC), Online Career Resources for MBA Students, The Recruitment Process, Personal Branding, Strategic Networking, Resume and Cover Letter Writing, Job Offer Negotiation, Preparing for a Career Fair/Networking Events, LinkedIn 101: Creating Your Profile, LinkedIn 201: Making Connections, LinkedIn 401: Applying for Jobs Using LinkedIn

UNIVERSITY AND COMMUNITY SERVICE

Faculty Institute for Inclusive Excellence – 2018 Program	Present
Hiring Committee Chair/Committee, Career Management Center/Graduate Program	2012-Present
School is Cool Volunteer Coordinator/Publicity, College of Business Department Representative	2013-Present
The Invictus Initiative, Faculty Sponsor	2016-Present
Young Life Volunteer Host, Young Life Northern Colorado	2015-Present
Poudre School District classroom volunteer	2008-2016

APPENDIX D: COURSE SYLLABI



Department of Management
Foundational Business Skills and Concepts
Spring 2023

Course: MGT 5010, Section: 00, CRN 00000, Lecture, 3 credit hours

Instructor: Dr. X

Email and Phone Number: x-x@utc.edu, 423-425-0000

Office Hours: Online by appointment

Course Meeting Days, Time, and Location: Online

Course Catalog Description: This course provides an introduction to key functional areas in business including marketing, accounting, finance, operations management and supply chain management. The course is centered on critical skills and knowledge required of managers at all levels to effectively support business strategy.

Course Pre/Co Requisites: None

Course Student Learning Outcomes: After completing this course, students should be able to:

1. Read and analyze financial statements.
2. Describe the principles of marketing management including customer satisfaction, product and pricing strategies, distribution strategy, and promotion strategy.
3. Understand how to finance the launch and expansion of a business.
4. Understand the importance of operational efficiency.
5. Understand how various functional areas of a business operate both independently and together to add to a company's profitability and support its business strategy.

Required Course Materials: Eades, K. M., Isabella, L. A., Laseter, T. M., Rodriguez, P. L., Simko, P. J., & Skurnik, I. (Eds.) (2010). *The Portable MBA* (5th ed.). Hoboken: John Wiley & Sons, Inc. ISBN: 9780470481295.

Technology Requirements for Course: Access to email, internet

Technology Skills Required for Course: email, internet, Canvas, Microsoft Word

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu. **Technology Skills Required for Course:** A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint and face- to-face video conferencing software.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

COURSE ASSESSMENTS AND REQUIREMENTS:

Business Simulation

Students will be placed in management teams and each management team will run their own company. The various companies will compete in an industry. Each company's management will be responsible for all of the decisions made, or not made, which will impact the company's performance in the manufacture and sale of consumer related products. Each company's performance and relative competitive position will be measured using the following parameters: Sales Income after Taxes, Earnings per share, Return on Assets, Return on Sales, Return on Equity, Stock Price.

Exams and Quizzes

The exams and quizzes will be composed of a number of multiple choice, short answer, or essay questions based on the readings and online instructional materials.

Class Participation

All students are expected to check into the class at least 3 times per week. In addition, your contribution to the simulation will be evaluated by your teammates.

Course Grading

The grade you earn in this course will be based upon the following performance opportunities:

	POINTS
Class Participation	150
Business Simulation	350
Quizzes	100
Midterm	200
Final	200
	1000

Grading Scale: *There will ~~be no curve on any course item~~. Extra credit will ~~not be available~~. Final percentages are not rounded up.*

■	90-100%	Exemplary Performance	A
■	80-89.99%	Very Good Performance	B
■	70-79.99%	Satisfactory Performance	C
■	60-69.99%	Poor Performance	D
■	below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within 7 days of due date.

COURSE AND INSTITUTIONAL POLICIES

Late/Missing Work Policy: All assignments will be penalized 3 points for each day they are late.

Course Attendance Policy: NA

Course Participation/Contribution: 15% of all students' grades are based on participation/contribution as opposed to attendance.

Course Calendar/Schedule: Weekly schedule

Week 1	Basic Accounting Principles (Chapter 1)
Week 2	Accounting Principles (continued)
Week 3	The Principles of Economics (Chapter 2)
Week 4	Marketing Management & Consumer Behavior (Chapter 4 & 11)
Week 5	New Product Creation and Market Development (Chapter 12 & 14)
Week 6	Midterm
Week 7	Introduction to Simulation
Week 8	Financial Management (Chapter 5)
Week 9	Financial Analysis and Firm Valuation (Chapter 10)
Week 10	Strategy – Defining and Developing Competitive Advantage (Chapter 9)
Week 11	Operations Management (Chapter 6)
Week 12	Supply Chain Management (Chapter 8)
Week 13	Group Work Day
Week 14	Presentations
Week 15	Final Exam



DEPARTMENT OF MANAGEMENT

Designing Your Career

Fall

COURSE: MGT 5020, SECTION: 00, CRN 00000, LECTURE, 2 CREDIT HOURS

Draft by Jennifer Vancil, M.Ed., Graduate Career Coach, Summer 2022

1 hour 45-minute classes (with 5 minute break)

Instructor: Jennifer Vancil or TBA

Email and Phone Number: jennifer-vancil@utc.edu, 970-430-9319

Office Hours: Online by appointment

Course Meeting Days, Time, and Location: Online

Course Catalog Description: This course provides an introduction to design thinking in relationship to professional careers. Students will take proactive steps to evaluate their strengths, understand the current world of work, and identify options for careers that integrate their graduate education in a meaningful way. They will use life design principles to choose a career goal to work toward and create career materials such as resume, cover letter, and LinkedIn as tools to pursue that goal.

Course Pre/Co Requisites: None

Course Fees: Differential tuition fee will be assessed.

Course Student Learning Outcomes: After completing this course, students should be able to:

1. Identify a career goal to pursue with the Masters in Management
2. Identify personal strengths, motivators, interests, and values.
3. Understand how strengths inform your choice of career roles.
4. Prepare for interviews by developing strengths statements and stories.
5. Identify career options to evaluate during the course.
6. Research the parts of an industry and identify your specific interest areas.
7. Understand and plan for prototyping experiences and prototyping conversations.
8. Identify and attend relevant career events.
9. Create targeted resume, cover letter, and LinkedIn profile.

10. Learn about the current labor market and how it affects career choices.
11. Understand models of decision-making and implement decision-making for career.
12. Identify and present a career goal and a plan for reaching it.

Required Course Materials: Designing Your Life: How to Build a Well-Lived, Joyful Life by Burnett and Evans; Practical Strengths: Career Success by Jo Self; Gallup CliftonStrengths 34 (online) Assessment

Technology Requirements for Course: Access to email, internet

Technology Skills Required for Course: email, internet, Canvas, Microsoft Word

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu. **Technology Skills Required for Course:** A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint and face-to-face video conferencing software.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Course Assessments and Requirements:

Course Grading

The grade you earn in this course will be based upon the following performance opportunities:

	POINTS
Class Participation	150
Strengths Assignment	100
Career Odyssey Plans	100
Prototyping Assignment	100
Resume/Cover Letter	100
LinkedIn Profile	100
Career Event Attendance	100
Career Coaching Completion	100
Career Goal Presentation	150
	1000

Grading Scale:

▪ 90-100%	Exemplary Performance	A
▪ 80-89.99%	Very Good Performance	B
▪ 70-79.99%	Satisfactory Performance	C
▪ 60-69.99%	Poor Performance	D
▪ below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within 7 days of due date.

Course and Institutional Policies

Late/Missing Work Policy: Students may request consideration for extenuating circumstances.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: *I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.*

Course Attendance Policy: 15% of all students' grades are based on participation/contribution as opposed to attendance.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student ResourcesPage](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. Likewise, email is the best way to reach me and you are welcome to schedule one-on-one meetings as needed.

Course Calendar/Schedule: Weekly schedule (MGT 5020 Designing Your Career)

Week 1	Course Overview, Career Goals, and Meaningful Work: <ul style="list-style-type: none"> • The goal – identify a career goal to pursue with your Masters in Management • Expectations and Assignments • Understand Role vs. Industry and 5 Degrees of Career Transition • Determine what makes work meaningful • Define the values that will drive your career decisions • Evaluate your Career Genogram (What your family has historically done and how that impacts you)
Week 2	Understanding your Strengths: <ul style="list-style-type: none"> • Completion of the CliftonStrengths 34 Assessment • Understanding your strengths results • Evaluating how your strengths can inform your career decisions • Understanding how to design a career based on your strengths and interests • Understand how weaknesses or non-strengths impact your choice of career
Week 3	Preparing for Interviews <ul style="list-style-type: none"> • Create strengths statements to become your personal brand • Understand how to tell STAR (Situation, Task, Action, Result) stories in interviews and networking situations • Practice interviewing with classmates as a “mock interview”
Week 4	The Landscape of Work/Career Odyssey Plans <ul style="list-style-type: none"> • Learn how to research an industry • Understand the roles within an industry and which ones fit your strengths • Research salaries and job titles within an industry or role • Creation of 5 year Odyssey Plans
Week 5	Integrating Design Thinking into Career <ul style="list-style-type: none"> • The principle of life design • Understanding and planning for Prototyping Experiences
Week 6	Prototyping Conversations - Occupational Informational Meetings <ul style="list-style-type: none"> • Identify good contacts, connect with good resources, ask good questions • Develop a list of contacts and questions • Reach out and do at least one informational meeting
Week 7	Career Event Prep: <ul style="list-style-type: none"> • Be prepared for career events by choosing deliberately and preparing well • Identify 2 relevant career events to attend that fit your interests • Research companies that will be at these events • Understand and prepare for professional dress requirements
Week 8	Career Event Attendance <ul style="list-style-type: none"> • You will attend two career events of your choice in lieu of this class meeting
Week 9	Create a Resume and Cover Letter Draft <ul style="list-style-type: none"> • Identify a job or internship description to customize your resume to • Create a profile section and resume with effective bullets for the target job • Integrate your strengths into your resume
Week 10	Create Effective Cover Letters <ul style="list-style-type: none"> • Understand when to send a cover letter, when to send an email, and when it's not needed • Create a cover letter with targeted strengths-based examples

Week 11	<p>Leveraging LinkedIn</p> <ul style="list-style-type: none"> • Create a LinkedIn profile to be used for networking • Understand the importance of keywords and skills • Create an effective headline and choose photos to enforce your personal brand • Create an effective ABOUT section and learn how to set “Open to work” settings when needed
Week 12	<p>Guest Speaker – The Labor Market</p> <ul style="list-style-type: none"> • Host a guest speaker to help students understand the current labor market and how it affects their opportunities • Understand economic influences • Learn where work is being done • Gain knowledge on growing and shrinking markets and where you fit • Understand how the economy affects your options
Week 13	<p>Career Decision-Making:</p> <ul style="list-style-type: none"> • Narrowing your focus – the CSAVE Model of decision-making • How to make career decisions • Evaluate where you are in your own decision-making process
Week 14	<p>Coaching Appointment (No class this week – set up individual appointment)</p> <ul style="list-style-type: none"> • Connect with the career coach for one-on-one career coaching • Check in on your career goal presentation and identify areas of guidance needed • Create a pre-session goal worksheet and post-session summary of your meeting
Week 15	<p>Individual Action Plans:</p> <ul style="list-style-type: none"> • Present your Career Goal presentation to the class • Identify any next steps or gaps to fill to reach your goal



Department of Management

Managing Your Career

Spring

Course: MGT 5030, Section: 00, CRN 00000, Lecture, 2 credit hours

Jennifer Vancil, M.Ed., Graduate Career Coach, Summer 2022

1 hour 45-minute classes (with 5 minute break)

Instructor: Jennifer Vancil or TBA

Email and **Phone Number:** jennifer-vancil@utc.edu, 970-430-9319

Office Hours: Online by appointment

Course Meeting Days, Time, and Location: Online

Course Catalog Description: This course provides an opportunity for Masters in Management students to take active steps toward reaching their career goal. They will gain experience leading something and integrating the learning from that into their future career pursuits. They will understand how to leverage professional associations, informational interviews, and recruiters to reach their career goals. They will implement a proactive job search exercise to learn lifelong career networking skills.

Course Pre/Co Requisites: MGT 5020 Designing Your Career

Course Fees: Differential course fee will be assessed.

Course Student Learning Outcomes: After completing this course, students should be able to:

1. Create an action plan to reach their stated career goal - Determine the electives, practicum, internship, current work projects, certifications, or volunteer projects that will be beneficial to gain targeted professional experience.
2. Gain actual leadership experience to talk about in interviews and in career materials.
3. Understand how to use your strengths as a leader, how to communicate those leadership abilities in your career progression, how to make strengths-based career decisions, and how you use your strengths on a team.

4. Identify relevant professional associations and participate
5. Create a target company list as part of a proactive career management strategy
6. Use LinkedIn and other networking strategies to reach out for a targeted informational interview.
7. Conduct a targeted informational interview and follow-up effectively.
8. Understand the role of recruiters in professional career management.
9. Learn how to negotiate a job offer effectively.

Required Course Materials: The 2-Hour Job Search, Second Edition: Using Technology to Get the Right Job Faster, by Steve Dalton; Strengths-Based Leadership by Tom Rath; CliftonStrengths for Managers Report

Technology Requirements for Course: Access to email, internet

Technology Skills Required for Course: email, internet, Canvas, Microsoft Word

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu. **Technology Skills Required for Course:** A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint and face-to-face video conferencing software.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Course Assessments and Requirements:

Course Grading

The grade you earn in this course will be based upon the following performance opportunities:

	POINTS
Class Participation	150
Experiential Learning Plan	50
Lead Something Project	100
Strengths-Based Management Reflection	100
Professional Association Participation	100
Working with Recruiters Reflection	50
LinkedIn Strategy Plan	50
LAMP Target Company List	100
TIARA Questions	100
Career Coaching Completion	100
Targeted Informational Meeting	100
	1000

Grading Scale:

▪ 90-100%	Exemplary Performance	A
▪ 80-89.99%	Very Good Performance	B
▪ 70-79.99%	Satisfactory Performance	C
▪ 60-69.99%	Poor Performance	D
▪ below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within 7 days of due date.

Course and Institutional Policies

Late/Missing Work Policy: Students may request consideration for extenuating circumstances.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: *I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.*

Course Attendance Policy: 15% of all students' grades are based on participation/contribution as opposed to attendance.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email DRC@utc.edu.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student ResourcesPage](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. Likewise, email is the best way to reach me and you are welcome to schedule one-on-one meetings as needed.

Course Calendar/Schedule: Weekly schedule (MGT 5030 Managing Your Career)

Week 1	<p>Building a Bridge to Your Career Goal</p> <ul style="list-style-type: none"> • Revisit your career goal and revise as needed • Designing your Experiential Learning Plan • How to determine what's helpful experience: electives, practicum, internship, current work projects, certifications, or volunteer projects that will be beneficial to gain targeted professional experience.
Week 2	<p>Strengths-Based Leadership – Your Unique Career Positioning</p> <ul style="list-style-type: none"> • Understanding the Four Domains of Leadership Strength • Learn how you are unique in your leadership and how that drives your career • Learn how to communicate those leadership abilities in your career progression, how to make strengths-based career decisions, and how you use your strengths on a team.
Week 3	<p>Lead Something Project</p> <ul style="list-style-type: none"> • Decide on a "Lead Something" project to gain experience for your resume and future interviews • Make your Leadership Project SMART: Specific, Measurable, Attainable Realistic, Timely
Week 4	<p>CliftonStrengths for Managers Report</p> <ul style="list-style-type: none"> • Integrating your management strengths in your project • Updating your resume with your leadership experience and abilities • Capturing a leadership story for your cover letter • Integrating your leadership into LinkedIn
Week 5	<p>The Value of Professional Associations – Professional Networking</p> <ul style="list-style-type: none"> • Understand the value of professional associations • Research your industry to find associations in your field • Determine involvement opportunities and choose one to participate in • Understand how to leverage the networking opportunities available • Attend a professional association event of your at some point during the semester.
Week 6	<p>Creating your Target Company List (LAMP List)</p> <ul style="list-style-type: none"> • Proactive Job Search and Internal Promotion Strategy • Creating your list of options • Identifying Contacts
Week 7	<p>LinkedIn Strategy Planning</p> <ul style="list-style-type: none"> • Using LinkedIn to find professional contacts • Reaching out for meetings in LinkedIn and in Real Life • Like, comment, share, post strategy that fits you
Week 8	<p>Mentors</p> <ul style="list-style-type: none"> • Different types of mentors • Strategies to find mentors • What a good mentor helps you do and how they help you • How to test drive the mentoring relationships • Principles of effective interaction with mentors
Week 9	<p>Creating Your TIARA Questions and Conducting Your Informational Meeting</p> <ul style="list-style-type: none"> • What questions can you ask to determine Trends in the Industry, Insights, Advice, Resources, and Typical Assignments of a Profession • How is finding a contact going?

Week 10	<p>Lead Something Project Reflections</p> <ul style="list-style-type: none"> • What are you learning? • How are you effective? • How can you integrate your accomplishments into your resume, cover letter, LinkedIn and interview answers?
Week 11	<p>Coaching Appointment (No class this week – set up individual appointment)</p> <ul style="list-style-type: none"> • Connect with the career coach for one-on-one career coaching • Check in on your career goal presentation and identify areas of guidance needed • Create a pre-session goal worksheet and post-session summary of your meeting
Week 12	<p>Guest Speakers – Working with Recruiters</p> <ul style="list-style-type: none"> • Understanding kinds of recruiters – Contingent, Internal, Retained • Listen and reflect on advice from the recruiters
Week 13	<p>Job Offer Negotiation</p> <ul style="list-style-type: none"> • Understand the Principles of Effective Job Offer Negotiation • Understand what can be negotiable • Understanding how to make the ask/counteroffer • How to say no in a way that doesn't burn bridges
Week 14	<p>Collaborative Work Session</p> <ul style="list-style-type: none"> • Putting it all together • Building a bridge to what's next in your career • Where are you stuck or where do you need support?
Week 15	<p>Final Presentation:</p> <ul style="list-style-type: none"> • Present your experiential Learning Plan • Present your Lead Something Project and what you learned • Share a story from your Lead Something project that you could tell in an interview



Department of Management

Understanding Diversity and Inclusion when Managing Employees

Summer 2023

Course: MGT 5040, Section: 00, CRN 00000, Lecture, 2 credit hours

Instructor: Dr. X

Email and Phone Number: x-x@utc.edu, 423-425-0000

Office Hours: Online: by appointment

COURSE MEETING DAYS, TIME, AND LOCATION: ONLINE

Course Catalog Description: This course examines diversity, inclusion, and belonging in organizations. In response to changing workforce demographics, the global marketplace, and increased competition, organizational awareness of the need to effectively manage an increasingly diverse workforce has intensified. This course helps students understand diversity issues and their importance. Students will develop awareness and skills to function better in a multicultural business environment and build a more inclusive workplace.

COURSE PRE/CO REQUISITES: NONE

Course Student Learning Outcomes: After completing this course, students should be able to:

1. Understand key issues of diversity, inclusion, and belonging.
2. Identify and address bias.
3. Attract, retain, and engage employees from various backgrounds.
4. Understand how leaders can positively impact the workplace culture.

Course Fees: Differential Course fee will be assessed.

Required Course Materials: (1) Perry, R. 2018 *Belonging at Work: Everyday Actions You Can Take to Cultivate an Inclusive Organization*. Portland, OR: RPC Academy Press, (2) Harvard

Business Review 2019, HBR's 10 Must Reads On Diversity. Boston: Harvard Business Review Press.

Technology Requirements for Course: Access to email, internet

Technology Skills Required for Course: email, internet, Canvas, Microsoft Word

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu. **Technology Skills Required for Course:** A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint and face-to-face video conferencing software.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

COURSE ASSESSMENTS AND REQUIREMENTS:

Course Grading

The grade you earn in this course will be based upon the following performance opportunities:

Class Discussion Board	25%
Introduction Video	5%
Reflection Papers	30%
Journal	10%
Experience As Other Paper	20%
Final Reflections Paper	10%
Total	100%

Grading Scale: There will be no curve on any course item. Extra credit will not be available. Final percentages are not rounded up.

■	90-100%	Exemplary Performance	A
■	80-89.99%	Very Good Performance	B
■	70-79.99%	Satisfactory Performance	C
■	60-69.99%	Poor Performance	D
■	below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within 7 days of due date.

INTRODUCTION VIDEO

Each student should make and post a video introducing themselves to class. Since we will not be meeting face-to-face, this will help everyone get to know each other and feel more comfortable engaging in discussions about diversity. Your video should include:

- Your name
- Hometown
- Major
- Career interests
- Hobbies – how you spend your free time
- At least one interesting or unique fact about yourself
- Why you are taking this class
- What you want to learn
- You may also include additional information that will help you classmates get to know you

Students should view all introduction posts and are encouraged to comment or ask questions on the posts of at least three of their classmates.

JOURNALS

You will be required to keep a written journal (on-line using UTC Learn/Canvas) in which you will record your thoughts, comments, and reflections triggered by and in response to the assigned course readings, class interactions, exercises, current events, or observations about the dynamics of cultural diversity as they apply to the course themes. Journal entries must be related to diversity and should involve critical reflection about the topic. **At the minimum, you should record one entry per week, but feel free to make entries more often; however, multiple entries in one week do not make up for weeks without journal entries.**

Journals will be reviewed periodically throughout the semester. I will not share the content of your journals with anyone inside or outside of the class. However, if you gain some insight through your reflection that you would like to share with the class during discussion, please do.

REFLECTIONS PAPERS

Understanding occurs through reflection and looking back. As Karl Weick says, “How can I know what I think until I see what I say?” Reflecting on the readings will help you think more deeply about the issues, create a better understanding, and prepare you to discuss the topic.

Each week, you will prepare a brief paper of your reflections on the readings. These papers should include at least two of each of the point suggested in the QQTP process (Connor-Greene, 2005) for each reading:

- Q: At least two questions prompted by the readings
- Q: At least two quotations from the reading that you found compelling or controversial
- TP: At least two ideas that can be used as “talking points” during class discussion about the readings

Questions and talking points should show that you have thought seriously and critically about the readings and invite analysis, synthesis, or evaluation.

In your reflections, you might also consider the following questions to help you get started:

- What questions or issues do the readings raise for you?
- What connections do you see among the readings for a particular week, with prior weeks or other material you have read?
- Does what you read clarify something that you have been wondering about or make you more confused?
- What did you learn that you didn’t know before?
- What would you still like to learn?

These papers will help you prepare for the class discussion. You may be called upon to share your reflections during class.

ONLINE DISCUSSION BOARD

There will be an online discussion board for each week’s topic. Students are expected to read and post to the discussion boards to answer questions, ask questions, share information, and stimulate discussion of the topic. This is an opportunity for students to engage with the instructor, other students, and the course material to gain a better understanding of the topic. A good starting point would be to post some of the questions or talking points from your reflection papers. Additional questions or topics may also be posted by the instructor or students based on current events or other topics of interest. Rubric will be posted on Canvas. This rubric is a guideline to help you understand the expectations and evaluate yourself. Numerical grades will not be given on individual discussion boards.

EXPERIENCE AS OTHER PAPER

The purpose of this assignment is to safely nudge you out of your comfort zone and expose you to a new situation where you are surrounded by people who are different from you. It requires you to carefully observe your surroundings and describe both what you felt as well what others in the situation might have felt to have you among them (approximate length 5 pages).

Your task is to experience something alone that you have not previously experienced and to observe what you see and feel. You must go somewhere that you have not previously been and surround yourself by people who are different from you on at least one diversity characteristic. The diversity characteristic you choose to be different on may be race, gender,

religion, socioeconomic status, sexual orientation, or other characteristics that may be relevant; however, if age is the factor chosen, **you cannot do anything with children**. This must be a new experience – you cannot write about a previous experience. The experience should last at least 2 hours. Your paper will report on the following:

1. Date and address of where experience occurred, including length of time
2. A description of the setting
3. Why you chose that setting
4. Expectations about your experience prior to the experience
5. Your reaction to the situation in terms of your behavior and feelings
6. The reactions of other individuals toward you
7. What this experience teaches you about being different from others in our environment
8. How such experiences might influence your development if you were always different from everyone around you.
9. Concluding comments about the experience, including summary of key learnings.

This must be a new experience done this semester. Experiences you have had prior to this semester will not count. Although you can choose to focus on any diversity characteristic, for safety reasons you cannot do an experience that involves children.

*****YOU MUST GET APPROVAL FOR YOUR EXPERIENCE AS OTHER PRIOR TO DOING IT!**

Final Paper

A five-page reaction paper that includes a summary of reactions, insights, and reflections made over the course. As a part of your final papers, I would also like you to include:

- reactions, insights, and reflections during the course
- ways in which your thoughts about different topics may have changed
- what you might do differently in your future interactions regarding diversity
- actions you would take to make a difference regarding diversity

COURSE AND INSTITUTIONAL POLICIES

Late/Missing Work Policy: All assignments will be penalized 3 points for each day they are late. **Course Attendance Policy:** 15% of all students' grades are based on participation/contribution as opposed to attendance.

Course Calendar/Schedule: Weekly schedule

Week 1	Readings: Understanding Diversity Terminology (Belonging at Work) The Human Need to Belong (Belonging at Work) The Importance of Belonging at Work (Belonging at Work)
Week 2	Readings: The Future Has Arrived (Belonging at Work) Making a Case for Belonging (Belonging at Work) Underscoring the Human Imperative (Belonging at Work)
Week 3	Readings: Why Diversity Programs Fail (HBR) “Numbers Take Us Only So Far” (HBR) Race Matters: The Truth About Mentoring Minorities (HBR) Leadership in Your Midst: Tapping the Hidden Strengths of Minority Executives (HBR)
Week 4	Readings: What Most People Get Wrong About Men and Women (HBR) Hacking Tech’s Diversity Problem (HBR) Why Men Still Get More Promotions Than Women (HBR) *** Experience As Other Paper Due
Week 5	Readings: When No One Retires (HBR) Neurodiversity as a Competitive Advantage (HBR) Managing Multicultural Teams (HBR) 7 Myths About Coming Out at Work (HBR)
Week 6	Readings: Serving as an Inclusive Leader (Belonging at Work) Everyday Action You Can Take, No Matter Your Role (Belonging at Work) Find Your North Star, Set Your Course, and Change the World (Belonging at Work)
Final	Final Paper Due



Department of Management
Organizational Behavior & Leadership
Spring 20xx

Course: PMBA 5250, Section: 00, CRN 23595, online, 3 credit hours

Instructor: Dr. Katherine Karl

Email and Phone Number: katherine-karl@utc.edu, 423-425-4160

***Office Hours:** Please email me with any questions. I will typically respond to your emails within 12 hours or less.*

Course Meeting Days, Time, and Location: Online in UTC Learn. Logging into the course several times per week to access course content, communicate with your instructor and fellow students, and complete course assignments is critical to your success in this class.

Course Catalog Description: An examination of the theoretical and research foundations that explain behavior within the context of organizations. The focus will be on how organizational behavior theory is translated into practice such that students will acquire the knowledge and skills necessary to become an effective manager.

Course Pre/Co Requisites: none

Course Learning Outcomes (CLO): The overall goal of this course is to develop the leadership skills you will need to be a successful manager. After completing this course, you should:

1. Describe skills of effective managers and leaders including: self-awareness, managing stress, communicating supportively, gaining power and influence, motivating others, negotiating, managing conflict, empowering and engaging others, problem solving, ethical decision making, building effective teams and teamwork, and leading positive change.
2. Identify organizational behavior theories and concepts that provide the rationale for these leadership skills.
3. Critically analyze realistic management scenarios based on these leadership skills.
4. Evaluate your own proficiency in each of these leadership skills.
5. Recommend actions for self-improvement in each of these leadership skills.

Required Course Materials: Developing Management Skills (10th edition) by Whetten & Cameron (Pearson). Please **do NOT buy any other edition** as there is new and different content in the 10th edition.

Additional Readings on ethics (posted on Canvas)

Technology Requirements for Course: You will need a computer with reliable high-speed internet access, a microphone, speakers, and webcam. You are also expected to have access to Microsoft Word, PowerPoint, YouTube and any face-to-face **video conferencing software** that allows for group (3 people) conferencing (e.g., Skype).

Technology Required for Course: A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint and face-to-face video conferencing software.

COURSE ASSESSMENTS AND REQUIREMENTS:

There are several assessments used in this course including: discussion boards, quizzes, a case analysis, reflection papers, and skill practice reports. As one of the management skills covered in the course is teamwork, some assignments will require that you work in an assigned virtual team of approximately 3-4 members.

Discussion Boards – Similar to a traditional face to face classroom discussion, the discussion boards are an opportunity for you to think critically about the course material and apply it to real life scenarios or your own work or life situation. To facilitate discussion, you will be assigned to discussion board teams. Team composition will be changed for every discussion board so that you will have the opportunity to interact with all your classmates. Your discussion board participation will be graded using the grading rubric posted at the top of the modules page on Canvas.

The deadlines for all discussion boards are as follows:

- **Wednesday 11:59 pm EST** - Respond to initial Discussion Board questions.
- **Friday 11:59 pm EST** - Ask follow-up questions of each of your assigned team members.
- **Sunday 11:59 pm EST** - Answer your team members' questions.

These deadlines are strict, **NO EXCEPTIONS**. All deadlines are critical to ensure there is sufficient time within a one-week period to make initial posts, ask questions, and make responses

Quizzes are made up of ten multiple choice questions that are drawn randomly from a bank of questions based on the chapters in the book. All quizzes are timed (11 minutes), so it is important that you prepare for quizzes in advance by reading and reviewing the chapter prior to taking the quiz.

Quizzes must be completed individually (no group work). **There are no late or make-up quizzes** so it is critical that you complete them before the deadline or you will receive a zero for that quiz.

Reflection Papers on Part 1 Videos – For each of the Part 1 Videos provided, you will reflect on how the manager's words or actions violated the principles provided in the related chapter. You will also provide recommendations on what would have been a better way. Reflection papers will be graded using the grading rubric posted at the top of the modules page on Canvas. As a rough guideline, reflection papers should be approximately 600 words. Reflection papers are due no later than 11:59 pm Wednesday EST.

Skill Practices – After the due date for the reflection papers on the part 1 videos has passed, the Part 2 “right way” video example will become available (11:59 pm Wednesday). View it to get a clearer idea of how the guidelines could be implemented more effectively. Then schedule an online video conference with your assigned group (3-person groups will be assigned based on availability) to complete the Skill Practice where you will attempt to apply the behavioral guidelines the “right way” in a role-play based on a realistic workplace scenario.

For each of the skill practices, the roles of manager, employee, and observer will be rotated so that each of you get a chance to practice using the behavioral guidelines and receive feedback. There will always be three different role-plays available for each skill practice. You should use all three. After each role-play, the observer will provide the manager with verbal feedback on what he/she did well, as well as areas for improvement using the behavioral guidelines form posted on UTC Learn. The observer/evaluator should keep in mind that the score on the rating form does not factor into the grade for the assignment. Thus, the observer/evaluator should try hard to identify some areas of improvement for the “manager” role player. In the event that the “manager” role player receives perfect scores, the observer should provide specific examples of what was said (quotes) or done that deserved an “exceeds expectations” rating. The observer/evaluator will then email the “manager” a completed Skill Practice assessment report including their detailed ratings and observer comments.

After “managers” receive the Skill Practice assessment report from the observer they should reflect on the feedback and add their own personal improvement ideas to the last page of the report. To receive full credit for the skill practice you must include **specific ideas** on what you would say or do differently in the future and **explain** why this would better follow the guidelines. Specific quotes and explanations should be included rather than generalizations so that I know exactly how you would improve on your use of the behavioral guidelines for which you received lower ratings. If the “manager” receives perfect scores from the observer, he/she should discuss examples of what he/she said or did that merited perfect scores and/or identify areas where he/she feels he/she still has room for improvement. **Each guideline you discuss should be in boldface font and underlined.** Your skill practice report will be graded using the grading rubric posted at the top of the modules page on Canvas. As a rough guideline, the skill practice reports should be a minimum of 500 words.

Negotiation Video Worksheets - For each of the two videos on negotiations, you will complete a fill-in-the blank and short answer worksheet.

Negotiation Role Play Reflection Paper - As with the other reflection papers, this assignment is an opportunity for you to demonstrate you can apply the class concepts related to negotiations. After participating in the role play students will answer the following questions:

1. Having watched, the debriefing video, how satisfied are you with your negotiation over the sugar bowl? Explain.
2. If you were to do the negotiation again, would you do anything differently?
3. In this activity what was the seller's BATNA? What was the buyer's BATNA? What are two risks involved in lying about your BATNA?

Your answers to each of the questions above should include at least 1 key term, such as: anchor, BATNA, distributed vs. integrative negotiation, escalation of commitment, interests vs. positions, splitting the difference, winner’s curse, ZOPA, reservation point, expanding the pie, fixed pie,

aspiration point, flinch, post-settlement settlement, nibble). Please put the key term in **bold/underline**. You must also include at least one quote from Chapter 7 (pp. 308-313). As a guideline, the total word count for this assignment should be a minimum of 300 words.

Team Case Analysis - Students will be divided into teams to develop a written analysis of an assigned case. By analysis, I mean that you should consider the situation as if you were an outside consultant whose task is to provide the organization and its managers with an understanding of what the problem is (cause and effect), as well as recommendations on how the problem should be handled.

Some general questions to consider when analyzing the case are:

- What are the facts?
- What problems exist and why?
- What are possible courses of action?
- What are the consequences of each alternative? Look at both positive and negative results. Look at costs as well as benefits. Look for more than one consequence.
- What course of action would you recommend? Explain why you have chosen the alternative. Explain how your recommendations can be implemented.

The case analysis is your opportunity to demonstrate you can apply the course concepts to a work-related situation and develop appropriate solutions using what you have learned. Although the case appears in the chapter on motivation (Electro Logic, pp. 288-294), it is expected that you incorporate a variety of different topics (chapters) as are relevant to the problems and possible courses of action you have identified. When discussing course concepts, you should assume that I know nothing about the course material (in other words, be very specific and provide detailed explanations).

This assignment is intended to be an opportunity for you to work together and produce something as a team. First, you will need to come to some agreement as a group on the problems and possible recommendations. There are a number of ways you could split up the work. One possibility would be to discuss what course material is relevant to the case and then divide up the writing according to topic. Personally, I think this results in the most equal division of work. However, some groups break up the work by section (i.e., the facts, the problems, courses of action, etc). Regardless of how you split up the work, at some point, you will have to make sure that the contributions of each member are merged into one cohesive paper. Just keep in mind that the most important factor influencing your grade is application of the reading material to the case.

Only one team member needs to submit your teams final case analysis.

Team Experience Reflection Paper - This assignment is similar to the part 1 video reflection paper in your skill practice reports, except, instead of evaluating yourself, you will be evaluating your group. I have also included specific questions I'd like you to answer below.

1. How would you describe your team's stage of team development (see pp. 411-420).
2. Referring to team membership, what advantageous roles (see pp. 425-428) or unproductive roles (see pp. 425-427) were exhibited by members of your team?
3. Looking back, what do feel is the most important element of teamwork? Explain.

Your paper should include quotes and references with page numbers to Chapter 9. As a guideline, your paper should be a minimum of 400 words.

COURSE GRADING

The grade you earn in this course will be based upon the following performance opportunities:

	POINTS
Quizzes (10 @ 10 points each)	100
Discussion Board Participation (8 @ 50 each)	400
Skill Practice Reports (4 @ 40 points each)	160
Reflection Papers on Part 1 videos (4 @ 40 points each)	160
Negotiation Video worksheets (2 @ 10 points each)	20
Negotiation Role Play Reflection Paper	30
Team Experience Reflection Paper	30
Team Case Analysis	100
	1000

Grading Scale: *There will be no curve on any course item. Extra credit will not be available. Final percentages are not rounded up.*

■	90-100%	Exemplary Performance	A
■	80-89.99%	Very Good Performance	B
■	70-79.99%	Satisfactory Performance	C
■	60-69.99%	Poor Performance	D
■	below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within 7 days of due date.

COURSE AND INSTITUTIONAL POLICIES

Late/Missing Work Policy: All assignments are due by 11:59 pm EDT/EST on the due date (the day of the week varies and is listed on the course schedule). It is your responsibility to plan ahead so that deadlines are met. We all know that computers and technology are wonderful, that is until they stop working. Computers crash and internet connections fail – typically at the most inconvenient times – yet deadlines remain. **Technical issues are NOT valid excuses.** Don't procrastinate and don't wait to the last moment. All late work is heavily penalized. Any missed assignments will receive zero points. If you have a university approved excuse, it is your responsibility to **contact the Office of the Dean of Students** who will validate your circumstances (call 423-425-4301 or email sos@utc.edu). If I am notified by the Office of the Dean of Students that you have qualifying circumstances, I will work with you on make-up work.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page \(https://www.utc.edu/student-conduct/codes.php\)](https://www.utc.edu/student-conduct/codes.php).

THE ONLINE CLASSROOM:

1. Course content is organized in 15 weekly folders in UTC Learn, 1 for each week of the class. In each weekly folder, there are links to that week's assignments. The textbook is assigned as required reading because it provides important background information for you to be able to understand and apply the content. It also contains the Skill Practices you will be doing so it is critical that you have the book. The videos are also required content and expand upon the book by providing additional information, explanations and real-world examples. A schedule and content overview is presented at the end of the syllabus. Again, keep in mind that each module is open for a specified window of time during which multiple assignments are to be completed.
2. The **time commitment** is great for online classes. Online classes are NOT for everyone. They require extensive self-management, self-awareness, computer savvy, and of course, a comfort level with asynchronous, distal communications. As noted earlier, you should expect to spend 8-10 hours per week on this course. If you can't keep up due to your work schedule, travel requirements, family, or illness, you should consider dropping the course and taking it during a semester in which you will have the proper time to devote. To determine if online learning is for you, it is recommended you take a self-assessment to evaluate your readiness for online classes at: <http://www.unc.edu/tlm/ser/> (source: U. of North Carolina)
3. The schedule for online classes is **NOT** affected when the college campus is closed for inclement weather. All due dates remain in effect.
4. Students are expected to follow the Golden Rule of Netiquette in all class communication. In other words, treat your fellow classmates and your instructor how you wish to be treated. Poor netiquette may include, but is not limited to, an angry tone, utilization of caps, flaming, spamming, excessive or inappropriate use of abbreviations or anything else that may be offensive to your classmates or professor.

More about "Netiquette":

- Always remember this--a human being is on the other end
- Before pressing enter or send, read aloud everything you want to post before you send it, and ask yourself, "would I say this face-to-face"?
- Your opinion is welcome but also respect disagreement. It is ok to disagree with a point of view, but it is definitely inappropriate to disrespect and be offensive towards others. Being open to different points of view is a sign of intelligence; furthermore, paying attention to alternative viewpoints is one of the greatest ways to learn. Needless to say, profanity, and racist, sexist, ageist, and religious comments are unacceptable, no matter how innocent or "funny" may sound to you.
- Tone down your language; avoid the use of strong words. Because written language lacks the support of nonverbal cues (facial or voice communication cues), it can be easily misinterpreted. Avoid humor and sarcasm completely, as they can both easily create misunderstandings and tension.

TEACHING/LEARNING METHODOLOGY

This course makes use of Behavior Modeling theory. Research has shown this is the most effective way for people to learn actual skills that can be transferred to the workplace. Thus, most weeks follow the progression of activities described below:

■ **Assessment:**

- If you subscribed to the My Management Lab feature of the text you can complete the Skill Assessment exercise on your own at the start of the assigned chapter to give yourself an idea of your current level of skill development. **This is not a requirement** because I do not want to force you to pay extra for the My Management Lab access, but if you have it, you may benefit from learning where you stand prior to beginning the chapters.

■ **Learning:**

- This is how you will accomplish learning objective #1: understand how organizational behavior theory/research is translated into leadership skills.
- You will help accomplish this by reading the book chapter and taking the quiz prior to moving to the next step.

■ **Analysis:**

- This is how you will accomplish learning objective #2: gain experience critically analyzing realistic management scenarios based on these leadership skills.
- You will view the “wrong way” video example and then provide your own critical analysis of how behavioral guidelines were violated and/or give your own specific ideas of how the manager in the video could have used the behavioral guidelines more effectively.

■ **Practice:**

- This is how you will accomplish part of learning objective #3: get practice using these leadership skills and receive feedback.
- You will view the “right way” video example and analysis and then practice using the behavioral guidelines with one of your classmate via a video conference. You will receive verbal and written feedback from another classmate on what you did well and get ideas on how you could improve.

■ **Application:**

- This is how you will accomplish the last part of learning objective #3: reflect on how you might improve.
- After each skill practice you will reflect on the feedback received and then summarize what you would do differently in the future to improve on your application of the behavioral guidelines associated with that skill.

COURSE CALENDAR/SCHEDULE (Note: **Deadlines are in Red**)**Week 1 (1/19 – 1/24): Introduction & Developing Self Awareness**

- Read the Syllabus, book Introduction (pp. 3-13), and Chapter 1
- Watch video on Emotional Intelligence (<https://vimeo.com/47829879>)
- Take and score the following Self-Assessment surveys:
 1. The Defining Issues Test (pp. 38-41)
 2. Cognitive Style Indicator (pp. 41-42)
 3. Tolerance for Ambiguity Scale (pp. 42-43)
 4. Core Self-Evaluation Scale (p. 43)
 5. Emotional Intelligence Test (Both of the following are available online.)
 - <https://memorado.com/emotional-quotient> AND <https://psymed.info/eq-test/score/97> (NOTE: typical EQ tests are 100+ questions, shorter tests are less reliable and less valid, so take both and compare your results).
- Submit your scores to the above on Canvas (**Wednesday 11:59 pm ET**)
- Take the quiz for Chapter 1 (**Wednesday 11:59 pm ET**)
- Discussion Board #1
 - [**Wednesday 11:59 pm ET**] Participate by
 - (a) introducing yourself, and
 - (b) answering the “Through the Looking Glass” questions (p. 69-71 in the textbook).
You can skip question 10 on page 71.
 - [**Friday 11:59 pm ET**] Ask follow-up questions of each of your assigned team members.
 - [**Sunday 11:59 pm ET**] Answer your team members’ questions.

Week 2 (1/25 – 1/31): Building Relationships by Communicating Supportively

- Read Chapter 4
- Take the quiz for Chapter 4 (Wednesday 11:59 pm ET)
- Discussion Board #2
 - [**Wednesday 11:59 pm ET**] Respond to initial Discussion Board #2 questions.
 - [**Friday 11:59 pm ET**] Ask follow-up questions of each of your assigned team members.
 - [**Sunday 11:59 pm ET**] Answer your team members’ questions.

Week 3 (2/1 – 2/7): Building Relationships by Communicating Supportively

- View the “Part 1” video example and submit your reflection paper (**Wednesday 11:59 pm ET**)
- View the “Part 2” video example
- Complete the Skills Practice with your team members and submit your self-evaluation AND your observer comments (**Sunday 11:59 pm ET**)

Week 4 (2/8 – 2/14): Managing Stress and Well-Being

- Read Chapter 2
- Take the quiz for Chapter 2 (**Wednesday 11:59 pm ET**)
- Respond to initial Discussion Board #6 questions (**Wednesday 11:59 pm ET**)
- Ask follow-up questions of your assigned team members on Discussion Board #6 (Friday)

- 11:59 pm ET)
- Answer follow-up questions on Discussion Board #6 (Sunday 11:59 pm ET)

Week 5 (2/15 – 2/21): Gaining Power & Influence

- Read Chapter 5
- Take the quiz for Chapter 5 (Wednesday 11:59 pm ET)
- View the “Part 1” video example and submit your reflection paper (Wednesday 11:59 pm ET)
- View the “Part 2” video example
- Complete the Skills Practice and submit your self-evaluation AND your observer comments (Sunday 11:59 pm ET)

Week 6 (2/22 – 2/28): Leading Positive Change

- Read Chapter 10
- Take the quiz for Chapter 10 (Wednesday 11:59 pm EST)
- Discussion Board #7
 - [Wednesday 11:59 pm EST] Respond to initial Discussion Board #7 questions.
 - [Friday 11:59 pm EST] Ask follow-up questions of each of your assigned team members.
 - [Sunday 11:59 pm EST] Answer your team members’ questions.

Week 7 (3/1 – 3/7): Managing Conflict

- Read Chapter 7
- Take the quiz for Chapter 7 (Wednesday 11:59 pm ET)
- Discussion Board #4
 - [Wednesday 11:59 pm ET] Respond to initial Discussion Board #5 questions.
 - [Friday 11:59 pm ET] Ask follow-up questions of each of your assigned team members.
 - [Sunday 11:59 pm ET] Answer your team members’ questions.

Week 8 (3/8 – 3/14): Managing Conflict

- View the “Part 1” video example and submit your reflection paper (Wednesday 11:59 pm ET)
- View the “Part 2” video example
- Complete the Skills Practice and submit your self-evaluation AND your observer comments (Sunday 11:59 PM EDT)

Week 9 (3/15 – 3/21): Negotiating

- Read Chapter 7, pp. 308-312
- Watch the movie “The Stanford Guide to Negotiating” and complete the video worksheet.
- Watch the video clip “Leigh Thompson Discusses Negotiation Strategies and Tactics” and complete the video worksheet.
- Watch the Negotiation Role Play Instructions Video and participate in the Role Play with your partner.
- Watch the Negotiation Role play Debriefing Video

- Submit your Negotiation Reflection Paper (Sunday 11:59 pm EDT)

Week 10 (3/22 – 3/28): Ethical Decision Making

- Read additional readings on Business Ethics posted on Canvas and review Chapter 1, pp. 55-57.
- Watch Episode 2, Season 5 of “The Office” entitled “Business Ethics”
- Discussion Board #5
 - [Wednesday 11:59 pm EDT] Respond to initial Discussion Board #6 questions.
 - [Friday 11:59 pm EDT] Ask follow-up questions of each of your assigned team members.
 - [Sunday 11:59 pm EDT] Answer your team members’ questions.

Week 11 (3/29 – 4/4): Empowering and Engaging Others

- Read Chapter 8
- Take the quiz for Chapter 8 (Wednesday 11:59 pm EDT)
- View the “Part 1” video example and submit your reflection paper (Wednesday 11:59 pm EDT)
- View the “Part 2” video example
- Complete the Skills Practice and submit your self-evaluation AND your observer comments (Sunday 11:59 pm EDT).

Week 12 (4/5 – 4/11): Solving Problems Analytically and Creatively

- Read Chapter 3 & Chapter 10 (pp. 446-471)
- Take the quiz for Chapter 3 & Chapter 10 (deadline Wednesday 11:59 pm EDT)
- Respond to initial Discussion Board # 6 (Chapter 10) questions (deadline Wednesday 11:59 pm EDT)
- Ask follow-up questions of your assigned team members on Discussion Board #6 (deadline Friday 11:59 pm EDT)
- Answer follow-up questions on Discussion Board #6 (deadline Sunday 11:59 pm EDT)

Week 13 (4/12 – 4/18): Building Effective Teams and Teamwork

- Read Chapter 9
- Take the quiz for Chapter 9 (Wednesday 11:59 pm EDT)
- Discussion Board #7
 - [Wednesday 11:59 pm EDT] Respond to initial Discussion Board #7 questions.
 - [Friday 11:59 pm EDT] Ask follow-up questions of each of your assigned team members.
 - [Sunday 11:59 pm EDT] Answer your team members’ questions.
- Begin work on Team Case Analysis

Week 14 (4/19 – 4/25): Motivating Others

- Read Chapter 6
- Take the quizzes for Chapter 6 (Wednesday 11:59 pm EDT)

- Discussion Board #8
 - [Wednesday 11:59 pm EDT] Respond to initial Discussion Board #8 questions.
 - [Friday 11:59 pm EDT] Ask follow-up questions of each of your assigned team members.
 - [Sunday 11:59 pm EDT] Answer your team members' questions.
- Continue work on Team Case Analysis

Week 15 (4/26 – 5/2):

- Submit Team Case Analysis (Friday December 4 at 11:59 pm EST)
- Submit Team Experience Reflection Paper
- Submit Team Member Evaluation Form
 - *Any group member who is consistently rated as doing less than his/her share may have his/her individual grade dropped by 1 or 2 letter grades. In extreme cases, a student who fails to contribute will receive a zero.*



Department of Management

Business Leadership Semester: Spring 2022

Course: MGT 5260 –Credit hours: 3

Faculty: Mark E. Mendenhall, J. Burton Frierson Chair of Excellence in Business Leadership

Phone and Email: (423) 425-4406; Mark-Mendenhall@utc.edu

Office Hours and Location: By appointment. Also, please feel free to email me with your questions; I will respond within 24–36 hours. Phone and virtual appointments are available as needed. Office Location: Room 422, Fletcher Hall.

Course Meeting Days, Time, and Location: Online

Course Pre/Co Requisites: None.

Course Catalog Description: This course provides an in-depth coverage of theories related to effective leadership in business organizations, the identification and development of leadership talent, and the relationship between leadership and corporate social responsibility. A primary focus of the course is exploration and development of students' leadership competencies and their career goals related to leadership.

Course Student Learning Outcomes (SLO): Upon successful completion of this course, learners will:

- Demonstrate knowledge of the primary existing theories and conceptual models of leadership and the key dimensions of leadership.
- Demonstrate knowledge of the ethical context of leadership.
- Identify their personal leadership abilities and be able to construct a personal strategy to enhance their leadership competencies in the future via a practicum.¹
- Strengthen a current leadership weakness via the implementation of a personal development plan throughout the semester via a practicum.

¹ “**Practicum: A course of study devoted to practical experience in a field.**” (Random House Kernerman Webster’s College Dictionary. (2010). Retrieved August 1 2019 from <https://www.thefreedictionary.com/practicum>).

Required Course Materials:

- *“Drucker on Leadership: New Lessons from the Father of Modern Management.”*
Author: William A. Cohen. Publisher: John Wiley & Sons. 2009. ISBN: 9780470405000

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu.

If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Technology Requirements for Course: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email helpdesk@utc.edu.

If you need equipment for UTC courses, please refer to the IT [Learning from Home](https://new.utc.edu/information-technology/learning-from-home) webpage at: <https://new.utc.edu/information-technology/learning-from-home>

Software/Application	Internet	Operating Systems	Computer Speed
Canvas	Minimum 512K You may need more for streaming videos and uploading assignments.	Windows XP SP3 and newer Mac OSX 10.6 and newer Linux - chromeOS	Use a computer 5 years old or newer when possible 1GB of RAM 2GHz processor
Office365 portal.office.com		Windows OS: Windows 10 SAC, Windows Server 2019, or Windows 10 LTSC 2019. Office for Mac is supported on the three most recent versions of macOS.	Windows OS: 1.6 GHz or faster, 2-core MacOS: Intel processor

Technology Skills Required for Course: Class assignments may require you to use the following:

- There will be video lectures as part of this course. Your computer should already have internal speakers, and these should suffice for watching any videos for the class. You may also use external headphones if your computer speakers are not loud enough or your workspace is too noisy.
- Microsoft Word (see “Acceptable File Formats” below)
- Canvas Studio (or another software of your choice) to record a video and upload it to Canvas.
- Internal Microphone to create a video/voice recording.
- Web-conferencing software (Zoom or BigBlueButton).

Acceptable File Formats:

There are various programs for creating photos, spreadsheets, text documents, and slides. In order to ensure your work is viewable for grading, please convert it to a PDF format or Microsoft Office file. If you do not have Microsoft Office on your computer, most programs (even Apple- based programs) have an export function that can convert the file. There are plenty of converter sites and tutorials online. Assignments uploaded with files not viewable through Canvas will receive zero points.

URL for the course: Go to <https://www.utc.edu/learn/> and select “Canvas Login.” Then, your UTC username and password to access the course. This course will utilize UTC’s online platform, Canvas. If you have not yet been enrolled in an online or hybrid class that was presented in Canvas, please familiarize yourself with how Canvas works by visiting the “Canvas Resources” website at <https://www.utc.edu/learn/student/tutorials-technology.php> where you will find tutorials and information about the student mobile app, how to use Canvas, and technical requirements for accessing Canvas. There is a “Canvas Student Tour” resource module right after the “Start Here” module for this course where you can familiarize yourself with how Canvas works as a learning platform.

Campus Safety Policy: Due to COVID-19, there is a [campus safety policy](https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php) (<https://www.utc.edu/walker-center-teaching-learning/covid-19-safety-policy.php>) for classes that meet on campus; please review this policy.

COVID-19 Absence Policy: If you are COVID-19 positive or exposed to someone who is COVID-19 positive, you are encouraged to complete the [COVID-19 Notification form](#) and follow the *recommendations* provided by the UTC Health team. Documentation will be provided to me by the Office of Student Outreach & Support.

Similar to any illness, verified documentation must be provided to me in order to provide reasonable accommodations for absences related to COVID-19. I have considerable discretion in deciding how you may make up any coursework. Reasonable accommodations are consistent

with non-COVID related absences and may include but are not limited to: submission of late coursework within a reasonable amount of time, dropping lowest grade(s), or alternate assignments.

You must, if asymptomatic or if symptoms do not interfere with your ability to participate in the course, **continue to participate in the online course.**

If COVID-19 related illness results in any missed course work (face-to-face or online), it is your responsibility to contact me to plan make-up work. It is *recommended* that **you contact the me within 48 hours of recovering** to avoid missing the opportunity to make-up necessary work. Work associated with any absence accommodations must be completed by you according to the plan devised by me. Class will continue when you are absent, and you may be unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have a disability related to COVID-19 that may affect your attendance, you may request a disability accommodation by contacting the Disability Resource Center (DRC) (423-425-4006). The DRC will evaluate requests in accordance with the university's disability accommodation process, which involves consultation with your instructors regarding reasonable accommodations that may be granted.

If you believe I have not made reasonable and appropriate accommodations for absences due to COVID-19, you have the right to appeal according to UTC's [General Student Grievance \(Complaint\) Procedure](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423- 425-4006 or email DRC@utc.edu.

Veterans: The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you to the necessary resources for academics, educational benefits, adjustment issues, veteran allies, veteran organizations, and all other campus resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at (423) 425-2277. THANK YOU FOR YOUR SERVICE.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

The Writing and Communication Center. Located on the third floor of the library in room 327, the Writing and Communication offers UTC students free help with papers, presentations, and speeches, for any class, at any stage of the writing process. The center, staffed by friendly, trained peer consultants from across the disciplines, helps writers brainstorm, outline, organize ideas, develop arguments, learn a particular citation style, and practice speeches or presentations. Consultants also offer assistance with grammar and style. The goal is for you to leave the WCC with more confidence and a plan for revising your work. Walk-ins are welcome on a first-come, first-served basis. For a guaranteed consultation, we recommend making an appointment. Just visit our front desk, call us at 423-425-1774, or use their online appointment system: utc.mywconline.com.

COURSE EVALUATION/ASSESSMENT

Evaluation tools for this class are designed to measure students' acquisition of the concepts of leadership taught in the course as well as the degree to which students have applied and internalized important competencies associated with leadership in the workplace and in the wider community. *Note: Upload all completed assignments through Canvas.*

I. Personal Development Program (PDP) (30 points). This consists of weekly reports plus a *Self-Reflection Paper that is due on April 26.*

Select a competency that relates to leadership that you would like to improve (e.g., delegation, public speaking, motivating subordinates, etc.). From 1/10 – 1/15 intensely study all you can about the competency, using both Internet and published resources. Based on your research, develop a concrete, daily personal development plan of how you can improve in this area. Resources to assist you in this task are on Canvas in Module 1.

You will be required to actually implement this plan and report to Dr. Mendenhall each week during the semester, on every Monday, as to how effective you were in the implementation of your plan during the previous week. More information will be given in Module 1 about how to construct a personal development plan, how to report it, and how to adapt it to meet shifting circumstances. Upload your plan to Dr. Mendenhall on Canvas by 11:59 pm on January 16 and then begin implementing your plan on Monday, January 17.

Weekly PDP Reports. Each student's personal development plan will be unique to fit their own circumstances. Thus, students' rate of progress and will not be evaluated against and compared with other students' outcomes on the weekly reports. This assignment is designed for you – and you only – to learn on your own how you can best develop leadership competencies in your life. The evaluation of the weekly PDP reports is designed to be personal and not competitive with others. You cannot gain points by outperforming your peers; rather, you will be developing a leadership competency that **you** want to develop. **Everyone starts out with 30 points** for this project. However, **you can lose points** on the Weekly PDP reports. Penalties will occur for:

- Turning in a weekly PDP report late (-1 points per day).
- Not turning in a weekly PDP report in a given week at all (-3 points)
- Not providing rigorous and reflective analysis within a weekly PDP report (range of -0.25 to -1.5 points).

There is no reason to lose any points on this assignment – just write thoughtful weekly reports and turn them in on time. Again, specific information on how to approach this assignment is given in Module 1.

Send your weekly reports to Dr. Mendenhall via Canvas on the date that each one is due. Your first report to Dr. Mendenhall will be on Monday, January 24 and the link to upload it is in **Module 3**. These reports are due on each Monday (anytime during the day before 11:59 pm) throughout the semester. The last report you will send in will be on Monday, April 11.

In these weekly reports feel free to update your plan for the upcoming week based upon your progress and experience in implementing your plan during the previous week. Structure your reports to reflect on the outcomes of your weekly efforts in implementing your personal development plan by addressing each of the following three items in your reports (use these as sub-headings):

1. *A descriptive report of the outcomes associated with the implementation of your plan over the past week.*
2. *Insights you gained from the outcomes you described in #1*
3. *What will your plan be for the upcoming week based on #1 & #2?*

Personal Development Plan Reflection Paper (30 points). Turn in a reflection of your experience with your personal development plan no later than April 26. This paper should be a **minimum** of 6 pages in length (*double-spaced, 12-point Times Roman font*). Your reflection paper should include an analysis of each of the following learning outcomes (again, use these as sub-headings in your final paper):

1. A discussion of the progress you made in developing the competency.
2. What you learned about how to self-develop competencies on your own without being in a formal training program and how you might apply this learning in your career in the future.
3. A discussion of other insights that you gained/learned from the experience.

II. Bi-Weekly Mini-Exams. (8 points each, total of 48 points).

There will be 6 Mini-Exams. Each exam will be worth 8 points. The exams will take place every two weeks during the semester and will consist of 16 multiple choice, fill in the blank or other types of objective questions worth .5 points each. The exams will be administered via Canvas and you will have a limited time to complete them (18 minutes).

Please set aside 18 minutes of uninterrupted time to take each exam as you will be required to complete the exam in one 18-minute sitting (you will not be able to pause the exam and come back to it later). The exams will be opened up on Thursdays at 9:00 am and will close on Sundays at 11:59 pm.

You will be allowed to use any source you wish to answer the questions as the mini-exams are open note and open book; however, the expectation is that you have read and understood the

material prior to taking the mini-exam. The best way to approach the mini-exams is to prepare for them as if you were taking them in class without the option to refer to your notes and textbook. If you do this, you will do better on the mini-exams than if you try to rely solely on looking up the answers to the questions from the textbook and/or your notes. There is not enough time to hunt for all or most of the answers efficiently, but you should have enough time to refer to the textbook or your notes if you get hung up on a question or two.

Please note: Exam questions will appear one at a time, and after answering them you will not be able to “back-track” (return to previous questions you answered to review them) – once you answer the question you cannot return to it.

III. Mid-Term Exam (20 points)

The midterm exam will be an essay exam and will require the application of leadership models and principles to your work/career. It is open book and open note. The midterm exam will be posted in Module 9 on Friday, March 4 at 9:00 am and you will have until Sunday, March 14 at 11:59 pm to turn it in. You will have the option of selecting two questions to answer from a set of six questions.

IV. Leadership Self-analysis Paper (50 points. Paper due date: April 26)

Your task will be to analyze your two primary leadership strengths and your two primary leadership weaknesses based on the concepts covered in class. An “A” grade will be given to those who demonstrate critical thinking and thorough analyses in their self-analysis of themselves as leaders. This paper should be a minimum of 8 pages in length (double-spaced, Times Roman, 12-point font). A comprehensive exploration would include:

1. Analyses of why you have the primary leadership strengths that you have (focus on two strengths).
2. Analyses of why you have the primary leadership weaknesses that you have (focus on two weaknesses).
3. Delineation of concrete strategies that can enable you to strengthen your two weakest leadership skills.
4. Delineation of concrete strategies that can enable you to better maximize and deploy your two strongest leadership skills.

V. Homework Assignments

There will be a variety of homework assignments given throughout the semester. These assignments are given in the modules and in the video lectures in Canvas. Turning in homework assignments is mandatory. Most homework assignments will be worth 1 point each. Penalties will be deducted from students’ point totals if homework assignments are late or deemed unsatisfactory. Points may be added to students’ point totals if homework assignments are deemed excellent in nature by the instructor. Homework will be evaluated against the following criteria:

- **Excellent.** (extra points). Displays excellent analysis and critical thinking and shows comprehensive knowledge regarding the assignment; has a complete analysis and action plan ready when assigned a case or assigned topics for class

discussion, displays initiative and passion in learning, and takes assignments seriously.

- **Good.** (1 point). Displays good analysis, has a prepared action plan and preparation for class discussion is sound, substantiates his/her position with well-rounded analysis, turns in assignments on time, and displays a positive attitude towards learning.
- **Unsatisfactory.** (Penalties that will incur 0 to minus points). Shows faulty reasoning, shallow preparation of case analysis, fails to turn in homework on time, or displays a flippant attitude regarding assignments.

Key dates for major exams and papers:

- ✓ Turn in Personal Development Plan: by January 16.
- ✓ Turn in Mid-Term Take-Home Exam: by March 14.
- ✓ Turn in Personal Development Reflection Paper: no later than April 26.
- ✓ Turn in Leadership Self-Analysis Paper: no later than April 26.

Course Grading

According to the UTC Graduate Division Catalog, grades at the MBA level have the following meaning:

A is given for work of distinctly superior quality and quantity accompanied by unusual evidence of enthusiasm, initiative, thoroughness, and originality.

B is given for work showing the above qualities to a lesser extent.

C represents fulfillment of the minimum essentials of a course.

D represents poor work.

F indicates unqualified failure.

The instructor reserves the right to adjust grades up or down depending upon less quantifiable measures such as quality of class participation, attendance, tardiness, professionalism, and dedication to excellence. Grading in this class is based on the percentage of points accumulated out of the total points possible:

90%+ = A. 80%+ = B. 70%+ = C. 60%+ = D.

Course and Institutional Policies

Instructor Grading and Feedback Response Time: On weekly reports the normal response time is 24-36 hours. Mini-Exam scores are given in Canvas immediately upon completion of each Mini-Exam. At the end of the semester, feedback on the reflection analysis paper and the leadership self-analysis paper is variable depending upon the number of students enrolled in the course. Generally, it is within a week of submitting the paper in Canvas.

Late/Missing Work Policy: I accept late homework assignments, but they are penalized via percentage reductions from their graded point totals. These reductions include weekends. Each day an assignment is late is penalized 5% of the total points the assignment is worth. This is done automatically in Canvas, so please pay close attention to due dates and their associated times. If

illness constrains a student turning in assignments on time, provide the instructor with a physician's note as evidence of the illness and the instructor will consult with the student on how to go about making up missing work.

Student Conduct Policy: UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

Honor Code Pledge: As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

UTC Bookstore: The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](https://bnc.pgtb.me/MMt77F) (<https://bnc.pgtb.me/MMt77F>), visit the bookstore, email sm430@bncollege.com or call 423-425-2184.

Course Calendar/Schedule: The course calendar and schedule are published in Canvas. They are subject to change as needed due to evolving circumstances. If any adjustment is needed, students will be informed by email and by announcement within Canvas.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

COURSE CALENDAR/SCHEDULE

The course calendar and schedule are published in Canvas. They are subject to change as needed due to evolving circumstances. If any adjustment is needed, students will be informed by email and by announcement within Canvas.

Topics

Week 1: Introduction to the Course / How to Design a Personal Development Plan

Week 2: What is Leadership?

Week 3: Theories of Leadership, Part 1

Week 4: Theories of Leadership, Part 2

Week 5: Theories of Leadership, Part 3

Week 6: Psychological Drivers of

Leadership Week 7: The Leader as

Visionary

Week 8: Take-Home Midterm Essay Exam

Week 9: The Leader as Motivator

Week 10: The Leader as Communicator

Week 11: Leading Teams

Week 12: Ethics in Leadership

Week 13: The Leader as Strategist

Week 14: The Leader as Marketer

Week 15: Course Wrap Up: Leaving a Leadership Legacy.



Department of Management

Employee and Labor Relations

Semester: Spring 2019

Course: MGT5280-0, 28783, 3 credit hours

Faculty: Dr. Gail A. Dawson

Phone and Email: 423-425-4451, Gail-Dawson@utc.edu

Office Hours and Location: MW 1:30- 3:20 and 5:00 – 5:30 in Fletcher 412-E

Course Meeting Days, Time, and Location: M 5:30 – 8, Fletcher 105

Required Textbook/Resources: Dessler, Gary, Human Resource Management, 15th Edition, Pearson, 2017 All overheads used in class will be available on UTC Learn (Blackboard)

Course Pre/Co Requisites: Restricted to MBA and MACC majors. Credit not allowed in both MGT 5250 and PMBA 5250. PMBA 5250 open to PMBA majors only.

Course Catalog Description: This course covers the broad area of employee relations, including employee rights and responsibilities, employee satisfaction, discipline and termination processes, and managing diversity. Also covered are the basics of labor relations, including major labor laws and the processes of organizing, contract negotiation, grievances, and arbitration.

Course Student Learning Outcomes: This course will draw on literature from a variety of disciplines to help students gain an understanding of the issues and challenges related to managing human resources. Students will develop a basic understanding of equal employment and diversity issues that impact the workforce; factors that affect employee engagement and retention; and major laws that govern labor relations. Students will also be develop a basis for understanding issues regarding global human resource management.

Communication: Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

Course Evaluation/Assessment: Emphasis should be placed on your self-evaluation, learning in new areas, and developing new perspectives and clearer ways of thinking. Meanwhile, the tradition of the university is that we give grades. Grades for this course will be based on:

▪ Midterm	30%
▪ Final	30%
▪ HR Interview	15%
▪ Group Paper/Presentation	15%
▪ Class Participation	5%
▪ Group Evaluation	5%

Grading Scale:

A=90-100
B=80-89
C=70-79
D=60-69
F= below 60

HR Interview

Interview an executive who works in human resource management or a C-suite executive in an organization. Find out his/her views on human resource management. The interview should take about 45 minutes to an hour and should be tape recorded to ensure accuracy. Prepare a paper that provides a description of the organization's overall operations (library source may be used to obtain information on the industry and organization), the role of the human resource department, and a description of a human resource function you explored in depth during the interview. The paper should also include background information about the interviewee including his/her title, educational background, years of experience, etc. **The section of the paper containing information from the interview should be written in paragraph form and should not be simply a written transcript of the interview.** The paper should be 8-10 pages (typewritten, double-spaces, using a font size of 10-12) and should include some personal observations regarding the HR function and its importance in addition to statements by the interviewee.

Group Paper/Presentation

Each student will belong to a group for the semester. The group will select an organization they find interesting. The organization may be one in which one or more members of the group are employed, were employed, or would like to be employed, or just finds interesting for some other reason. The group will find out about the organization's human resource policies through information available in the library, annual reports, the Internet, personal interviews or other sources. The group will write a 15- to 20-page paper analyzing the HR policies, practices and problems of the organization. The group should identify areas in which the practices are making a positive difference and make recommendations to alleviate

any problems identified. Research should be provided to support any recommendations made. The group will also make a 20-minute presentation in class.

Information may be obtained through the library, the Internet, or other sources with an emphasis on research and scholarly sources. The paper should include a reference page listing the sources of information used. **Students are required to use a minimum of ten references of which no more than four can be from websites. When using a website, make sure it is a credible website – Wikipedia, about.com, and blogs are not acceptable. In addition, the textbook cannot be used as one of the references.**

Plagiarism

Plagiarism is stealing or using the ideas, writings, or passages from someone else and representing them as your own. **This will not be tolerated. Plagiarism will result in a grade of zero. If plagiarism occurs in the group project it will result in a zero for the project for the entire group.**

How to Avoid Plagiarism

- Use quotation marks to indicate that exact words have been copied from another source and identify the source including the page number on which the quote appears.
- When a source has been paraphrased (summarized, rearranged, or a few words are slightly changed), credit the source.
- Become familiar with a system of documentation, such as APA, MLA, or Chicago Manual of Style.

Class Participation/Attendance Policy: Attendance is expected and students should be on time. It is disrespectful to interrupt the class by a late arrival. Each class session, students are expected to sign-in indicating their attendance. Although attendance is not explicitly a part of your grade, class participation is and attendance is expected. In the event that you are unable to attend a class, you are responsible for getting notes and completing all assignments.

Please turn the volume off on your cell phone while in class and refrain from answering calls or texting.

Excessive absences will result in a reduction of your grade.

Late Assignment Submission/Make-Up Policy: All assignments must be submitted before or during the class period in which they are due. Assignments may be submitted in hardcopy or via email. Late assignments may be refused at the discretion of the instructor. If a late assignment is accepted, points will be deducted.

Class Schedule

Date	Topic
1/7	Course Introduction and overview Chapter 1 – Introduction to Human Resource Management
1/14	Chapter 2 – Equal Opportunity and the Law
1/21	Martin Luther King Jr Holiday
1/28	Chapter 4 – Job Analysis and the Talent Management Process
2/4	Chapter 8 – Training and Developing Employees * HR Interview Due
2/11	Chapter 10 – Managing Careers and Retention
2/18	Managing Careers and Retention Continued Review for Midterm
2/25	Midterm Exam
3/4	Chapter 12 – Establishing Strategic Pay Plans
3/11	Spring Break
3/18	Chapter 14 – Building Positive Employee Relations
3/25	Chapter 15 – Labor Relations and Collective Bargaining
4/1	Chapter 15 – Continued & Chapter 17 – Managing Global Human Resources
4/8	Chapter 17 – Continued Chapter 18 – Managing Human Resources in Small and Entrepreneurial Firms
4/15	Chapter 18 Continued and Review for Exam II
4/22	Final Exam
4/29	Group Presentations

*** Minor adjustments may be necessary as the semester progresses.**

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

Counseling Statement: If you find that you are struggling with stress, feeling depressed or anxious, having difficulty choosing a major or career, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or go to utc.edu/counseling for more information.

Honor Code Pledge (from the UTC Student Handbook): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.



Department of Management

EEO and Risk Management

Fall 2021

Course: MGT 5290, CRN: 44376, Modality: Online, Credit Hours: 3
PMBA 5290, CRN: 44284, Modality: Online, Credit Hours: 3

Instructor: Dr. Katherine Karl

Email and Phone Number: katherine-karl@utc.edu, 423-425-4160

Office Hours: Please email me with any questions. I will typically respond to your emails within 12 hours or less.

Course Meeting Days, Time, and Location: Online in UTC Learn. Logging into the course several times per week to access course content, communicate with your instructor and fellow students, and complete course assignments is critical to your success in this class.

Course Catalog Description: This course covers human resource risk management practices that help organizations to avoid or mitigate potential liabilities and provide a safe and secure working environment for employees. Includes coverage of workplace health, safety, security, and privacy. Also covered are laws and regulations pertaining to equal employment opportunity and their impact on human resource management practices.

Course Pre/Co Requisites: none

Course Student Learning Outcomes:

By the end of the semester, successful students will be able to:

- Identify and discuss critical employment-relevant federal legislation prohibiting discrimination based on race, sex, national origin, color, religion, age, disability, pregnancy, & veteran status (including Title VII, ADEA, ADA).

- Discuss key Supreme Court Decisions that have had an impact on equal employment opportunity and affirmative action programs.
- Understand the purpose and function of the Equal Employment Opportunity Commission and the Office of Federal Contract Compliance Programs.
- Identify and discuss federal laws and regulations related to workplace health, safety, security, and privacy (for example: OSHA, Drug-Free Workplace Act, ADA, HIPAA)
- Understand employer/employee rights related to internal investigations, monitoring, and surveillance
- Analyze and evaluate specific incidents occurring in business that could result in litigation and explain how to resolve the incidents in the most appropriate manner.

Required Textbook/Resources:

Bennett-Alexander, D. D. & Hartman, L. P. (2022). *Employment Law for Business*, 10th Edition. McGraw-Hill, ISBN-13: 9781260734270
Additional materials will be posted on UTC Learn.

Technology Requirements for Course: You will need a computer with reliable high speed internet access. You are also expected to have access to Microsoft Word, pdf file reader.

Technology Skills Required for Course: A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint.

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. Likewise, email is the best way to reach me though you are welcome to call or drop by my office or call.

Technology Support: If you have any technology problems please contact the UTC IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu. A link to the UTC Solutions Center Helpdesk is as follows: <https://www.utc.edu/information-technology/departments/client-services/index.php>

Course Assessments and Requirements

Exams 1 & 2

Both Exam 1 and Exam 2 will consist of one essay question worth 50 points. Your answers to the essay questions must be submitted to SafeAssign on the scheduled due date. These exams are your **opportunity** to provide evidence that you have read and can apply the material in the book and lecture. Therefore, you are expected to provide references to the book and lecture material. Any answer which does not have supporting references (**with page numbers**) will receive only half of the possible points or less.

Final Exam

The final exam is a comprehensive exam consisting of 75 multiple choice questions worth 2 points each.

Quizzes are made up of 10 multiple choice questions (worth 2 points each) that are drawn randomly from a bank of questions. Each quiz will cover the topics listed for that week. All quizzes are timed (15

minutes), so it is important that you prepare for quizzes in advance by reading and reviewing the chapters, videos, and topic outlines prior to taking the quiz. Quizzes must be completed individually (no group work). All quizzes will be due by Sunday at 11:59 pm. There are no late or make-up quizzes so it is critical that you complete them before the deadline or you will receive a zero for that quiz.

Discussion Boards – Similar to a traditional face to face classroom discussion, the discussion boards are an opportunity for you to think critically about the course material and apply it to real work situations. More specifically, you will be given brief descriptions of actual court cases and you will be asked to predict the outcome. To facilitate discussion, you will be assigned to discussion board teams (approximately 3-4 members each). Team composition will be changed for each of the 10 discussion boards so that you will have the opportunity to interact with more of your classmates. Your discussion board participation will be graded using the following criteria: Critical Thinking/Analysis, Use of Chapter Material and pdf files, Level of Detail Provided and Overall Quality, Professional & Meaningful Interaction, Timeliness and Clarity of Writing. Please See Canvas for the Grading Rubric.

The deadlines for all discussion boards are as follows:

- **Wednesday 11:59 pm EST** - Respond to initial Discussion Board questions.
- **Friday 11:59 pm EST** - Ask follow-up questions of each of your assigned team members.
- **Sunday 11:59 pm EST** - Answer your team members' questions.

These deadlines are strict, NO EXCEPTIONS. All deadlines are critical to ensure there is sufficient time within a one week period to make initial posts, ask questions, and make responses

Video Assignments

There are 7 short videos on various topics. After watching the video you will answer the questions provided on Canvas and submit your answers using either a Word document or pdf file.

Course Grading:

The grade you earn in this course will be based upon the following performance opportunities:

	<u>POINTS</u>
Final Exam	150
Essay Exams 1 & 2 (2 @ 50)	100
Quizzes (14 @ 20 points)	280
Discussion Boards (10 @ 40)	400
Video Assignments	70
	1000

Grading Scale:

- 90-100% Excellent Performance A
- 80-89.99% Good Performance B

▪ 70-79.99%	Satisfactory Performance	C
▪ 60-69.99%	Poor Performance	D
▪ below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within 7 days of due date.

Course and Institutional Policies

Late/Missing Work Policy: All assignments are due by 11:59 pm EST on the due date (the day of the week varies and is listed on the course schedule). It is your responsibility to plan ahead so that deadlines are met. We all know that computers and technology are wonderful, that is until they stop working. Computers crash and internet connections fail – typically at the most inconvenient times – yet deadlines remain. **Technical issues are NOT valid excuses – late work is not accepted.** Don't procrastinate and don't wait to the last moment – there are NO EXTENSIONS!! Any missed assignments will receive zero points.

Course Participation/Contribution: This is not a self-paced course. You are expected to complete scheduled activities every week according to the deadlines provided. To be successful, you will need to log-in several times per week to post to the discussion board, engage with the instructor and other students, read/view your weekly course content, take learning assessments, and work on/submit your assignments. The fact we are not meeting in a traditional classroom does not mean that the involvement level is diminished. In fact, **time devoted to online learning will often exceed that of the traditional face to face classroom** as most discussion is asynchronous and most communication is in a written versus oral format.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: *I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.*

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

The ONLINE Classroom:

1. The **time commitment** is great for online classes. Online classes are NOT for everyone. They require extensive self-management, self-awareness, computer savvy, and of course, a comfort level with asynchronous, distal communications. The fact we are not meeting in a traditional classroom does not mean that the involvement level is diminished. In fact, time devoted to online learning will often exceed that of the traditional face to face classroom as most discussion is asynchronous and most communication is in a written versus oral format. As noted earlier, this is an accelerated course and you should expect to spend 8-10 hours every week on this course. If you can't keep up

due to your work schedule, travel requirements, family, or illness, you should consider dropping the course and taking it during a semester in which you will have the proper time to devote to it. To determine if online learning is for you, it is recommended you take a self-assessment to evaluate your readiness for online classes at: <http://www.unc.edu/tlim/ser/> (source: U. of North Carolina)

2. Learning the complexities of employment law is not easy and requires repetition and application to sink in. Thus, the textbook is assigned as **required** reading. In addition, you will be required to watch some videos and read outlines which summarize the topics covered in each chapter.
3. Course content is organized in 15 weekly folders in UTC Learn, 1 for each week of the class.
4. The schedule for online classes is **NOT** affected when the college campus is closed for inclement weather or holidays. All due dates remain in effect.
5. Students are expected to follow the Golden Rule of Netiquette in all class communication. In other words, treat your fellow classmates and your instructor how you wish to be treated. Poor netiquette may include, but is not limited to, an angry tone, utilization of caps, flaming, spamming, excessive or inappropriate use of abbreviations or anything else that may be offensive to your classmates or professor.

More about "Netiquette":

- Always remember this--a human being is on the other end
- Before pressing enter or send, read aloud everything you want to post before you send it, and ask yourself, "would I say this face-to-face"?
- Your opinion is welcome but also respect disagreement. It is ok to disagree with a point of view, but it is definitely inappropriate to disrespect and be offensive towards others. Being open to different points of view is a sign of intelligence; furthermore, paying attention to alternative viewpoints is one of the greatest ways to learn. Needless to say, profanity, and racist, sexist, ageist, and religious comments are unacceptable, no matter how innocent or "funny" may sound to you.
- Tone down your language; avoid the use of strong words. Because written language lacks the support of nonverbal cues (facial or voice communication cues), it can be easily misinterpreted. Avoid humor and sarcasm completely, as they can both easily create misunderstandings and tension.

COURSE SCHEDULE

Week 1 (August 16 – 22) Introduction to EEO Law & Regulation of Employment

- Read Ch. 1 & Ch. 2 (pp. 51-72)
- Watch lecture videos and read video outlines and pdf files
- Quiz 1 [Deadline **Sunday** 11:59 pm]
- Discussion Board 1
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 1 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 2 (August 23 – August 29) Employment Discrimination & Title VII of the CRA of 1964

- Read Ch. 2 (pp. 73-93) & Ch. 3
- Watch lecture videos and read pdf files
- Quiz 2 [Deadline **Sunday** 11:59 pm]
- Discussion Board 2
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 2 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 3 (August 30 - September 5) Discrimination Based on Race, Color, & National Origin

- Read Ch. 6 & 7
- Watch lecture videos and read pdf files
- Watch E-Verify video and complete written assignment
- Quiz 3 [Deadline **Sunday** 11:59 pm]
- Discussion Board 3
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 3 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 4 (September 6 – 12) Gender Discrimination

- Read Ch. 8
- Watch videos and read pdf files
- Quiz 4 [Deadline **Sunday** 11:59 pm]
- Discussion Board 4
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 4 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 5 (September 13 – 19) Sexual Harassment

- Read Ch. 9
- Watch videos and read pdf files
- Quiz 5 [Deadline **Sunday** 11:59 pm]
- Discussion Board 5
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 5 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 6 (September 20 – 26) Sexual Orientation and Gender Identity Discrimination

- Read Ch. 10
- Read pdf file
- Quiz 6 [Deadline **Sunday** 11:59 pm]
- Essay Exam 1 [Deadline **Sunday** 11:59 pm]

Week 7 (September 27 – October 3) Religious Discrimination & Age Discrimination

- Read Ch. 11 & 12
- Read pdf file
- Quiz 7 [Deadline **Sunday** 11:59 pm]
- Watch videos and complete written assignment
- Discussion Board 6
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 6 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 8 (October 4 – 10) Disability Discrimination

- Read Ch. 13 (pp. 723-731 will be covered in week 13)
- Read pdf file
- Quiz 8 [Deadline **Sunday** 11:59 pm]
- Discussion Board 7
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 7 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 9 (October 11 – 17; Fall Break Oct. 11&12) Affirmative Action, Diversity & Inclusion

- Read Ch. 5
- Read pdf file
- Quiz 9 [Deadline **Sunday** 11:59 pm]
- Watch video and complete video assignment [Deadline **Sunday** 11:59 pm]

Week 10 (October 18 – 24) Additional Disability Issues

- Read pdf file
- Quiz week 10 [Deadline **Sunday** 11:59 pm]
- Discussion Board 8
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 8 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 11 (October 25 – 31) Legal Issues in Employee Recruitment & Screening

- Read Ch. 4 & 5
- Read pdf file
- Quiz week 11 [Deadline **Sunday** 11:59 pm]
- Essay Exam 2 [Deadline **Sunday** 11:59 pm]

Week 12 (November 1 - 7) Interviewing & Employment Testing

- Read pdf file
- Quiz week 12 [Deadline **Sunday** 11:59 pm]
- Watch the 4 videos and complete the 4 video assignments [Deadline **Sunday** 11:59 pm]

Week 13 (November 8 – 14) Intro to Risk Management, Occupational Safety and Health, Workers' Compensation & FMLA

- Read Ch. 16 (pp. 917-932)
- Read pdf files
- Quiz week 13 [Deadline **Sunday** 11:59 pm]
- Discussion Board 9
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 9 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 14 (November 15 – 21) Privacy on the Job: Information, Monitoring and Investigations

- Read Ch. 14
- Read pdf file
- Quiz 13 [Deadline **Sunday** 11:59 pm]
- Discussion Board 10
 - [Deadline **Wednesday** 11:59 pm] Respond to initial Discussion Board 10 questions.
 - [Deadline **Friday** 11:59 pm] Ask follow-up questions of each of your assigned team members.
 - [Deadline **Sunday** 11:59 pm] Answer your team members' questions.

Week 15 (November 22 – 28; Thanksgiving Break Nov. 25-28)

- There are no assignments this week other than reading the articles on Legal Issues regarding COVID-19 and the fact sheet on USERRA. *There will be some questions on these on the final exam.*

Final Exam Due Friday, December 3 at 11:59 pm



Department of Management

Strategic Human Capital Management

Semester: Fall 2020

MGT/PMBA 5310, CRN42587/43443, 3 credit hours, 100% Online

Instructor: Lisa A. Burke-Smalley, PhD SPHR

Phone and Email: lisa-burke-smalley@utc.edu #425-4207, #323E

Office Hours and Location: Email is quickest. Can also reach me via [Zoom](#) Monday 10-Noon. For a phone call, please email & we'll set a time.

Course Meeting Days, Time, and Location: 100% Online ([asynchronous](#)). The course runs Monday-Sunday. Log into the course *several times per week* to engage course content/peers/the instructor.

Course Pre-Requisites: None [Various websites are located on UTC Learn for support]

Course Catalog Description: This course takes an evidence-based perspective to expose students to the intersection of human resource (HR) management and business strategy, or the strategic management of human capital. The goal is to introduce students to core HR competency areas that are needed to support organizational goals, especially in a knowledge-based economy. Topics covered include staffing and talent management, total reward strategies, performance management, employee development, culture change, talent retention, and HR metrics.

Course Learning Outcomes: By the end of the semester, successful students will be able to:

- Explain the evolving role of the HR function (*transactional, tactical, strategic*) & the perspective needed for HR to operate at the level of a strategic business partner.
- Describe evidence-based HR management and specific research findings in the field.
- Explain the concept of aligning various HR practices with business strategy to enhance organizational performance.
- Assess the strategic alignment of your organization's HR practices & devise recommendations.
- Analyze various contemporary HR challenges in organizations and explain practical implications for managers.

Required Materials: *[Business Literacy for HR: The Essentials of Strategy](#). Harvard Business School Press and SHRM. 2006. ISBN: 978-1-59139-822-6

*Article [Coursepack](#), Harvard Business Publishing: <https://hbsp.harvard.edu/import/711086>

*Other assigned readings located on UTC Learn (free).

Technology Requirements for Course: Computer with reliable high-speed internet access, microphone,

speakers, and webcam. Familiarity with Microsoft Office, Canvas (Studio), & Zoom.

Technology Skills Required: Virtual-conferencing (Zoom); create Narrated PPT using Canvas [Studio](#); File upload; Online Database search; Word/PPT expertise; File sharing.

Technology Support: All communications will be via UTC email & Canvas Announcements. If you have problems, contact IT Solutions Center at 423-425-4000 or helpdesk@utc.edu. Dr. B is not IT support.

Course Assessments & Requirements: While “effort” is a precursor to learning, true learning is manifest by behavior. The final grade you earn in this course will be based upon a *weighted avg*:

<i>Performance Opportunities</i>	<i>% of Final Grade (weight)</i>
Video Blog Posts (on articles) [3 @ 8% each]	24%
Quizzes (6 @ 6% each)	36%
Resource Packet (small virtual group)	20%
Strategic HR Audit (individual)	20%

□ Video Blog Posts [3]

In a pair (same grade) or solo, students will post ≤ 5 (total) PPT slides with 4-5 minutes of [narration](#) to a video Blog, highlighting learning from assigned articles. *Briefly explain a couple valuable learning points from each assigned article (see Canvas module) that you can use now or as a future manager.* A grading rubric is on Canvas. Blogs are located under the respective Module; post using the “Discussion” tool.¹ Savvy students who want to master course outcomes will review others’ posts to benchmark their learning / critical thinking, with replies optional. *See [Tips](#) to Create an Effective PPT slide.

□ Quizzes (6)

To assess learning in reasonable chunks, there will be periodic *timed* quizzes that assess students’ comprehension and application of course material (e.g., lecture videos, readings). Quizzes will be open book & notes, but students may not give or receive help from others. Quizzes are separated into an objective portion (~30 mins) and short answer portion (~50 mins). Quizzes **open Sunday early evening & must be taken before Thursday 10pm EST** as listed in the course schedule. **Missing a quiz = 0.**

□ Resource Packet

Students will virtually engage in a small group to produce a “resource packet” that is relevant, useful and prescriptively insightful for managers. Students will work in groups of 3, receiving the same grade. Available topics are in Appendix A. By **9/2**, *each group should sign-up on the course “Home” page, listing their topic & group members- first come, first serve!* [Non-responding students will be assigned to a group.] Groups can set up virtual workspace on Canvas, under “People.”

¹ **Canvas Studio support:** (877) 404-8127 or to chat click on “Canvas Support” in your blue global navigation menu.

Groups will create a concise digital packet of relevant, practical, & current evidence-based findings, tips, resources, & company exemplars in a format that managers find useful (e.g., bullets, tables/figures, hyperlinks, video links). Use in-text citations from credible sources & create a bibliography, APA. Both paraphrased and quoted information must be cited in the text! The max for the entire packet is 12 pgs-- including executive summary & references -- be selective. Review the grading rubric posted online. Submit via UTC Learn / UniCheck for plagiarism review. Each group will also email Dr. B a midterm update on their packet. For knowledge sharing, students will email others at semester end for a .pdf packet copy, which can provide helpful workplace aids.

□ **Strategic HR Audit**

To boost course application, each student will complete an HR Audit, which is located on Canvas, for an organization where you work/worked. Along with your audit scores, upload on Canvas your max 2-page single-spaced report summarizing:

- a) this organization's strengths & weaknesses based upon assigned audit scores, and
- b) 5310-relevant, bullet-point recommendations in the weaker scored audit areas that you'd offer leaders to drive business strategy using HR.

Grading criteria include: **1)** explicit 5310 course concept application, **2)** concise, organized & technically-proficient writing, **3)** quality of recommendations *using 5310 lecture, readings, concepts*, & **4)** in-text cites & reference list. Submit paper & audit scores via UTC Learn.

Teaching & Learning Strategies

This is a graduate level course and as such students will be *expected to perform* at a higher level than would be expected in an undergraduate course. As a graduate student, you will be expected to synthesize information obtained in this course, other related courses, readings, real life/work experiences, etc. and critically apply to assignments in a significant way.

*Online courses require self-management, organization & computer know-how. To determine if online learning is for you, here's an [assessment](#).

*Students should expect ~7-10 productive hours of learning a week on reading, watching lecture videos, creating a blog, working on course papers, or preparing for & taking quizzes. If you can't "keep up" in the course, please proactively consult advisor/instructor (e.g., dropping).

*We will adopt a "*Positive Attitude Rule*" – if we signed up for & stay in this course we will professionally engage each other. Emails to the instructor should use an [appropriate emotional tone](#), i.e., net etiquette. Replies to an email can be expected within 12 hrs, except Sunday.

*While there is some flexibility for performing certain course components, there are also specific deadlines each week as we proceed in unison. Thus, it's critical to note all due dates!

*If the campus is closed due to inclement weather, the online course will proceed as normal [unless there are extensive power outages].

Course Grading: A weighted average approach will be used for determining your final course grade. Scores will not be curved, extra credit will not be available, and final grades are not negotiable. Scales to be used for determining final course grades, are:

- 90-100% A work of distinct superior quality; excellent initiative, thoroughness, & zeal
- 80-89.99% B work exhibiting the above qualities but to a lesser extent
- 70-79.99% C work satisfactorily fulfills minimum essentials of the course
- 60-69.99% D work is poor & does not fulfill minimum expectations
- below 60 F an unqualified failing

-Instructor Grading / Feedback Response Time: ≤ 5 calendar days of the due date.

Course and Institutional Policies

"Attendance": Check Canvas Calendar, Announcements and UTC email during the week. If you enroll, I presume you have the time to engage the course / assignments. ~2 weekly modules release at a time.

Course Participation: This is *not* a self-paced course. You will complete planned activities according to course schedule deadlines. Please log-in several times per week for course requirements.

Late Policy: Failing to submit an online quiz by listed deadlines [EST] results in a **0**. Exceptions must be submitted by the student to / approved by the **UTC Dean of Students Office**, # 423-425-4301. For any late blogs or written papers (HR audit or Resource pkt) a 20-point reduction off the earned score is applied but will receive a 0 if submitted beyond 24 hrs after the due date/time.

UTC COVID-19 Absence Policy: Due to COVID-19, there is an [absence policy](#) this semester.

Student Conduct Policy: Do not risk your reputation/integrity by cheating. Students are responsible for knowing / complying with the UTC Honor System, e.g., cheating on quizzes, plagiarism on papers. See [UTC's Academic Integrity Policy](#).

UniCheck: Dr. B reserves the option to require students run submitted assignments through text-matching software to preserve intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action is a consequence. You are strongly encouraged to familiarize yourself with [resources concerning plagiarism and guidelines for proper citations!](#)

Honor Code: *"I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I will exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity."*

UTC Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request](#) to IT.

UTC Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](#) at 423-425-4006 or email DRC@utc.edu.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience. You'll receive a link to evaluations to complete them.

Course Schedule

Week 1 (8/17-8/23) – Introduction to Strategic HR

- Read Syllabus / watch Syllabus video
- Review Canvas and introduce yourself (on course landing page)
- Review “Evidence based HR Findings” assessment (ungraded; answers provided)
- Watch videos: [Dave Ulrich on Transforming HR](#) and “[Strategic HR at SAS](#)”
- Complete article readings (2) on UTC Learn

Week 2 (8/24-8/30) – Introduction to Strategic HR *continued*

- Read *Literacy for HR*: Ch. 1, 4, & pgs 267-68
- Watch Dr. B’s lecture video
- **Quiz 1** – Multiple Choice & Short Answer [Deadline **Thursday** 11:59 pm EST]

Week 3 (8/31-9/6) – Strategic Staffing

- By 9/2 sign up on course Home Page for Resource Packet Group & Topic – 1st come 1st serve
- Video: Building a [Talent Acquisition Strategy](#)
- **Blog Post** on 3 *HBR* articles [Deadline **Thursday** 11:59 pm EST]

Week 4 (9/7-9/13) – Strategic Staffing *continued*

- Read: *Literacy for HR*: Ch. 6, 7
- Watch Dr. B’s lecture video
- **Quiz 2** – Multiple Choice & Short Answer [Deadline **Thursday** 11:59 pm EST]

Week 5 (9/14-9/20) – Total Reward Strategies

- Video: “HR Strategy at [IKEA](#)”
- **Blog Post** on 3 *articles* (UTC Learn) [Deadline **Thursday** 11:59 pm EST]

Week 6 (9/21-9/27) – Total Reward Strategies *continued*

- Read: *Literacy for HR*: Ch. 11
- Watch Dr. B’s lecture video
- **Quiz 3** – Multiple Choice & Short Answer [Deadline **Thursday** 11:59 pm EST]

Week 7 (9/28-10/4) – Strategic Performance Management

- Read: *Literacy for HR*: Ch. 10
- Video: Strategic HR at [Google](#)
- Work virtually on Resource Packet with group (virtual conference encouraged)
- Each group **emails** Dr. B a Resource Packet update [Deadline **Thursday** 11:59 pm EST]

Week 8 (10/5-10/11) – Strategic Performance Management *continued*

- Read: 3 outside articles (UTC Learn)
- Watch Dr. B’s lecture video
- **Quiz 4** – Multiple Choice & Short Answer [Deadline **Thursday** 11:59 pm EST]

Week 9 (10/12-10/18) – Learning Strategies & Organizational Change

- Work virtually on Resource Packet
- Video: Culture at [Netflix](#)

- **Blog Post** on 3 HBR *articles* [Deadline **Thursday** 11:59 pm EST]

Week 10 (10/19-10/25) – Learning Strategies & Organizational Change *continued*

- Watch Dr. B's lecture videos (2)
- Read: Handout on Organizational Change (UTC Learn)
- Read: "[...Have you built an inclusive culture?](#)" [HBR]
- **Quiz 5** – Multiple Choice & Short Answer [Deadline **Thursday** 11:59 pm EST]

Week 11 (10/26-11/1) – Career Coaching & Group Work

- Work virtually on Resource Packet with group (virtual conference encouraged!)

Week 12 (11/2-11/8) – Resource Packet

- **Resource Packet DUE – 1 member uploads on Canvas before Thursday 11:59 pm EST**
- Work on Strategic HR Audit (individual)

Week 13 (11/9-11/15) - Talent Retention Strategies & HR Metrics

- Read: *Literacy for HR*: Ch. 13
- Outside Reading on UTC Learn (Creating HCM Strategy)
- Video: "[People Analytics at Google](#)"
- Work on Strategic HR Audit

Week 14 (11/16-11/20) – Talent Retention Strategies & HR Metrics *continued*

- Watch Dr. B's lecture videos (2)
- Read: Handout on HR Measurement Architecture (UTC Learn)
- **Quiz 6** – Multiple Choice only [Deadline **Thursday** 11:59 pm EST]

Strategic HR Audit DUE before LAST DAY OF CLASS [early submissions welcome]

Appendix A - Resource Packet Topics

First come, first serve on topics.

IMPORTANT REMINDERS

- **Must cite sources within the text whether quoted *or* paraphrased.** Avoid over-relying on quotes; add value yourself.
- **Google Scholar and [UTC Online Library databases](#) (Business Source Premier, ABIInform, PsychInfo, JSTOR, etc) must be used to integrate scholarly research evidence. Relying on google searches, vendors, remote news outlets is insufficient.**
- ❖ Inclusive Leadership
- ❖ HR Analytics (mining “big data” in HR for evidence-based decision making)
- ❖ Addressing the Gender & Race Pay Gap (U.S.)
- ❖ HR Technology Trends (choose 1: Artificial Intelligence, Virtual Reality, Robots, Mobile, etc)
- ❖ Global HR (choose 1: Global Compensation *or* Global Staffing)
- ❖ Innovation in HR (cutting edge, creative HR practices)
- ❖ HR and “Sustainability” (impact of the business on the planet, people, & profits)
- ❖ Knowledge Management (i.e., strategies to identify/share experiences & learning in a firm)
- ❖ Managing Remote Workers (e.g., engagement, productivity, legal issues)
- ❖ Alternatives to annual Performance Reviews for managing performance
- ❖ Contemporary Executive Compensation strategies
- ❖ Creative, Non-cash Rewards in the contemporary workplace
- ❖ Creating an “Employer of Choice” HR Strategy
- ❖ On-boarding
- ❖ Succession Planning
- ❖ Emotional Intelligence (i.e., how to validly select & develop EQ in the workplace)
- ❖ Executive Coaching



Managerial Decision-Making Fall 2023

Department of Management, MGT 5360, XXXX, Online, 3 credit hours

Instructor: Dr. Andrea Neely

Email and Phone Number: andrea-neely@utc.edu; 423.463.0716

Zoom: <https://tennessee.zoom.us/j/8378381250>

Office Hours: Book an appointment through [You Can Book Me](#) to select a 30-minute time slot and we can either use Zoom or phone (due to COVID precautions).

Course Catalog Description: This course emphasizes a socio-psychological approach to decision-making and examines the mechanisms that underlie decision choices, preferences, and judgments. The goal is to improve decision making by use of experiential exercises, cases, and class discussion. The students will gain insights regarding decision and judgments in the complexities of human choices and increase awareness of the mechanisms that guide behavior. The course will be hands on to help the students learn and apply theories.

Course Pre/Co Requisites: none

Course Student Learning Outcomes: (1) Understand the importance and role of decision framing in making decisions, (2) acknowledge how heuristics, biases, and emotions influence our decisions, (3) determine how to generate creative alternatives, (4) formulate a systematic way in which to choose among different alternatives, and (5) articulate how to best learn from your own and others' experiences to make more effective decisions.

Course Fees: Differential course fee will be assessed.

Required Course Materials: (1) Heath, C., & Heath, D. (2013). *Decisive: How to Make Better Choices in Life and Work*. Random House of Canada. (2) Bazerman, M. H., & Moore, D. A. (2012). *Judgment in Managerial Decision Making*. John Wiley & Sons, Limited. (3) Computer with internet access for Canvas. Some additional articles will be posted on Canvas for their respective modules.

Technology Requirements for Course: To complete this class, you need a computer with access to the internet. You will also need to download the microlearning app to complete that section of the course.

Technology Skills Required for Course: Proficiency in Microsoft Word, Excel, and PowerPoint, and Google Chrome (which works best with Canvas) to complete course requirements.

Technology Support: If you have problems with your UTC email account or with UTC Canvas, contact [IT Solutions Center](#) at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements

Case Studies	20%
Journal Entries	5%
Quizzes	10%
Microlearning	15%
Course Project	50%
	100%

A tentative class schedule is attached hereto as **Appendix A**. Students will be notified in advance, when possible, of any significant schedule changes.

1. **Case Studies (20%).** Throughout the course, you will be presented with articles and cases that will allow you to practice applying what you are learning in this course. I will provide examples of how I want you to approach these cases in order to ensure you can apply the content.
2. **Journal Entries (5%).** Before you start each of the four sections of the course, you will complete a journal entry about what you think you will learn. After you finish each module, you will complete a journal entry about what you have learned. Although I do not take excuses for failure to complete these journal entries, I will drop your **two** lowest journal entry grades.
3. **Quizzes (10%).** Throughout the semester, there will be a series of short quizzes. These quizzes may come in many formats including multiple choice, matching, short answer, etc. Although I do not take excuses for failure to take these participation grades, I will drop your **two** lowest participation grades
4. **Microlearning (15%).** To ensure that you are adequately learning and spending time with the content, you will need to download the microlearning app to complete mini modules. These mini modules will allow you to complete these short modules on your phone in a few minutes per week. This is important as it will require you to interact and engage with the content to commit it to memory.
5. **Course Project (50%).** In this course project, you will find a local business and act as a consultant. You will be responsible for taking this project through the different sections of the course: framing, gathering intelligence, coming to conclusions, and learning from experiences. More details can be found in Canvas regarding this project.

Course Grading

Course Grading Policy: Your grade will be based on the standard, rounded 10-point scale: A = \geq 89.5%; B = \geq 79.5%; C = \geq 69.5%; D = \geq 59.5; F = $<$ 59.5%.

Instructor Grading and Feedback Response Time: All grades will be posted within 7-10 *business* days from the submission of work unless unforeseen circumstances arise (e.g., illness).

Course and Institutional Policies

Acceptable File Formats: There are various programs for creating photos, spreadsheets, text documents, and slides. To ensure your work is viewable for grading, please convert it to a PDF format or Microsoft Office file. If you do not have Microsoft Office on your computer, most programs (even Apple) have an export function that can convert the file. There are plenty of converter sites and tutorials online. Assignments uploaded with files not viewable through Canvas will receive zero points. For more information, please see this [webpage](#) about acceptable file formats.

Late/Missing Work Policy: Concerning late work for this class, all assignments can be completed and submitted within four days of the due date. There is a 20-point penalty per day late.

Work Originality Policy: All assignments and projects will be submitted to Unicheck in UTC Learn that helps identify plagiarism. To avoid plagiarizing someone else's work, do not copy materials from the internet or copy down sentences verbatim. Write your assignment, report in your own words, and cite your sources correctly. If plagiarism is detected by Unicheck or the instructor, you will get a zero for that assignment or task for the first time and you will be reported to the university as violating the honor code. If plagiarism is identified a second time, you will fail the course. For group work, the policy will apply to the whole group, not just one individual. Again, plagiarism incidents, regardless of the seriousness, will be reported to the Honor Court (see [Student Conduct Policy](#) for more detail). Plagiarism was introduced to you in the freshmen seminar. However, if you are unfamiliar with what plagiarism is and how to avoid it, it is your responsibility to read [this explanation](#) from the UTC library carefully in the first week of the semester.

Course Participation/Contribution: Students are expected to attend class, read the textbooks, and complete all the assignments. Depending on the week in question (and your study habits), you should expect to spend between 5-10 hours a week on this course.

Course Calendar/Schedule: See **Appendix A** for a tentative schedule of assignments. Students will be notified in advance, when possible, of any significant schedule changes. *It is the responsibility of the student to keep informed of changes, new materials, or missed content.* For due dates for assignments, please refer to the weekly modules and the course calendar on Canvas.

Appendix A

<u>Week</u>	<u>In Class</u>	<u>Readings</u>
1	Introduction/What are decisions? Diagnosing Decisions	B&M - Ch. 1; H&H - Ch. 1
2	Framing Decisions	B&M - Ch. 5; H&H - Ch. 2-4
3	Bounded Rationality/Awareness	B&M - Ch. 4
4	Quiz 1 - Framing	
5	Distortion & Biases: Overconfidence	B&M - Ch. 2
6	Distortion & Biases: Common Biases	B&M Ch. 3; H&H - Ch. 5-7
7	Personal Influences on Decision-Making	B&M - Ch. 6; H&H - Ch. 8-9
8	Quiz 2 - Gathering Intelligence	
9	Ethical Decisions	B&M - Ch. 8
11	Uncertainty in D-M	H&H - Ch. 10-11
12	Choosing How to Choose & Negotiation	B&M - Ch. 10-11
13	Quiz 3 - Coming to Conclusions	
14	Individual Learning, Tips for Improved Decisions, & Learning from Decisions	B&M - Ch. 12; H&H - Ch. 12
15	Quiz 4 - Learning from Experience	
16	Study Day (No Class)	
17	Final Exam	



Department of Management

Leading Responsibly Fall 2023

Course: MGT 5370, Section: 00, CRN 00000, Lecture, 3 credit hours

Instructor: Dr. X

Email and Phone Number: x-x@utc.edu, 423-425-0000

Office Hours: Online: by appointment

Course Meeting Days, Time, and Location: Online

Course Catalog Description: This course examines the ethical aspects of individual and business decision making as well as the challenges associated with leading responsibly in a rapidly changing external environment. It includes macro-level analyses of the roles and responsibilities of business and micro-level analyses of ethical decision-making processes by individual managers. Topics include behavioral and normative business ethics, stakeholder management principles and processes, fair treatment of employees, privacy and the ethical implications of technology, sustainability and community relations, and the effective design of ethical and legally compliant organizations. Differential Course Fee will be assessed.

Course Pre-/Co-requisites: none

Course Student Learning Outcomes: After completing this course, students should be able to:

1. Consider how and why failure, misconduct and wrongdoing is so prevalent today.
2. Evaluate the impact of corporate policies and practices on internal and external stakeholders for leading an organization to operate responsibly.
3. Interpret the health of an organization through the lens of a triple bottom line of people, planet, and profits.
4. Develop an understanding of how to navigate conflicting and opposing expectations and pressures while favoring a responsible mindset.

5. Propose alternative solutions to establish a culture of corporate responsibility including people, planet, and profit.
6. Reflect on responsible leadership in general and their own leadership values in particular.

Course Fees: Differential course fee will be assessed.

Required Course Materials: (1) Collins, D. 2019. *Business Ethics: Best Practices for Designing and Managing Ethical Organizations*. Thousand Oaks, CA: Sage Publications, (2) Hartman, L. P., DesJardins, J., & MacDonald, C. 2018. *Business Ethics: Decision Making for Personal Integrity and Social Responsibility* (4th edition). New York: McGraw-Hill Education, (3) Additional readings posted on Canvas.

Technology Requirements for Course: Access to email, internet

Technology Skills Required for Course: Email, internet, Canvas, Microsoft Word

Technology Support: If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email helpdesk@utc.edu. **Technology Skills Required for Course:** A working knowledge of UTC email, UTC Learn, MS Word, PowerPoint and face- to-face video conferencing software.

Student Technology: If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

Course Assessments and Requirements:

Course Grading

The grade you earn in this course will be based upon the following performance opportunities:

Class Participation	10%
First Exam	30%
Second Exam	30%
Group Project	30%
Total	100%

Exams: There will be two exams given, one during Week 6 and the other during Week 14. The exams will be open-note and open-book, and they will focus on the application of course material to real-life business situations. Study guides will be available the week before each exam.

Group Project: In order to give you an opportunity to apply the concepts we'll be discussing, one component of the course is a group project. Project groups should have between three and five members; if your group is larger than five, please talk to me about your project ahead of

time. Each project option has a written component and a presentation component. I'd like the projects to be actionable rather than focusing on theory.

Here are some ideas, but I am open to a variety of creative project ideas based on your interests, experiences, and goals:

- A research paper that addresses a key issue related to managing ethics in organizations, with recommendations for best practices that can be applied.
- An ethics audit of a local organization (including one of your schools or district offices), with recommendations for improving its ethical practices (here you would need access to that organization, and establish a high level of trust with its leaders).
- A script, with associated research, for a BBC World Service-like documentary.
- A training program (including materials that could be used right away) that deals with some aspect of organizational ethics.

In terms of length, I try to avoid giving a specific page count. It should be noted, however, that these are meant to be substantial projects involving groups of graduate students. I expect them to be very good. Avoid starting them the fortnight before they are due.

Grading Scale: There will be no curve on any course item. Extra credit will not be available. Final percentages are not rounded up.

■	90-100%	Exemplary Performance	A
■	80-89.99%	Very Good Performance	B
■	70-79.99%	Satisfactory Performance	C
■	60-69.99%	Poor Performance	D
■	below 60	Failing	F

Instructor Grading and Feedback Response Time: Grades will be posted on UTC Learn within seven days of the due date.

Course and Institutional Policies

Late/Missing Work Policy: All assignments will be penalized 3 points for each day they are late.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: *I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.*

Course Attendance Policy: 15% of all students' grades are based on participation/contribution as opposed to attendance.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423- 425-4006 or email DRC@utc.edu.

Student Support Resources and Privacy and Accessibility Statements: A list of student resources and privacy and accessibility statements are available on the [WCTL Student ResourcesPage](#).

Course Learning Evaluation: Course evaluations are an important part of our efforts to

continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. Likewise, email is the best way to reach me though you are welcome to call or drop by my office or call.

Course Calendar/Schedule: Weekly schedule

Week 1	Ethics in business and the evolution thereof
Week 2	Ethical decision making: personal and professional contexts
Week 3	Philosophical ethics and business
Week 4	Corporate social responsibility
Week 5	Stakeholder analysis
Week 6	Exam 1
Week 7	Community outreach and respect
Week 8	Environmental management
Week 9	Ethical decision making: Employer responsibilities and employee rights Respecting employee diversity
Week 10	Ethical decision making: Technology and privacy in the workplace
Week 11	Ethics and marketing
Week 12	Managing ethics and compliance: training, reporting, ethical leadership, and employee engagement
Week 13	Globalization and business ethics
Week 14	Second exam
Week 15	Group Project Presentations



Department of Management

International

Management Spring

2023

MGT 5380, CRN: 205133 & 24917, Online, 3 Credit hours

Instructor: Mark E. Mendenhall, Ph.D. *J. Burton Frierson Chair of Excellence in Business Leadership*

Email and Phone Number: Mark-Mendenhall@utc.edu / (423) 425-

4406 Office Hours and Location: Virtual office hours by appointment

Course Meeting Days, Times, and Location: Online format

Course Catalog Description: “A study of issues, concepts, and skills necessary for managerial success in international companies. Particular attention is given to exploring how culture influences management practices in overseas operations.”

Course Student Learning Outcomes: Students will learn the knowledge needed to manage workers effectively in multicultural and global organizational environments. **The course operates under the following simulated reality: “You have been assigned to work overseas and will be leaving in 4 months – this course is your preparation for that assignment.”** Students will learn theoretical and empirical knowledge from the field of international management and develop critical micro competencies necessary for global managerial success through the deployment of a semester-long personal development plan. Throughout the course, the focus will be on the importance of cultural differences in management processes around the world and the cultural assumptions that underlie them. The purpose of this class is not to simply expose students to new ideas, concepts, and theories but to have them apply these in a strategic way to their personal career/life situations.

Course Fees: A differential course fee will be assessed.

Required Course Materials: “*Management Across Cultures: Challenges, Strategies, and Skills (4th Edition)*” by Richard M. Steers and Joyce S. Osland. (2020) Cambridge University Press.

ISBN (Hardback): 978-1-108-71759-5 / ISBN (Paperback): 978-1-108-71759-5. Any additional required readings and video lectures will be available directly from the weekly modules in Canvas.

Supplemental/Optional Course Materials: “*The Intercultural Effectiveness Scale (IES)*.” Instructions for taking the assessment scale online are provided in Video 2 in the Week 1 Module in Canvas.

Software/Application	Internet	Operating Systems	Computer Speed
Canvas	Minimum 512K You may need more for streaming videos and uploading assignments.	Windows XP SP3 and newer Mac OSX 10.6 and newer Linux - ChromeOS	Use a computer five years old or newer when possible 1GB of RAM 2GHz processor
Office365 portal.office.com		Windows OS: Windows 10 SAC, Windows Server 2019, or Windows 10 LTSC 2019. Office for Mac is supported on the three most recent versions of macOS.	Windows OS: 1.6 GHz or faster, 2-core MacOS: Intel processor

Technology Skills Required for Course: Class assignments may require you to use the following:

- There will be video lectures as part of this course. Your computer should already have internal speakers, which should suffice for watching any videos for the class. You may also use external headphones if your computer speakers are not loud enough or your workspace is too noisy.
- Microsoft Word (see “Acceptable File Formats” below)
- Canvas Studio (or another software of your choice) to record a video and upload it to Canvas.
- Internal Microphone to create a video/voice recording.
- Web-conferencing software (Zoom).

Acceptable File Formats:

There are various programs for creating photos, spreadsheets, text documents, and slides. Please convert your work to a PDF format or Microsoft Office file to ensure your work is viewable for grading. If you do not have Microsoft Office on your computer, most programs

(even Apple- based programs) have an export function to convert the file. There are plenty of converter sites and tutorials online. Assignments uploaded with files not viewable through Canvas will receive zero points.

URL for the course: Go to <https://www.utc.edu/learn/> and select “Canvas Login.” Then, your UTC username and password to access the course. This course will utilize UTC’s online platform, Canvas. If you have not yet been enrolled in an online or hybrid class presented in Canvas, please familiarize yourself with how Canvas works by visiting the “Canvas Resources” website at <https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/utc-learn/student-resources>. There you will find tutorials and information about the student mobile app, how to use Canvas, and the technical requirements for accessing Canvas. There is a “**Canvas Student Tour**” resource module right after the “**Start Here**” module for this course, where you can familiarize yourself with how Canvas works as a learning platform.

Student Accommodations: If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423- 425-4006 or email DRC@utc.edu.

COURSE ASSESSMENTS AND REQUIREMENTS

First, please note that the course is divided into five learning modules. **Important:** Module 1 must be completed during the first week of class. However, the other four modules have the flexibility for completing readings and quizzes, and other assignments within specific date ranges. This allows you to better plan and budget your study time according to your work schedule. However, all assignments and quizzes assigned within a given module's time period must be completed within the time frame of that module. You cannot blitz through all the modules as fast as possible; modules will only open when their start time arrives.

COURSE ASSESSMENTS

Evaluation tools for this class are designed to measure students' acquisition of the concepts of cross-cultural management taught in the course and the degree to which students have applied and internalized critical competencies associated with managerial productivity in the global context.

I. Personal Development Plan – Semester-long Assignment (52 total points)

We know from empirical research what the key competencies are for managerial success in cross-cultural and global business environments. This assignment is designed to help you strengthen and build a specific global managerial competency. It lasts throughout the entire term and consists of two parts: 1) daily competency building with weekly reports; and 2) an analysis and reflection of your competency-building efforts throughout the term.

Weekly PDP reports: (22 points). Each student’s personal development plan (PDP) will be unique to fit their circumstances. Thus, students’ rates of progress will not be evaluated against and compared with other students’ outcomes on the weekly reports.

This assignment is designed for you – and you only –to learn on your own how you can best develop intercultural competencies in your life. The evaluation of the weekly PDP reports is designed to be personal and not competitive with others. You cannot gain points on this part of the assignment by outperforming your peers – **everyone starts out with all 22 points**. However, **you can lose points** on the weekly PDP reports. Penalties will be given for:

- turning in a weekly PDP report late: -0.5 points per day).
- not providing rigorous and reflective analysis within a weekly PDP report (range of -0.25 to -1 points).
- not turning in a weekly PDP report at all for a given week (-2 points).

There is no reason to lose any points on this weekly assignment – just write thoughtful weekly reports and turn them in on time. Specific information on how to approach this assignment is given in Module 1 which you should begin immediately when the semester begins.

Send your weekly reports to Dr. Mendenhall via Canvas on the date that each one is due. Your first weekly report will be on Monday, January 23rd, and the link to upload it is in the “Weekly PDP Report Submission Links” area which is directly above Module 1 in Canvas. Submit your weekly reports using the correct link from this area in Canvas.

You have two available options to choose from for your Personal Development Plan.

Option A involves developing a global competency that research has found to be important in working across cultures, and Option B consists in learning a foreign language to achieve a “survival- level” or basic degree of skill in the language. Being able to communicate at a basic level has also been shown to be an important skill for expatriate workers.

OPTION A: GLOBAL COMPETENCY DEVELOPMENT

Based on online-class assessments that you will do in Week 1, select a global managerial competency that you would like to improve and strengthen. Develop a concrete personal development plan of how you can improve this competency (information about how to develop a personal development plan is given in Video 3 in Module 1) and then implement your plan **daily** for at least 10–15 minutes per day throughout the semester.

Report to the instructor each week during the semester on Mondays via Canvas on the results you experienced during the previous week. In these reports, feel free to update your plan based on your progress. Penalties will occur if the email reports are late or ignored. These weekly reports are due every Monday beginning on January 23rd, and the last weekly report is due on April 10th. These weekly reports are done by clicking on the appropriate report link in the “Weekly PDP Report Submission Links” area which is directly above Module 1 in Canvas

Structure your weekly report to reflect on the outcomes of your developmental effort of the previous week as follows:

1. Give a descriptive report of the outcomes from the implementation of your plan over the past week.
2. Share insights you gained from the outcomes you described in #1
3. Consider what adjustments (if any) you will make to your plan for the upcoming week based on #1 & #2.

Reflective Analysis Paper: (30 points). No later than April 24th at 11:59 pm, turn in a reflective analysis paper that is a **minimum of seven pages** in length (**double-spaced, Times-Roman 12-point font**) wherein you analyze your overall experience in implementing your personal development program. A thorough analysis would include:

1. A discussion of the progress you made in developing your competency.
2. A discussion of what you learned about “how to learn” competencies on your own without being in a formal training program.
3. A discussion of insights you gained from the experience that are unrelated to the actual competency you developed.

OPTION B: BASIC FOREIGN LANGUAGE LEARNING

Remember our simulation: **You have been assigned to work overseas and will be leaving in 8 weeks.** You may choose for your personal development plan to learn a foreign language. If you select this option for your personal development plan, your goal will be to get to a basic or “survival” level of skill before the end of the term. You must choose a language that you are not already fluent in – the point is that you will be starting pretty much from scratch in learning a language to simulate an actual expatriate experience.

You must study the language for at least 15 minutes each day. To help guide your efforts, you will be given a weekly study guide on what to learn. The study guides are at the end of the lists in the Week 1 Module. It is not mandatory that you use these study guides; you can learn the language any way you want (e.g., through Duolingo, Babbel, Rosetta Stone, podcasts, etc.).

Report to the instructor each week during the semester on Mondays, via Canvas, on the results you experienced during the previous week in your daily language learning efforts. In these weekly reports, feel free to update your plan based on your progress. Penalties will occur if the email reports are late or ignored. These weekly reports are due every Monday beginning on January 23rd, and the last weekly report is due on April 10th.

Structure your weekly report to reflect on the outcomes of your developmental effort of the previous week as follows:

1. Give a descriptive report of the outcomes from the implementation of your plan over the past week.
2. Share insights you gained from the outcomes you described in #1
3. Consider what adjustments (if any) you will make to your plan for the upcoming week based on #1 & #2.

Language Video (0 points):

For those that select Option B, at the end of class you will be required to record a video of yourself giving a short speech or conversational scenario (2 minutes or less) in the language you have been studying. The speech does not have any points associated with it; if you do not do a speech, 5 points will be deducted from your total score. You choose the topic and then create and deliver a short speech.

You do not have to memorize the speech; it can be written out, and you can refer to notes or even read it. Make a video yourself giving your speech and submit it to me no later than April 24th. While this assignment may seem overwhelming to you initially, I have never had anyone not be able to do it. The purpose of this assignment is to show you that you can do it – and it would be necessary for you to do it if you found yourself working in an expatriate context.

The speech can simulate a hypothetical situation that you would likely find yourself in overseas, such as:

- *Welcoming a group of employees to a training program.*
- *Introducing a guest speaker or dignitary to a group of employees.*
- *Giving a short report on monthly results, sales figures, etc.*
- *Welcoming everyone to a meeting and setting the stage for what will be happening in the meeting.*
- *Announcing good news to a group of workers.*
- *Welcoming everyone to a company picnic or office party.*
- *Simulating shopping, buying a train ticket, or ordering and paying at a restaurant.*

Reflective Analysis Paper: (30 points). No later than April 24th at 11:59 pm, turn in a reflective analysis paper that is a **minimum of seven pages** in length (**double-spaced, Times-Roman 12-point font**) wherein you analyze your overall experience in implementing your personal development program. A thorough analysis would include:

1. A discussion of the progress you made in developing your competency.
2. A discussion of what you learned about “how to learn” competencies on your own without being in a formal training program.
3. A discussion of insights you gained from the experience that are unrelated to the actual competency you developed.

II. Quizzes (55 points)

There will be 12 quizzes. I will drop your lowest quiz score, so 11 quiz scores will count toward your final grade. Each quiz will be worth 5 points. Each quiz will consist of 10 multiple-choice and objective questions worth 0.5 points per question and will be administered via Canvas. You will have a limited time to complete each quiz (12 minutes). Please set aside 12 minutes of uninterrupted time to take each quiz, as you will be required to complete each quiz in one 12-minute sitting (you will not be able to pause the quiz and come back to it later).

The questions on the quizzes will appear one at a time, and after answering them, you will not be able to “back-track” (return to previous questions you answered to review them – once you answer a question, you will not be able to return to it). The quizzes are “open note” and “open book.” However, the expectation is that you have read and understood the material before taking the quiz. You are not permitted to consult another person while you take the quiz.

The best way to approach the quizzes is to prepare for them as if you were taking them in class without the option to refer to your notes and textbook. If you do this, you will do better on the quizzes than if you try to rely solely on looking up the answers to the questions from the textbook and your notes. There is not enough time to hunt for all or most of the answers efficiently, but you should have enough time to refer to the textbook or your notes if you get hung up on a question or two.

III. Final Exam (10 points)

The final exam is a 10-question quiz that examines content the instructor deems to be the most critical in the course. It will take place like the quizzes – you will have 12 minutes to complete the final exam, but each question will be worth 1 point. The final exam will be available during Finals Week from April 26 – May 2.

IV. Cultural Analysis Paper (50 points)

Conduct an in-depth cultural analysis of a country of your choosing. Write this as a white paper or in-depth briefing for potential expatriates who will be living and working in the country. This assignment is designed for you to learn how to construct a sophisticated and nuanced understanding of the assumptions, values, and norms of a nation's culture, how they intermesh, and how they influence business norms in the country. To do well on this paper, it would be wise to select the country early in the semester and to be doing research throughout the semester using a variety of sources (e.g., cultural theories, anthropological and sociological research publications, etc.).

This should **NOT** be a “CIA World Fact Book” type of analysis that simply reports cultural facts or solely a listing and description of behavioral etiquette norms. Instead, your analysis must drill down beneath the “iceberg” of social and business-related behavioral artifacts to explore the deeper causal variables of them within the culture. A minimum level of analysis would require

12 double-spaced typed pages in Times Roman 12-point font. For reference citations, use whatever form you are most comfortable with (e.g., Chicago, APA, MLA, etc.).

The country you select must not have been explored in the video lectures; this would rule out the following countries for this assignment: USA, Japan, Algeria, Bahrain, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestinian Territories, Qatar, Somalia, Sudan, Syria, Tunisia, United Arab Emirates, and Yemen.

V. Homework Assignments (1 point each)

There will be a variety of homework assignments given throughout the semester. These assignments are shown in the modules and the video lectures in Canvas. Turning in homework assignments is mandatory.

Most homework assignments will be worth 1 point each. Penalties will be deducted from students' point totals if homework assignments are late or deemed unsatisfactory. Points may be added to students' point totals if homework assignments are considered excellent by the instructor.

Homework will be evaluated against the following criteria:

Excellent. (extra-points). Displays excellent analysis and critical thinking and shows comprehensive knowledge regarding the assignment, demonstrating initiative and passion in learning.

Good. (1 point). Displays good analysis, substantiates position with well-rounded analysis and displays a positive attitude towards learning.

Unsatisfactory. (This rating will incur penalties ranging from -1 to -3 points). Shows faulty reasoning and shallow preparation or displays a flippant attitude regarding assignments.

COURSE GRADING POLICY

Grading Scale:

Grading in this class is based on the percentage of points accumulated out of the total points possible: 90%+ = A. 80%+ = B. 70%+ = C. 60%+ = D. The instructor reserves the right to adjust grades up or down depending upon less quantifiable measures such as quality of class participation, professionalism, and dedication to excellence.

A is given for work of distinctly superior quality and quantity accompanied by unusual evidence of enthusiasm, initiative, thoroughness, and originality.

B is given for work showing the above qualities to a lesser extent.

C represents fulfillment of the minimum essentials of a course.

D represents poor work.

F indicates unqualified failure.

Instructor Grading and Feedback Response Time:

On weekly reports, the normal response time is 24-36 hours. Quiz scores are given in Canvas immediately upon completion of each quiz. At the end of the semester, feedback on the reflection analysis paper and the cultural analysis paper is variable depending upon the number of students enrolled in the course. Generally, it is within a week of submitting the paper in Canvas.

COURSE AND INSTITUTIONAL POLICIES

Late/Missing Work Policy: I accept late homework assignments, but they are penalized via percentage reductions from their graded point totals. These reductions include weekends. Each day an assignment is late you are penalized 10% of the total points the assignment is worth. This is done automatically in Canvas, so please pay close attention to due dates and associated times. If illness constrains a student from turning in assignments on time, provide the instructor with a physician's note as evidence of the illness. The instructor will consult with the student on how to make up the missing work.

The UTC Campus syllabus is designed to provide you with important information related to all UTC classes. Please familiarize yourself with this document and the practices, policies, and procedures it references about personal responsibility, academic integrity, and student conduct. It also explains all the student support resources you have available to you. Please read it now by going to this link: <https://www.utc.edu/academic-affairs/walker-center-for-teaching-and-learning/resources>

Course Calendar/Schedule: The course calendar and schedule are published in Canvas. They are subject to change as needed due to evolving circumstances. If any adjustment is necessary, students will be informed by email and announcement within Canvas.



Department of Management
Project Management MGT 5860

Semester: Fall 2022

Course Subject: MGT **Course Number:** 5860 **CRN:** TBD **Section:** 0

Title: Project Management

Credit Hours: 3

Schedule: Time/Day(s): Aug. 22 – Dec. 13

Location: online

course Contact

Information Instructor: Dr. Frank C.

Butler Office Location: Calendly and email **Mobile**

Phone: 678-431-9294

Office Hours: By appointment check my Calendly <https://calendly.com/frank-butler> to schedule an appointment via Zoom or email me if available times do not work for you. I do not have evening/weekend times posted, so please email me for appointments during those times.

Email Address: frank-butler@utc.edu¹

Response Time: Typically, within 4 hours (except after 9:00pm and before 9:00am)

COURSE DESCRIPTION: The Project Management Institute (PMI) defines a project as “a temporary endeavor undertaken to create a unique product, service, or result.” Organizations have increased their adoption of projects as a means to improve efficiencies, speed, and quality to achieve those outcomes. This course will cover the fundamental components of project management per the Project Management Institute’s (PMI) Project Management Body of Knowledge (PMBOK) including project integration, project scope management, project time and cost management, quality management, human resource considerations, communications, risk management, procurement management, and stakeholder engagement.

Course Fees: Differential course fee will be assessed.

¹ Please be sure to indicate which class you are taking in the subject line of the email.

Textbook (Required)

- Darnall, R. & Preston, J.M. 2018. Project Management: From Simple to Complex v2.0. FlatWorld Knowledge. (The earlier version is not acceptable). ISBN: 978-1-4533-8676-7

Learning Objectives

1. To understand the foundational concepts of project planning and organization, budgeting, control, and project life cycles.
2. Utilize work breakdown structures in project scheduling.
3. Understand the differences between project, program, and portfolio management.
4. To become familiarized with project management software (e.g., ProjectLibre) to perform basic project management tasks.
5. Understand the importance of stakeholders and meeting their expectations.
6. Practice working with groups and teams.
7. To learn how to create a communication plan.
8. To learn how to close a project and perform a debrief.

COMMUNICATION: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423-425-4000.

HONOR CODE PLEDGE (from the [UTC Student Handbook](#)): I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Your Career Path - Meeting with Faculty: College of Business faculty are happy to share their knowledge and experience with you as you plan for your future. If you have any questions regarding career paths in this field or interest in applying to graduate school, please feel free to meet with me (or any faculty member) during office hours or after class throughout the semester.

General Expectations

This is a graduate level course and as such, students will be expected to perform at a higher level than would be expected in an undergraduate course. Given the format of this course, it is expected that everyone participates in every discussion and to have read the material. A student in an undergraduate course would be expected to generally gain knowledge and comprehend its meaning with perhaps minimal to moderate application. As a graduate student in this class, however, you will be expected to synthesize information obtained in this course, other related courses, real life experiences, etc. and apply them.

Class Schedule

A typical week for this course is from Monday until Sunday. Everything must be submitted by end of day Sunday (before midnight) for that week (unless otherwise stated), or it will be considered late. Quizzes will go live Thursday and remain available until Sunday.

GRADED EVENTS

The graded events in this class include 6 quizzes, 3 reflections, discussion board postings, final project report, and peer evaluations.

Peer Evaluation of your Teammates

You will be placed on teams this semester, and the team will work on a project together. The team will go through the phases of designing a project together and provide a comprehensive, final project plan.

Please note that the peer evaluations are an important input to the overall evaluation of your performance in this course. A student who averages below 75% on the peer evaluations will drop a full letter grade on all team components. A student who averages below 65% on the peer evaluations could receive a 0% for all team assignments.

Everyone on a team should strive to communicate expectations and concerns about individual or team performance on an ongoing basis. You and your teammates deserve to hear an assessment of performance, throughout the semester. This is to both reinforce what they are doing well and to point out areas where they can improve. If you are honest with each other throughout the project, no one's peer evaluation score should come as a surprise. Good project managers will continually share input and feedback with one another to further support and strengthen their performance. It is quite difficult to share this input with one another, so this is good practice for the future.

Quizzes

There will be 7 quizzes. These quizzes are used to gauge your understanding of the material from the book chapters. Each quiz will be worth 10 points. They will consist of 20 multiple-choice questions. They will be administered via UTC Learn and you will have limited time to complete them (22 minutes, except for the one quiz). You will be allowed to use any source you wish to answer the questions, as they are open note and book, however the expectations are that you have read and understood the material prior to taking the quiz. There is not enough time to hunt for answers efficiently, but you should have enough time if you get hung up on a question or two.

Reflection Papers – individual assignment

There will be 1 foundational reflection and 1 final reflections paper. The foundational reflection should not take more than 1-2 pages, while the final reflection should not exceed 5 pages in length each. The intent of these reflections is for you to stop and think about the process and experience of project management.

Foundational Reflection: The foundational reflection paper will serve as a baseline for you to define project management and what your thoughts of project management were prior to this

semester. You may wish to highlight if your place of employment uses project management processes or people and how it is implemented into the organization. Beyond work applications, project management can be used for a multitude of other activities, for example taking a family vacation. Can you think of other applications of project management you may have used inadvertently? What do you expect to learn from this course? What skills do you think one needs to be a good project manager?

Final Reflection: The final reflection will be due after you have gone through the bulk of the material in the class and completed the project. You will want to review what you wrote on your initial submission. Has your thought process on what is involved in project management changed? Looking back at the original reflection questions, how has your understanding of project management changed?

You can utilize a wide array of material to support your experiences within your reflection. Discussion board posts, work on the group project, textbook material, other readings, personal experiences, etc. are all acceptable to include in your reflections.

Peer Evaluation of your Teammates

You will be placed on teams this semester to work on a project. You and your team will fill out a team contract prior to starting group work. There will be 2 peer evaluations given that evaluate how well you and your team members have stuck to the expectations in the contract. Team evaluations will be worth 10 points each. Your team will also lead 2 weekly discussions during the semester. Your evaluations will incorporate this into the feedback, too.

Discussion Boards

Discussion boards are led by you all, as you are all working in unique work environments and pose much more unique and fun questions than I would. Thus, posting by the discussion leads needs to be done as early into the week as possible (Tuesday would be ideal) in order to give everyone time to participate in discussions. As part of the job of the discussion board leads is to foster discussion, please make sure to respond or question to posters no later than 24 hours prior to the end of the week (e.g., Sunday at midnight is end of week, so Saturday midnight would be the latest to be able to foster additional discussion). For the discussion board participants, this means that you need to post your responses to the discussion board questions by no later than Saturday afternoon by 3:00pm. This will afford the leading team with the time required to assess if any follow up is needed and thus give you time to respond prior to the Sunday at midnight deadline.

Discussion Leads

Your team will be responsible for leading 2 topic areas during the semester (see schedule). This means that your team will be responsible for creating a platform of questions and involvement that lead to quality discussions by all participants in the course. Your objective is to ensure that everyone participates fully. Be creative, but remember your task is to get us into a productive discussion about the course concepts. Everyone has something to contribute, whether it is from personal experience at the office, or from personal experience in other environments, or even what has been witnessed on TV or other forms of media. Therefore, part of the grade for this will be how well your group encourages participation, leads to detailed explanations, and

participation. This also requires the team to have read and fully understood the material to be covered for that topic area to create and foster thoughtful discussions. Some suggestions for leading discussions are as follows:

- Recognize that everyone has something to offer based on different work and personal experiences. Everyone also has different assumptions, values, questions, and perspectives.
- Try to become a *subject matter expert* for the topics that you lead for the discussions. This means if there are any questions, your team should seek out the answers to answer these questions as best as possible.
- Discuss any learning connections that your team has made – insights, contradictions, implications, or connections between readings, classes, other valid materials.
- If a participant makes a post that could use additional clarification, being sure to ask the follow-up questions.

Discussion Boards Participants

The discussion boards are designed for us to communicate thoroughly and effectively regarding course topics. Each student is to participate in answering the group led discussions each week regarding the material covered. Therefore, students must participate in the discussions that they are not leading. There is a rubric posted on grading, however, here are some additional details:

Quality: The comments provided should be thoughtful and substantive. All discussions should provide some level of reflection (from your thoughts of what Project Management was prior to beginning the course to now), relate to the material being covered or relate to material that was covered in a previous topic area, your personal experience, whether that includes your work or personal life, and any additional material you wish to share with the class. It is imperative that your posts relay some level of familiarity or experience with the topic at hand and be detailed enough so as others may follow your thoughts and opinions on a topic area. You must also answer all the questions posed in a contemplative and meaningful way. Below are some characteristics of effective participation:

- Your comments show evidence of a thorough reading and analysis of the materials. This means leveraging the appropriate terminology to demonstrate comprehension of the material.
- Your points are relevant to enhancing others' understanding of these topics.
- You distinguish among different kinds of data. That is, you clarify whether you are stating facts, opinions, assumptions, or inferences.
- Your comments take into consideration the ideas offered by others in the class, reflecting good reading and interpretive skills.
- You are willing to test new ideas – not just staying “safe” with assertions.
- Ask something that you are unsure of (someone else will also be uncertain, but someone else may be able to shed additional insight into).

Quantity: Each student is expected to participate in each of the topics. Only those who are leading a topic do not have to participate in making response posts for the discussions as they are leading the ‘conversation.’ Each week there will be multiple questions posed. You should

respond to each question individually. The focus is on quality rather than quantity.

Questions: If a topic leader or other student asks you a question, you should respond to that question (as long as it is within respectable bounds). Failure to do so will lead to a point reduction.

Note: You are not required to respond to anyone else's post. Only discussion board leads are expected to ask questions. However, I do encourage you to read everyone's posts as they can be informative. Their experiences can help you increase your situational understanding and provide novel insights to help you connect more with the material. If you do happen to have a follow up question, please do not hesitate to ask the discussant. The goal is for everyone to be able to learn and understand from one another.

Project Plan Group Project

Your group will choose a project to address. This can be a project from work, someone you know who needs assistance with a project, or even a hypothetical project. You will first need to have the project approved by the instructor prior to beginning work on it. It will be up to your team to figure out how to plan and execute such a project. This will include reaching out to subject matter experts to identify certain needs, requirements, and costs during the process of the project planning. You will be expected to apply topics covered in class with regards to project management. The project should start with a project charter and include the phases of a project (initiation, planning, executing, monitoring and controlling, and closing). While you will not execute the project during this class, you will have to provide a framework for how this will be done. You will have to set a budget, determine if that budget will be manageable by speaking to vendors and getting ideas of costs, create a work breakdown structure (WBS), and so on for the project plan.

Grade Summary

Reflection Papers (2)	50 points
Quizzes (7)	70 points
Peer Evaluation	20 points
Discussion Lead (2)	40 points
Discussion Participation (12)	120
points <u>Project Plan Group Project</u>	<u>100</u>
<u>points</u> Total	400
points	

Letter Grade Determination

A	360-400 points
B	320-359 points
C	280-319 points
D	240-279 points
F	< 240 points

Course Calendar/Schedule:***Tentative Topics Covered***

Chapter	Topic
1	Introduction to Project Management
2	Project Profiling
3	Project Life Cycle, Process Groups, and the Organizational Structure of a Project
4	Starting a Project
5	Understanding and Meeting Stakeholder Expectations
6	Working with People on Projects
7	Project Communication Management
8	Project Schedule Management
9	Project Cost Management
10	Project Quality Management
11	Project Risk Management
12	Project Procurement
13	Managing Project Closure
14	Project Management Skills

Sample Discussion Questions

1. Projects often fail. What do you think drives those failures?
2. Using financial measures alone to justify project selection may lead to a variety of negative outcomes. What shortcomings could result from this process and what would you recommend firms do to avoid these shortcomings?
3. Are project risks consistent during the project lifecycle or expected to change? How does this impact the project manager and the project?
4. Are project task durations accurately estimated, or are the estimates typically off? How can a project manager improve project duration estimation? Do you think organizational culture or structure play's role in the accuracy of project duration estimation? Explain why you think that way.
5. While the term scope creep tends to be connected to project management, there are other areas of work that can experience a similar phenomenon. Have you experienced the equivalent of scope creep in either a project you were working on or in your job? (For a job, think about having duties added beyond your job description). Are there other types of scope creep that can occur?
6. The U.S. Navy Blue Angels and U.S. Air Force Thunderbirds demonstrate exceptional piloting skills during airshows and other events across the country. They train regularly and hold a debrief afterward. The pilots will say that the debrief is the most important part of their day. Should debriefs occur at the end of every project? Why? What topics should be covered in the debriefs, if they are to be held.



Department of Management
International Business Experience: Doing Business in the Balkans
Semester: Spring 2023

Course:	MGT5950R; CRN: 25292 credit hours: 3
Faculty:	Dr. Beni Asllani
Email:	beni-asllani@utc.edu
Trip Schedule:	May 7-19, 2023
Countries:	Greece, North Macedonia, Kosovo, and Albania

Course Overview and Objectives

During the past decade, the Balkans region has made tremendous progress, moving from war to peace, from disintegration to cooperative development, and has implemented democratic and economic reforms on the path to a Euro-Atlantic future¹⁷. This course will focus on creating an understanding of the economic, political, cultural and social factors in the Balkans. During the international trip, several countries will be explored and considered as a business location.

This course is designed to provide students with a truly real-world international experience. You will gain an understanding of the Balkan culture and learn the challenges and opportunities of doing business in the Balkans. Students will also participate in business visits and discussions with business leaders and professors, while exploring the story of the Balkan countries with all of their intrigue, rich culture, diverse architecture, and beautiful nature.

The primary course objectives are to:

1. Observe different cultures of the Balkan region.
2. Explore opportunities and challenges of doing business in the Balkans.
3. Compare the differences of the history and culture among the Balkan countries
4. Compare US and Western business norms and ethics with those of the Balkans

Grading

Participation & Attendance	50 points	
Group Paper	30 points	A = 90 - 100
Two-page personal reflections	20 points	B = 80 - 89
	-----	C = 70 - 79
Total:	100 points	D = 60 - 69, F < 60

All grades will be earned based on quality, completeness, and technical proficiency. The instructor reserves the right to adjust grades up or down depending upon less quantifiable measures such as quality of class participation, attendance, tardiness, professionalism, and dedication to excellence.

Assignments

Participation & Attendance

¹⁷ <http://www.state.gov/p/eur/rt/balkans/index.htm>

Participation and attendance are both expected of all students for each class before the trip and daily activities during the trip. It is very important to understand that being late causes the delay of the activities for the rest of the class. Attendance is also vital so we may have a full, intellectual discussion. If there is an emergency and you will not be able to attend, please notify the instructor as soon as possible.

Group Project

The students will be assigned into groups. Each group will act as a consultant for a hypothetical U.S. based company looking to enter the Balkans. Project should focus on such issues such as cultural difference between the U.S. and the Balkan countries, legal issues, human resource differences, and such things that a manager should know before expanding into the Balkans.

The required output for the project is an 8-10-page (double spaced) report providing the following:

- Summary of the project and objectives
- Executive Summary with recommendations
- Analysis
- Rationale for the recommendation

The project must include a good balance of background research and information gathered from the international trip. The group project is due before the trip. There will be a peer evaluation among group members which may be considered when assigning relative points to each student within the group.

Peer Evaluations

The group will evaluate one another's performance in preparing for the presentation.

Two-page personal reflection:

At the conclusion of the trip, each student must provide his or her reflections about the trip in a blog format. The paper is due at the end of the trip.

Course Activities

Before Departure (dates, times, locations TBD):

- Meeting 1: Course Introductions and Logistics
 - Introductions,
 - Syllabus
 - Trip Schedule and Logistics
 - Project Discussion and Guidelines
- Meeting 2: Doing Business in Albania: Q&A and Discussion of Group Project Progress
- Meeting 3: Before Departure-Trip Logistics and Planning

Project Milestones:

- Before January 25-Project Instructions and Group Assignments
- April 1: Submit the First Draft of Paper
- April 18: Submit Final Draft of Paper (reflecting the feedback from the Professors)
- May 20-30: Reflection Paper

Project Deliverables:

1. A word or pdf document with the project report. Suggested outline will be provided
2. Group presentation and associated files (PowerPoint, Video, etc.)

APPENDIX E: ASSESSMENT DOCUMENTS

The four learning outcomes will be assessed using embedded assignments and will be assessed in the courses indicated in Table 10. As these learning outcomes are unique to the MSM program, no current assessment rubrics exists. The rubrics will be developed by the instructors prior to the beginning of the class start date. An overview of the assessment plan is shown below.

Table 17: Learning Outcomes Assessment

Learning Outcome	Assessment Method	Course, Assessor, When Assessed?	Data Review	
			Who / When	Goal
Demonstrate a clear understanding of their personal leadership strengths and weaknesses and be able to construct pragmatic strategies to more effectively deploy their leadership strengths and strengthen their leadership weaknesses.	Embedded course assignment	MGT 5260, Mendenhall, every Spring	MSM faculty/Fall	Meets + Above Expectations is $\geq 85\%$
Demonstrate the ability to create a robust personal career strategy that will guide them towards future positions in leadership.	Embedded course assignment	MGT 5020, TBD, every Spring	MSM faculty/Fall	Meets + Above Expectations is $\geq 85\%$
Demonstrate the ability to effectively work in and lead teams.	Embedded course assignment	MGT 5250, Bishop, every Fall	MSM faculty/Spring	Meets + Above Expectations is $\geq 85\%$
Analyze the internal and external ethical and social dynamics that influence the success and failure of leadership.	Embedded course assignment	MGT 5370, Van Buren, every Spring	MSM faculty/Fall	Meets + Above Expectations is $\geq 85\%$

AACSB Accreditation Confirmation

From: Antonio Goodson <antonio.goodson@aacsb.edu>

Sent: Monday, April 1, 2019 3:28 PM

To: Dooley, Robert <robert-dooley@utc.edu>; Hollingsworth, Danny <Danny-Hollingsworth@utc.edu>

Cc: bgwood@southalabama.edu; Casper Wiggins <cwiggins@uncc.edu>; danielsr@cofc.edu; Mark C. Dawkins <mark.dawkins@unf.edu>; Rachel Dixon-Zudar <rachel.dixonzudar@aacsb.edu>; Jones, Michael A <Michael-Jones@utc.edu>

Subject: AACSB - Board of Director's Vote Confirmation - University of Tennessee at Chattanooga

Dean Dooley and Dr. Hollingsworth,

On behalf of Caryn L. Beck-Dudley, Chair, AACSB International Board of Directors, it is our pleasure to inform you that the Peer Review Team's recommendation for extension of accreditation of the business and accounting degree programs offered by your school has been concurred with by the Continuous Improvement Review Committee and Accounting Accreditation Committee, and also ratified by the Board of Directors. Congratulations to you, the faculty, students, staff, and all supporters of the school.

We are confident that you are eager to share this important news. **You are welcome to make your internal or external announcement immediately.** Official correspondence confirming your accreditation achievement will arrive within the next few weeks. Please note the areas to address may differ than those listed in the team report.

For planning purposes, AACSB will be distributing a press announcement on **Wednesday, April 3, 2019**, congratulating all schools who were included in this round of ratifications. Should you have any questions regarding the release, do not hesitate to contact Amy Ponzillo, Director of Public Relations, at amy.ponzillo@aacsb.edu.

To assist schools in their marketing and promotional efforts of this great achievement other valuable resources can be found in the [Promoting Your Accreditation](#) section on the AACSB website. The referenced toolkit is available via [DropBox](#) Password: @ccredBiz17.

Again, congratulations from the entire accreditation services staff at AACSB.

Best Regards,

Antonio Goodson

Senior Associate, Accreditation Data Management

AACSB – Business Education. Connected.

777 South Harbour Island Blvd, Suite 750 | Tampa, FL 33602-5730 USA

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antonio.goodson@aacsb.edu • <http://www.aacsb.edu> • <https://www.facebook.com/AACSB> • <https://www.twitter.com/AACSB>

APPENDIX F: STUDENT INTEREST SURVEY

Survey Distribution

This survey was conducted from October 7, 2022, through October 20, 2022. It was sent via email invitation and used an anonymous link to solicit input from current undergraduate students and recent graduates within 70 majors from all four academic colleges at UTC. Within the distribution of the invitations, only two emails bounced. Additionally, of the 86 surveys started, 65 respondents finished the survey, meaning there was a 75.6% completion rate once started. The survey included eight questions (including a matrix table question) regarding background and interest in a potential Master of Science in Management program at UTC.

Survey Questions

1. Please select your age range.
 - a. 18-21
 - b. 22-24
 - c. 25-34
 - d. 35+
2. Please select your gender.
 - a. Male
 - b. Female
 - c. Non-binary/third gender
 - d. I prefer not to say
3. Do you have an undergraduate degree?
 - a. Yes
 - b. No, I am a current undergraduate student
 - c. No, and I am not a current student
4. Which area of academic study are you pursuing?
Only displayed if answered "No, I am a current undergraduate student" to question 3.
 - a. Engineering
 - b. Liberal Arts
 - c. Nursing
 - d. Natural Science
 - e. Computer Science
 - f. Education
 - g. Physical Therapy
 - h. Business
 - i. Other
5. In which area of academic study was your undergraduate degree?
Only displayed if answered "Yes" to question 3.
 - a. Engineering
 - b. Liberal Arts

- c. Nursing
 - d. Natural Science
 - e. Computer Science
 - f. Education
 - g. Physical Therapy
 - h. Business
 - i. Other
6. Are you currently employed?
- a. Yes, full-time
 - b. Yes, part-time
 - c. No
7. Please select the occupation category that best matches your employment.
- Only displayed if answered "Yes" to question 6.
- a. Management or Administration Role
 - b. Business and Financial Operations
 - c. Computer and Mathematical
 - d. Architecture & Engineering
 - e. Life, Physical, and Social Services
 - f. Legal Services
 - g. Educational Instruction and Library
 - h. Arts, Design, Entertainment, Sports, and Media
 - i. Healthcare Practitioners and Technicians
 - j. Healthcare Support and Assistants
 - k. Office and Administrative Support
 - l. Protective Services
 - m. Food Preparation and Serving
 - n. Personal Care and Services
 - o. Sales and Retail
 - p. Building and Grounds Cleaning/Maintenance
 - q. Farming, Fishing, and Forestry
 - r. Construction and Extraction
 - s. Installation, Maintenance, and Repair
 - t. Production
 - u. Transportation and Material Moving
 - v. Military Specific Services
 - w. None of these options

Please indicate the level to which you agree with the following questions:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Pursuing a master's degree in an area of business would benefit me in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing managerial and leadership skills is an important next step for my career. Only displayed if answered "Yes" to question 6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The company I work for values and supports employees who pursue graduate studies in business. Only displayed if answered "Yes" to question 6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The option of a graduate degree in management that focuses only on "people skills" and not quantitative skills greatly appeals to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This type of degree appeals to me more than the traditional MBA degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be interested in enrolling in the Master of Science in Management program in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Survey Results

Distribution of the student interest survey produced a total of 65 finished survey responses. Of the 65 responses, 50 were from current undergraduate students, and 15 were from previous students who held undergraduate degrees. Of the 50 undergraduate student responses, 64% are currently studying within the areas of Business or Liberal Arts. Within the 15 responses from those who have completed an undergraduate degree, seven responded to being employed full-time (at least 40 hours per week), and six responded to being unemployed.

Responses to the survey indicate that the program's target population was successfully reached, as 69.2% reported being between 18 and 24 years old. Thirty-five percent of those who responded positively to "the option of a graduate degree in management that focuses only on 'people skills and not quantitative skills greatly appeals to me'" were within the age range of 22-24 years old. Additionally, 60% of the 15 respondents that hold an undergraduate degree also responded "agree" or "strongly agree" to the same question.

Table 18. Responses to Student Interest Survey

Question	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Total Responses
Pursuing a master's degree in an area of business would benefit me in my career.	5	3	9	20	28	65
Developing managerial and leadership skills is an important next step for my career. Only displayed if answered "Yes" to question 6.	0	1	3	3	8	15
The company I work for values and supports employees who pursue graduate studies in business. Only displayed if answered "Yes" to question 6.	2	0	1	3	3	9
The option of a graduate degree in management that focuses only on "people skills" and not quantitative skills greatly appeals to me.	6	6	13	20	20	65
This type of degree appeals to me more than the traditional MBA degree.	2	6	20	22	15	65
I would be interested in enrolling in a Master of Science in Management program like this in the future.	4	4	10	25	22	65

New Academic Program Proposal

Joint Bachelor of Science in Nursing UT Health Science Center and UT Southern



THE UNIVERSITY OF
TENNESSEE
HEALTH SCIENCE CENTER.

Updated May 22, 2023

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Section I: Program Overview

Institution: University of Tennessee Health Science Center
University of Tennessee Southern

College: College of Nursing

Department: N/A

Title of Degree: Bachelor of Science in Nursing

Formal Degree Abbreviation: BSN

CIP/THEC Code: 51.3801.00

CIP Code Title: Registered Nursing/Registered Nurse

Proposed Implementation Date: Students Enroll Fall 2023

Academic Program Liaisons: Karen Etzkorn, Director of Academic Affairs
1268-B UT Tower / 505 Summer Place
University of Tennessee System, 37902
Phone number: 865-974-2140
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Judy Cheatham, Provost
University of Tennessee Southern
433 West Madison Street
Pulaski, TN 38478
Email: jbcheat@utsouthern.edu



THE UNIVERSITY OF TENNESSEE SYSTEM

ACADEMIC AFFAIRS AND STUDENT SUCCESS

November 10, 2022

Dr. Emily House, Executive Director
Tennessee Higher Education Commission
312 Rosa L Parks Ave. 9th Floor
Nashville, TN 37243

Dear Emily:

On behalf of the University of Tennessee System, please accept this New Academic Program Proposal, which describes a plan for two of our campuses, the UT Health Science Center and UT Southern, to combine their Bachelor of Science in Nursing (BSN) programs into a joint degree. Given some of the challenges our campus in south-middle Tennessee has faced in producing enough graduates, as well as a regional and national shortage of nurses, we believe that this initiative will provide considerable benefit to the people of Tennessee by growing the number of BSN graduates while creating a strong, unified program that supports one of the areas of our state with the greatest need. We look forward to your response to this LON.

Thank you,

Bernie Savarese, Ed.D.
Acting Vice President for Academic Affairs and Student Success
University of Tennessee System



Office of the Chancellor
875 Monroe Avenue, Suite 300
Memphis, TN 38163
t 901.448.4796
f 901.448.7750

Memphis
Knoxville
Chattanooga
Nashville

April 1, 2022

MEMORANDUM

TO: Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission

FR: Peter Buckley
Chancellor
University of Tennessee Health Science Center

RE: Proposed Joint Bachelor of Science in Nursing with University of Tennessee Southern

The University of Tennessee Health Science Center (UTHSC) College of Nursing and the University of Tennessee Southern (UTS) Jeanette M. Travis School of Nursing and Health Science are proposing to collaboratively offer a Joint Bachelor of Science in Nursing (BSN) in Pulaski TN. Faculty, staff, and administrators at both institutions have worked together to develop this proposal and it has the full support of both campuses. It will continue to fill a critical specialized workforce need in Tennessee and beyond.

The College of Nursing and the Jeanette M. Travis School of Nursing and Health Science have the physical, financial, and personnel resources to offer this program and the support services (laboratory, practicum sites, library, academic support, etc.) to support the students seeking this degree. Central funds will be provided to start the program and a tuition sharing process will provide the necessary funds for the program to be self-sustaining.

We are excited about the potential for this new program. Please let me know if you need additional information from campus administration.

Sincerely,

A handwritten signature in black ink that reads 'Peter Buckley, MD'.

Peter Buckley, MD
Chancellor
University of Tennessee Health Science Center



THE UNIVERSITY OF TENNESSEE
SOUTHERN

OFFICE OF THE CHANCELLOR

July 21, 2022

MEMORANDUM

TO: Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission

FR: Linda C. Martin
Chancellor
University of Tennessee Southern

RE: Proposed Joint Bachelor of Science in Nursing with University of Tennessee Health Science Center

The University of Tennessee Southern (UTS) Jeanette M. Travis School of Nursing and Health Science and the University of Tennessee Health Science Center (UTHSC) are proposing to collaboratively offer a Joint Bachelor of Science in Nursing (BSN) in Pulaski TN. Faculty, staff, and administrators at both institutions have worked together to develop this proposal and it has the full support of both campuses. It will continue to fill a critical specialized workforce need in Tennessee and beyond.

The Jeanette M. Travis School of Nursing and Health Science and the College of Nursing have the physical, financial, and personnel resources to offer this program and the support services (laboratory, practicum sites, library, academic support, etc.) to support the students seeking this degree. Central funds will be provided to start the program and a tuition sharing process will provide the necessary funds for the program to be self-sustaining.

We are excited about the potential for this new program. Please let me know if you need additional information from campus administration.

Linda C. Martin
Chancellor

433 W Madison Street • Pulaski, TN 38478 • (931) 363-9800 phone • (931) 363-9818 fax
utsouthern.edu

Section II: Background

Background Concerning Academic Program Development

The College of Nursing (CON) at the University of Tennessee Health Science Center (UTHSC) educates proficient nursing professionals, provides services that address the health care needs of the people of Tennessee, trains nursing professionals to provide leadership, and promotes lifelong learning through continuing education. With an outstanding national reputation earned over more than a century, the College of Nursing traces its history to 1898 and was the first College of Nursing in Tennessee. Housed in a resource-rich environment of an urban medical campus, the College of Nursing offers a highly qualified faculty with a focus on developing nursing leaders. The College currently offers a 12-month, second-degree accelerated BSN (Bachelor of Science in Nursing) program; a traditional BSN program; and a Doctor of Nursing Practice (DNP) program with eight concentrations and three dual DNP concentrations. The PhD in Nursing Science is a joint program offered with the College of Graduate Health Sciences.

The newest addition to the University of Tennessee is the University of Tennessee Southern (UTS), a rural campus located in south-middle Tennessee, in the town of Pulaski. Formerly Martin Methodist College (MMC), established in 1870, the University of Tennessee acquired Martin Methodist to become the University of Tennessee, Southern campus in 2021. The Jeanette M. Travis School of Nursing and Health Sciences (SON) began in 2006 at Martin Methodist and is part of the liberal arts, four-year college at UTS. The SON offers a BSN degree, is accredited by the Commission on Collegiate Nursing Education (CCNE), and prepares nurses for professional practice in various health care settings. The school has strong clinical partnerships throughout south-middle Tennessee and northern Alabama.

The UTHSC CON and UTS SON propose a joint venture to expand the traditional BSN program at both institutions. The joint program would allow better utilization of resources through the UT System. CCNE will accredit the joint program, and the UTHSC BSN Program will maintain its current CCNE accreditation. CCNE accreditation confirms the quality and integrity of nursing programs and is recognized by the US Secretary of Education. CCNE continues to contribute to improving the public's health through the assessment of nursing programs. Because the Bachelor of Science in Public Health Education is also housed in the UTS Jeanette M. Travis School of Nursing and Health Sciences, the school will not be dissolved. The Jeanette M. Travis School of Nursing and Health Sciences will continue with that name through AY 2023-2024 as UTS teaches out its BSN program. Over the next several months, UTS will work with the Travis Foundation and others to determine the name of the academic unit and move the new name through the approval process.

Nurses are the backbone of the healthcare industry, serving as patient advocates and skilled medical providers in the ever-complex field of medicine. The nursing profession remains most trusted,

having been ranked in the top position for the last 20 years.¹ Nursing requires courage, commitment, and expertise, making the profession highly regarded. Nurses must be able to collaborate with other healthcare professionals and physicians; they help coordinate patient care as a member of a multidisciplinary healthcare team. As the healthcare professionals with most patient contact, nurses get to know patients and uncover critical health information that would not have been otherwise discovered. Nurses' time with patients provides unique insights into behaviors, habits, and backgrounds, putting them in an important role as a patient advocate. The education nurses receive in a BSN program gives them the knowledge and skills to thrive in the ever-changing world of healthcare.

UTS SON faces three main challenges with its current BSN program that will be addressed in the newly proposed joint program with UTHSC. The first challenge is a lack of robust resources available to BSN students at UTS. Current simulation facilities are adequate for the small number of current students. Second, UTS has extreme difficulty finding graduate-prepared faculty to teach students in the BSN program due to nurse shortages in rural areas. Third, the BSN program has struggled with NCLEX-RN (National Council Licensure Examination-RN) first-time pass rates for graduating students.

A significant number of rich resources available to UTHSC students will become available to UTS nursing students through this joint program. From a vast number of library resources to experience with a world class simulation facility and highly experienced nursing faculty, UTHSC's CON is the ideal partner for UTS SON. UTHSC brings a wealth of knowledge and experience to administer and manage the joint baccalaureate program. Resources available at UTHSC will help UTS's SON grow into a thriving BSN program.

Nursing shortages, particularly in rural areas, have been known for many years. According to a University of North Carolina report of rural hospital closures since 2005, the state of Tennessee holds the second-highest ranking, with 16 rural hospitals closing in the past 16 years². While the nursing shortage has continued for some time, the problem has been exacerbated by the COVID-19 pandemic³. The pandemic has inspired nurses to retire, become traveling nurses for significantly higher income, seek less stressful employment, or quit the field of nursing altogether. One way to combat this nursing shortage problem is to educate more nurses, particularly in rural hospitals and clinics.⁴

¹ <https://nurse.org/articles/nursing-ranked-most-honest-profession/>

² <https://www.shepscenter.unc.edu/programs-projects/rural-health/rural-hospital-closures/>, accessed 2/12/22

³ <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2021/09/01/rural-hospitals-cant-find-the-nurses-they-need-to-fight-covid> accessed 2/13/22

⁴ <https://www.wkrn.com/news/local-news/middle-tennessee-hospitals-experiencing-nursing-shortages/> accessed 2/13/22

UTS has a unique opportunity to increase BSN-prepared nurses in rural areas located in south-middle Tennessee. Within the surrounding 13 counties, UTS is the only college to offer a BSN program, while only two community colleges offer associate degrees in nursing within a 50-mile radius. The Tennessee Center for Workforce Development (TCWD) recognizes the challenges of nursing shortages. Some of the problems highlighted by the TCWD include educational obstacles (low numbers of faculty, existing faculty approaching retirement, inadequate faculty compensation compared to clinical nurses, no clear educational path to academia from nursing schools), training obstacles (lack of clinical instruction sites, insufficient simulation facilities), and workplace obstacles (poor work-life balance, generational differences, compassion fatigue)⁵. This joint program will better equip UTS to overcome numerous training obstacles by providing access to UTHSC's resources. UTS's education obstacles pertain to the struggle to hire faculty with a master's or doctoral level education. The current faculty comprises three full-time doctoral prepared faculty, one full time MSN prepared faculty, and one full time doctoral prepared faculty with time split between teaching and clinic, totaling 4.5 FTEs. UTS is faced with two of the top five reasons for insufficient faculty in BSN programs noted in the 2021 AACN Faculty Vacancy Survey⁶: (1) an inability to recruit faculty due to competition for jobs in other marketplaces and (2) qualified applicants are unavailable in the geographic area. The joint program will immediately address these two concerns because UTHSC CON faculty will teach classes through synchronous streaming. Additionally, the joint program may enhance the appeal of the faculty positions to prospective faculty with graduate degrees because UTS will be linked to UTHSC. This strategic growth initiative will enable the UT system to combat continued problems of nursing shortages in rural and medically underserved areas of south-middle Tennessee.

UTS currently has 13 students enrolled in its nursing program, including 8 students in their senior year and 5 students in their junior year. UTS students' NCLEX-RN first-time board pass rates are approximately 82%. According to the Nursing Schools Almanac, by comparison, UTHSC CON has the highest NCLEX-RN pass rates in Tennessee, with an average pass rate of 97.8% from 2011 to 2020⁷. With the expertise and resources in this joint program, we anticipate the student enrollment and NCLEX-RN pass rates to increase significantly.

The clinical courses for the joint program will be taught by former UTS faculty who will be transitioned to UTHSC faculty. Current clinical sites within the Pulaski area used in the previous UTS BSN program will be utilized. Students would not be required to relocate to the Memphis area for clinical as no additional clinical sites will be provided by UTHSC. The enrollment projections are

⁵ <https://www.tncwd.com/dir.cfm/Nursing/> accessed 2/13/22

⁶ <https://www.aacnnursing.org/News-Information/Research-Data-Center/Faculty-Vacancy-Survey-Reports> accessed 2/15/22

⁷ <https://news.uthsc.edu/uthscs-bachelor-of-science-in-nursing-best-in-state-on-two-national-rankings/#:~:text=The%20Almanac%20ranked%20BSN%20programs.state%20for%20that%20time%20period.> Accessed 2/14/22

consistent with the current enrollment at UTS, and the clinical agencies in the Pulaski area have provided letters of support for this endeavor (see Appendix A, specifically Lincoln Health, Southern Tennessee Regional Health System, Maury Regional, and NHC Pulaski) UTS SON has 11 clinical partners, including hospitals (Southern Tennessee Regional Health System of Pulaski and Lawrenceburg, Lincoln Health System, and Maury Regional) and skilled care rehabilitation facilities (Meadowbrook, National Healthcare Corporation of Columbia, Lawrenceburg, Lewisburg, Maury Regional Transitional Care Center, Pulaski, and Scott).

Purpose and Nature of the Program

UTHSC is an academic health center dedicated to achieving excellence in education, research, and patient care in the medical and health professions. We value creating and fostering a diverse and cohesive faculty, professional staff, and student body as the surest way to achieve our mission, which is to:

Improve the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service.

Adhering to the highest ethical standards, UTHSC strives to improve our community's health and be recognized as a national center of intellectual and clinical strength in medicine and health professions. Continuous assessment processes demonstrate our commitment to ensuring institutional effectiveness to improve program performance and student learning outcomes.

The proposed Joint BSN program is committed to educating and training individuals to become academically qualified and highly competent healthcare professionals as Registered Nurses. BSN graduates are trained to provide outstanding care and leadership in healthcare. The program prepares students to pass the National Council Licensure Examination-RN (NCLEX-RN) developed by the National Council of State Boards of Nursing. Upon completing the degree, students will have acquired the necessary skills and demonstrated the professionalism required to fulfill the responsibilities of an RN and will be prepared to serve in hospitals, clinics, and physicians' offices.

The 24-month Joint BSN program is 60 credit hours and leads to a Bachelor of Science in Nursing. Due to the requirements of SACSCOC, students must complete at least 30 semester credit hours through direct instruction offered by University of Tennessee Southern (UTS) in order to earn the Joint BSN. Students who are admitted through the Tennessee Transfer Pathways transfer 60 semester credit hours and would not meet the SACSCOC standard which requires 25% of the total degree (30 semester credit hours) be earned by direct instruction by UTS.

UTHSC CON currently offers a 60-credit BSN track for students who have completed at least 60 credits at another institution and meet the admission requirements for the BSN program. UTS SON currently offers a 120-credit BSN program. For the proposed Joint BSN program, at least 30 of the first 60 credits will be earned through direct instruction offered by UTS (the remaining 30 credit

hours can be transferred to UTS), and the final 60 credits of the Joint BSN degree will be UTHSC's CON BSN curriculum. The 60-credit curriculum is taught through clinical and lab settings and synchronous and asynchronous remote learning. Please see tables on pages 12 and 13 for an outline of classes to be completed. The last 60 hours (Junior and Senior years) will be completed in the Joint UTHSC/UTS BSN program, and the student would be jointly enrolled at UTHSC and UTS. Upon completing the Joint BSN program, students are well equipped to expand their knowledge by entering the Doctor of Nursing Practice (DNP) program or Doctor of Philosophy (PhD) program.

PREREQUISITE/GENERAL EDUCATION COURSE REQUIREMENTS - UT SOUTHERN

<i>Freshman</i>	<i>Fall</i>	<i>Cr</i>
<i>FYE 101 First Year Experience I</i>		<i>1</i>
<i>ENG 101 English Composition I</i>		<i>3</i>
<i>MIS 110, 220, or CS 110</i>		<i>3</i>
<i>HPPE Activity Course</i>		<i>1</i>
<i>BIO 111 or 115 General Biology</i>		<i>4</i>
<i>MAT 231 Statistics</i>		<i>3</i>
	<i>Total Hours: 15</i>	

<i>Freshman</i>	<i>Spring</i>	<i>Cr</i>
<i>NUR 200 (Medical Terminology)</i>		<i>1</i>
<i>ENG 102 English Composition II</i>		<i>3</i>
<i>History</i>		<i>3</i>
<i>Religion/Philosophy</i>	<i>3</i>	
<i>BIO 261 Microbiology</i>		<i>4</i>
<i>General Elective (e.g., HPPE activity course, FYE 102)</i>		<i>1</i>
	<i>Total Hours: 15</i>	

<i>Sophomore</i>	<i>Fall</i>	<i>Cr</i>
<i>PSY 113 General Psychology</i>		<i>3</i>
<i>BIO 201 Anatomy & Phys. I</i>		<i>4</i>
<i>CHE 111 General Chem. I</i>		<i>4</i>
<i>Fine Art</i>		<i>3</i>
	<i>Total Hours: 14</i>	

<i>Sophomore</i>	<i>Spring</i>	<i>Cr</i>
<i>COMM/ENG 221 (Speech)</i>		<i>3</i>
<i>PSY 211 Growth/Dev. Psych</i>		<i>3</i>
<i>BIO 202 Anatomy & Phys. II</i>		<i>4</i>
<i>Humanities</i>		<i>3</i>
<i>Literature</i>		<i>3</i>
	<i>Total Hours: 16</i>	

REQUIRED NURSING PROGRAM COURSES – UT HEALTH SCIENCE CENTER

<i>Junior</i>	<i>Fall</i>	<i>Cr</i>
NSG 441 Pathophysiology across the lifespan		3
NSG 443 Pharmacology across the lifespan		3
NSG 451 Social, Environmental, and Genomic Determinants of Health	3	
NSG 442 Health Assessment across lifespan		3
NSG 445 Clinical Reasoning		2
		<i>Total Hours: 14</i>

<i>Junior</i>	<i>Spring</i>	<i>Cr</i>
NSG 444 Nursing Concepts I: Foundations of Professional Nursing Care		7
NSG 452 Population Health Nursing Concepts		3
NSG 460 Mental Health Nursing Concepts		3
NSG 449 Evidence-based Practice: concepts of Scientific Inquiry and Evaluation	3	
		<i>Total Hours:16</i>

<i>Senior</i>	<i>Fall</i>	<i>Cr</i>
NSG 446 Nursing Concepts II: Care for Adult Patients with Acute and Chronic Health Problems		7
NSG 448 Pediatric and Adolescent Nursing Concepts		3
NSG 447 Reproductive, Childbearing and Newborn Nursing Care Concepts		3
		<i>Total Hours: 13</i>

<i>Senior</i>	<i>Spring</i>	<i>Cr</i>
NSG 464 Nursing Concepts III: Care for Adult Patients with Acute/Complex Health Problems		6
NSG 453 Care Coordination and Transition Management		3
NSG 455 Nursing Leadership and Management		4
NSG 456 Nursing Internship: Leadership and Management Practice		3
NSG 499 Senior Synthesis Seminar	1	
		<i>Total Hours: 17</i>

General Education Core/BSN Prerequisites 60 hours

Nursing Program Courses 60 hours

Total Required for BSN Degree 120 hours

A Memorandum of Understanding (MOU) has been collaboratively developed and executed by both institutions. This document establishes an agreement about the operations of the joint program, including admissions, financial aid, tuition and fees, graduation, commencement, and other

details. The MOU establishes that the Joint BSN Program will only become effective after approval. The fully executed MOU can be found in Appendix E.

Alignment with State Master Plan and Institutional Mission

The 2015-2025 Tennessee State Master Plan⁸ holds higher education institutions accountable for (a) increasing the educational attainment levels of Tennesseans, (b) addressing the state's economic workforce development and research needs, and (c) ensuring increased degree production within the state's capacity to support higher education. Additionally, minimizing redundancy in degree offerings is another aspect of the State Master Plan; thus, the proposed joint program aligns with the plan. Specifically, the program aims to increase education attainment levels in Tennessee by creating a consortium for an expanded BSN program that offers immediate entry into health and interdisciplinary services, meeting economic, workforce, and clinical needs, and increasing degree production in the following ways:

- “Drive to 55” is the principal tool at Tennessee’s disposal for achieving the Governor’s bold goal – that, in contrast to Tennessee’s current postsecondary attainment rate of 38%, a decade from now, 55% of the state’s working-age population (ages 25-64) will have earned a college degree or other postsecondary credential
- The program will increase the number of postsecondary degrees in Tennessee by expanding a successful baccalaureate nursing program
- The program aligns with the postsecondary outputs and outcomes with the current and future workforce and economic development of the state
- The program will enhance the percentage of Tennesseans with a college degree, given the lucrative job prospects and the urgent need for this degree
- The program does not belong to the “overly supplied academic programs.”

The joint program aligns directly with the 2015-2025 State Master Plan for Higher Education in two critical ways. First, the joint program will increase the number of postsecondary degrees in Tennessee by expanding an attractive, high-quality baccalaureate program in a high-demand discipline. Second, the joint program aligns with the state’s new Public Agenda for higher education, which directly links its economic development and educational system.

Per the “Academic Supply and Occupational Demand in Tennessee” report by the Tennessee Higher Education Commission, health professions top the most in-demand career paths. The joint program will help Tennessee meet the deficit of individuals trained to work in nursing throughout the state.

The joint program is consistent with the institutional mission of UTHSC, which is to:

⁸ <https://www.tn.gov/thecc/about-thecc-tsac/master-plan/master-plan.html> accessed 2/16/22

Improve the health and well-being of Tennesseans and the global community by fostering integrated, collaborative, and inclusive education, research, scientific discovery, clinical care, and public service.

The joint program is also consistent with the institutional mission of UTS, which is to:

- *Provide undergraduate, graduate, and professional programs grounded in the liberal arts and sciences that are designed to prepare students for careers and lives of continued learning*
- *Promote a diverse and globally conscious learning community that nurtures intellectual, social, and personal growth*
- *Serve the region through educational, social, and cultural programs and through community outreach and development*

The mission of the UTHSC College of Nursing is:

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, and building community partnerships.

The mission of the UTS Jeanette M. Travis School of Nursing and Health Sciences (SON) is:

To prepare nurses at the baccalaureate level in a collegiate environment of academic rigor based on liberal arts and sciences who are critical thinkers, lifelong learners, and leaders in the profession.

The joint program will educate nursing professionals to provide services that address the health care needs of the people of Tennessee. The graduates will be an integral element of a workforce that provides leadership in health care and promotes lifelong learning through continuing education, the pursuit of knowledge, and research to address the health needs of our citizens. The joint program also aligns directly with both institutional missions by expanding partnerships and sharing resources with future nurse leaders. One goal of the program is to continue to grow the nursing workforce in underserved and rural communities, which is possible through anticipated student growth at UT Southern.

The joint program is congruent with the missions of both institutions and will prepare exceptional nurse leaders throughout Tennessee by utilizing rigorous academic preparation, hands-on experience, and guided practice. The joint program will prepare students to pass the National Council Licensure Examination-RN (NCLEX-RN) developed by the National Council of State Boards of Nursing.

Institutional Capacity for Program Delivery

UTHSC Institutional Capacity for Program Delivery

The UTHSC CON is dedicated to educating students to become leaders in nursing. It has multiple creative partnerships, including a rural health initiative. This initiative is part of a strategic effort among nursing educators, policymakers, regulators, and health systems to expand health care access to rural Tennessee. Faculty have received funding from the Patient-Centered Outcomes Research Institute to study rural patients with heart failure and the Health Resources & Service Administration for nurse-midwife and Sexual Assault Resource Nurse (SANE) training in rural areas. The UTHSC CON's Center for Community and Global Partnerships develops sustainable academic-practice partnerships with health systems in Memphis, the Mid-South, and throughout Tennessee to advance the profession of nursing and improve health outcomes. Partnerships strategically align collaborative projects, foster innovative models of care, and enable nursing faculty to participate in clinically based research. Since the Center's inception in 2017, academic partnerships have been established throughout Memphis and the Mid-South community

With a vast array of rich educational resources, the UTHSC CON is a leader in incorporating simulation, telehealth, and instructional innovation in its education programs. Nursing faculty provide student simulation experiences in the Center for Healthcare Improvement and Patient Simulation (CHIPS), a 45,000 square foot, standalone facility for healthcare simulation and interprofessional education. CHIPS is committed to fostering education, research, and professional development with an enhanced focus on clinical skills and patient safety through simulation experiences. The simulation program supports and facilitates the integration or expansion of clinical simulation (encompassing standardized patients/family members/colleagues, task trainers, high-fidelity human patient simulators, or virtual reality simulations) into professional degree programs and residency training programs across UTHSC. The UTHSC CON is a regional training center for the South-Central Telehealth Resource Center. Faculty members in the joint program will utilize instructional techniques learned in CHIPS to enhance the use of simulation facilities at UTS in Pulaski.

The UTHSC Teaching and Learning Center (TLC) promotes student success by developing programming, promoting inclusive learning environments, providing top-quality academic support, and encouraging and enabling innovation and creativity. The TLC has a teaching and learning medallion program for UTHSC educators that recognizes earned competency in 13 areas of higher education. The UTHSC Student Academic Support Services and Inclusion (SASSI) has a primary goal of promoting student progress. It offers a variety of services to facilitate learning and enhance student performance. Additionally, the UTHSC CON has a full-time Learning Navigator who assists students in identifying and accessing needed resources. The National League for Nursing (NLN) recognized the high education standards in the UTHSC CON by designating the College as an NLN Center of Excellence for 2021-2025 in Enhancing Student Learning and Professional Development.

The UTHSC Health Sciences Library and its database resources are sufficient to support the scholarly endeavors of the students and faculty, and it provides health literacy services. Extensive holdings through online journal subscriptions and books are available to residential and off-campus students. Interlibrary loans are available for free over the internet. Faculty members may recommend texts and journals for acquisition each year.

UTS Institutional Capacity for Program Delivery

The University of Tennessee Southern (UTS) provides academic support services that are sufficient to ensure the quality of its educational mission and the needs of its students. UTS provides a wide variety of services to help students achieve academic success. The Student Resource Center provides academic support through tutoring, which is available for all core subject areas and many upper-level course topics, and provides computer-assisted instruction. Other functions of the SRC include serving as a testing center and offering individual and scholarly developmental activities designed to assist students with time management and study skills for optimal academic and personal success. The SRC functions as a computer lab for student use.

Nursing faculty members tutor nursing students to assist them in being successful. The nursing faculty members recognize and value the unique and changing needs of an increasingly diverse student body. The School of Nursing (SON) offers assistance and support to all nursing students to achieve academic success but recognizes that personal responsibility is inherent to completing the program of study. Career counseling service enables students to explore careers, schedule interest assessment inventories, locate part-time jobs off-campus, attend job fairs in the region, and receive job placement assistance. Résumé preparation guidance is offered as well.

The Warden Memorial Library is sufficient in size and scope to support the academic departments' instructional needs adequately. The library holds over 100,000 volumes of books, e-books, bound periodicals, and audiovisual materials. Students have access to over 17,000 current full-text peer-reviewed journals through the library's 84 databases and print subscriptions. The nursing collection also supports the undergraduate pre-licensure and RN-BSN nursing programs. Online access to 3035 full-text peer-reviewed nursing journals is available through the CINAHL Complete and ProQuest Nursing and Allied Health Premium databases. Nursing students also have access to over 200 nursing-specific books in a restricted collection. Through library budget allocations, the school of nursing can request the purchase of additional books to add to the current collection. Students in the joint program in Pulaski will have access to library resources at both UTS and UTHSC.

UTS has two rooms for patient simulation on campus. The simulation rooms are equipped with all resources needed for a hands-on simulation experience: hospital-grade beds with portable headwalls containing suction, air, and oxygen ports, high fidelity mannequins with sim pad technology, and patient monitors at the bedside. The smart sim pad technology is equipped with a camera and microphone in the ceiling to project live simulation for real-time observation and participation. Recording features on the equipment allow for a review of the simulation activity to

enhance debriefing sessions. Other supportive mannequin pieces for skill-specific teaching include IV arms, central line chest, wound/ulcer feet, and ostomy models. Existing simulation rooms in Pulaski are adequate for the current students. Faculty members on the Pulaski campus will work in association with highly trained simulation professionals on the Memphis campus to provide simulation experiences that enhance student learning and development.

Simulation facilities located at UTS are adequate to meet the needs of students enrolled in the Joint BSN Program on that campus. The budget reflects routine maintenance and upgrades needed in current simulation laboratories. Additionally, students located in Pulaski will benefit directly from the new professional development opportunities available to program faculty. Many services available both online and face-to-face are available to all UTHSC faculty and staff and will become available to the faculty located in Pulaski once the Joint BSN program is initiated. UTHSC's Center for Healthcare Improvement and Patient Safety (CHIPS) has a staff of professionals who are certified in simulation education, including the pedagogy of simulation. As UTHSC faculty members, the nursing faculty in Pulaski will have access to the full training and professional development opportunities provided by the UTHSC Teaching and Learning Center (TLC). The TLC sponsors a Medallion Program that helps faculty master skills in areas related to teaching and learning while providing evidence of growth in professional development.

Students in the Joint BSN Program will have access to the plethora of resources available online through the Health Sciences Library located on the Memphis campus. Students will also have access to tutoring and wellness services offered by Student Academic Support Services and Inclusion (SASSI). Both the library and SASSI are equipped to offer services to students not located in Memphis as they do with other UTHSC programs/students across Tennessee.

Existing BSN Programs in Tennessee: Degrees Awarded⁹

Institution	Miles from UTS	Degrees Awarded		
		2018	2019	2020
Austin Peay State University	123	98	81	113
Baptist Memorial College	206	144	118	106
Belmont Memorial College	73	146	153	212
Bethel University	141	27	18	21
Carson Newman University	275	35	47	44
Cumberland University	102	112	82	57
East Tennessee State University	353	246	264	448
Freed-Hardeman University	110	40	47	51
King University	361	33	12	7
Lee University	160	29	33	56
Lincoln Memorial University	289	95	102	93
Lipscomb University	71	37	49	35
Marian University	75	94	109	107
Martin Methodist College (Now UTS)	-	15	20	11
Middle Tennessee State University	81	91	75	84
Milligan College	356	13	30	17
South College	180	50	106	173
Southern Adventist	148			21
Tennessee State University	67	0	27	8
Tennessee Technological University	148	115	126	139
Tennessee Wesleyan College	187	39	46	53
Trevecca Nazarene University	75	5	12	9
Tusculum College	321	26	18	23
Union University	134	170	174	165
University of Memphis	197	258	256	230
University of TN - Chattanooga	132	78	67	73
University of TN - Knoxville	248	140	179	133
University of TN - Martin	92	39	32	33
University of TN Health Science Center	206	96	108	111

Each program is a BSN program with the same CIP code (31.51.3801.00) and the same focus.

⁹ As reported by the TN Department of Health:

<https://www.tn.gov/content/dam/tn/health/healthprofboards/nursing/educational-programs/NCL%20EX%20Rates%202020%20-%20BSN%20Programs.pdf>

Accreditation

Currently, both UTHSC and UTS BSN programs are accredited by CCNE. The institutions will each submit substantive change notifications to CCNE for the joint program within the time frame required by CCNE. UTHSC will maintain CCNE accreditation for its current traditional BSN program, and UTS will relinquish CCNE accreditation for its current BSN program.

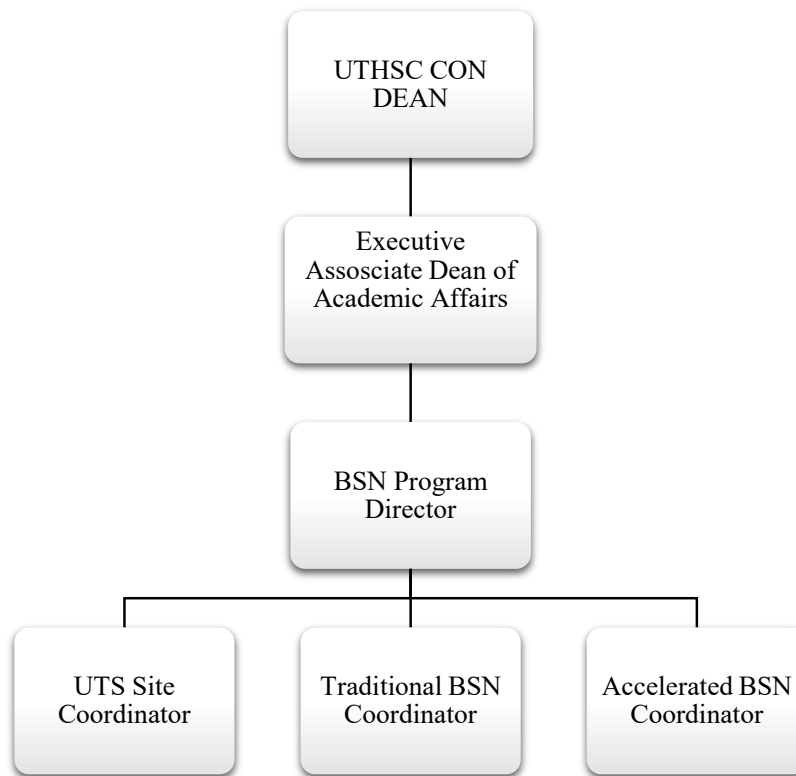
CCNE was consulted on the different ways to approach this partnership – consortium or satellite campus. After careful consideration and consultation with the Tennessee Board of Nursing and looking at how satellite campuses were viewed by SACSCOC, we decided the satellite campus was the best option. This does not require separate CCNE accreditation as a different program like a consortium would require. Instead, only a substantive change is required by each Nursing School (UTS and UTHSC) either 90 days prior to the implementation or 90 days following the implementation.

The termination date for the UTS BSN program will be December 2024. It is anticipated that the last students will graduate from the UTS BSN program in May 2024. However, in the event that one or more students need more time to complete the program, the December 2024 termination date will allow for that possibility.

For the Joint BSN Program, each institution will submit a substantive change indicating that the UTS program will be joined with the UTHSC program within the time frame required by CCNE. With the anticipated start date of Fall 2023 for the Joint BSN Program, the substantive change will be submitted between June 9, 2023, and November 22, 2023. Upon the completion of the teach-out at UTS in spring of 2024, UTS will submit a substantive change to CCNE to close the existing BSN program. The substantive change will be submitted within the time frame required by CCNE. The closure substantive change of the existing UTS BSN program will be submitted between February 19, 2024, and August 2, 2024.

The Joint BSN Program will require a notification to SACSCOC but not approval because both UTHSC and UTS are SACSCOC accredited. The documentation required by SACSCOC will be developed collaboratively by the UTS and UTHSC SACSCOC Accreditation Liaisons. UTHSC and UTS BSN programs have approval from the TN Board of Nursing for their current BSN programs. Current letters of approval from TN Board of Nursing can be found in Appendix F.

Administrative Structure



The Joint BSN Program will be administered by the BSN Program Director whose primary responsibility is to supervise the programs' operations. The Program Director will oversee program development and evaluation; establish policies, goals, and objectives; participate in the annual budget process; faculty assignment; and selection and coordination of clinical rotation sites. The Program Director reports to the Executive Associate Dean of Academic Affairs who reports to the Dean of the CON.

The Site Coordinator for the Joint BSN Program (in Pulaski), and the Concentration Coordinators for the UTHSC Traditional BSN and the Accelerated BSN Program (in Memphis) will report to the BSN Program Director. The Joint BSN Program Site Coordinator will oversee the operations and implementation of the Joint BSN Program in Pulaski including clinical rotations and faculty assignments.

Section III: Feasibility Study

The University of Tennessee Southern Jeanette M. Travis School of Nursing and Health Sciences (SON) is in Giles County, Tennessee. On February 15, 2006, when the current University of Tennessee Southern was still Martin Methodist College, the College received initial approval for its proposed baccalaureate nursing program from the Tennessee State Board of Nursing. Upon receipt of Initial Approval, the Martin Methodist School of Nursing program was formally established. In 2019 the name was changed to the Jeanette M. Travis School of Nursing and Health Sciences (SON). On July 1, 2021, Martin Methodist College became a four-year constituent institution of the University of Tennessee System—the University of Tennessee Southern (UTS).

Giles County is one of the twelve counties making up the area known as the South-Central Region of Tennessee. In addition to Giles, the other counties are Bedford, Coffee, Hickman, Lawrence, Lewis, Lincoln, Marshall, Maury, Moore, Perry, and Wayne. Within this 12-county region, UTS is the only institution that offers a Bachelor of Science in Nursing (BSN) degree program. Although two community colleges in the region (Columbia State Community College in Maury County and Motlow State Community College in Moore County) offer associate degrees in nursing, and three Technology Centers in the region offer Licensed Practical Nursing (LPN) diplomas, UTS offers the only BSN program in the region, as shown on the map below. The blue dots represent BSN programs, and UTS is the blue dot in the South-Central Region on the map. The nearest BSN programs are in Nashville and Murfreesboro to the north and Huntsville and Florence in Alabama to the south.

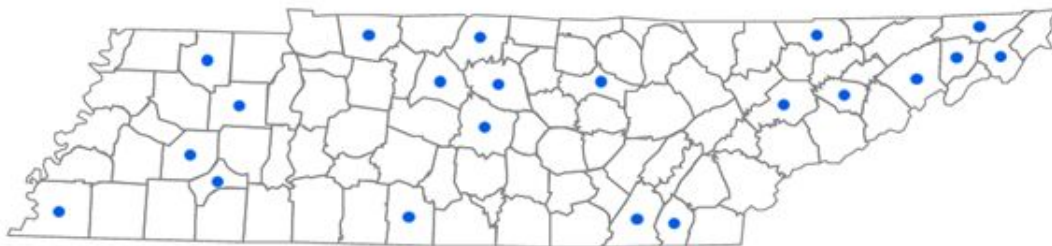


Figure: <https://tnmap.tn.gov/health/nursing/>

Student Interest

Enrollment numbers for students declaring nursing as their major (BSN) at UTS (formerly Martin Methodist College) are as follows:

Fall 2021	100
Fall 2020	99
Fall 2019	96

This enrollment includes students not yet accepted into the BSN curriculum but who have formally declared their intention to apply during their sophomore year. These numbers demonstrate continued student interest in the program. As total enrollment at UTS is projected to grow due to the transition to public ownership, the number of students interested in the Joint BSN program will likewise increase. The Nursing faculty at UTS have in the past and continue to market the program and actively recruit high school students by visiting area high schools' HOSA-Future Health Professionals classes and providing information to those classes they are unable to visit in person. Additionally, UTS Nursing faculty are visiting rural high schools and providing a series of events promoting nursing as a career and UTS as an institutional destination. UTS hosts on-campus events for students from local high schools interested in nursing and health careers.

Local and Regional Demand

According to the Tennessee Higher Education Commission (THEC), program graduates in the health sciences have some of the highest employment rates of any career cluster (*Improving the Pipeline for Tennessee's Workforce: Academic Supply for Occupational Demand Report 2022*, p. 5).¹⁰ Nationally employment in healthcare occupations is predicted to grow 16% from 2020 to 2030, primarily from the need to care for an aging population. In addition, THEC reports that the COVID pandemic has placed an extra burden on Tennessee's healthcare system and healthcare workers and has produced a shortage of healthcare workers (*Improving the Pipeline for Tennessee's Workforce: Academic Supply for Occupational Demand Report 2022*, pp. 5, 47). According to the Tennessee Department of Labor and Workforce Development, employment rates of registered nurses are expected to grow 16% in Tennessee from 2014 to 2024, much faster than the average for all occupations. This study was completed prior to the COVID-19 pandemic, during which many nurses left the workforce, implying that demand for trained nurses will increase by more than the

¹⁰ https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/supply-demand/Supply%20and%20Demand%20Report_2022.pdf

16% predicted in the study. The Department of Labor and Workforce Development notes that registered nurses are in high demand with a stable outlook in the Southern Middle Tennessee region.

The Institute of Medicine recommended that 80% of the entire nursing workforce be prepared at the BSN level by 2020. Despite this recommendation, in 2021, approximately 20% of RNs will have a BSN degree or higher, according to the Institute of Medicine's report *The Future of Nursing*. Several entities, including healthcare foundations, nursing organizations, the federal government, the military, and practice settings, acknowledge the value of baccalaureate-prepared nurses. Consequently, these organizations advocate for increased BSN-prepared nurses across clinical settings. Magnet hospitals require nurse managers and leaders to hold a baccalaureate or graduate degree in nursing.

Employer Demand

Currently, 421 job openings for registered nurses are posted in the Southern Middle Tennessee region, with a candidate pool of 62, resulting in 0.15 candidates for each RN job available in the region (Jobs4TN.gov).¹¹ According to the Tennessee Department of Labor and Workforce Development, employment rates of registered nurses are expected to grow 16% in Tennessee from 2014 to 2024, much faster than the average for all occupations. This study was completed prior to the COVID-19 pandemic, during which many nurses left the workforce, implying that demand for trained nurses will increase by more than the 16% predicted in the study. The Department of Labor and Workforce Development notes that registered nurses are in high demand with a stable outlook in the Southern Middle Tennessee region. Letters of support from regional healthcare providers found in Appendix A indicate a commitment to training of the BSN students and hiring upon graduation.

Community and Industry Partnerships

The hospitals and other health care providers who will employ the graduates of the BSN program will also provide clinical sites for the training of the BSN students. Evidence of commitment of the regional healthcare organizations is found in the letters of support in Appendix A.

¹¹<https://www.jobs4tn.gov/vosnet/lmi/profiles/profileSummary.aspx?session=occdetail&valueName=occupation&geo=>

Section IV: Enrollment and Graduation Projections

Enrollment numbers for students declaring nursing as their major (BSN) at UTS (formerly Martin Methodist College) are as follows: Fall 2021 – 100; Fall 2020 – 99; Fall 2019 – 96. This enrollment includes students not yet accepted into the BSN curriculum but who have formally declared their intention to apply during their sophomore year. These numbers demonstrate continued student interest in the program. The table on page 24 is a conservative estimate of the number of students that will be admitted and graduate from the Joint BSN program. Projected attrition is approximately 10% of students enrolled in each cohort. This attrition rate is comparable to the rate in the UTHSC traditional BSN program.

Enrollment Table				
Projected Enrollments and Graduates				
Year	Academic Year	Projected Total Fall Enrollment	Projected Attrition	Projected Graduates
1	2023-2024	17	2	
2	2024-2025	32	2	15
3	2025-2026	32	2	15
4	2026-2027	32	2	15
5	2027-2028	32	2	15

The modest enrollment projections reflect the need to keep a low clinical faculty to student ratio for hospital and other medical facility placements. Although CCNE permits a clinical faculty to student ratio as high as 1:8, many individual clinical facilities set a lower ratio depending on the clinical service where students are assigned. For example, in intensive/acute care units the ratio is often set by the facility at 1:4 (so that a single clinical faculty member may only supervise 4 students). As no new faculty members were requested for this proposal, admitting only 15 students will ensure that the program can maintain the required student to faculty ratios in clinical settings. There were 100 students in Fall 2021 at UTS who declared nursing as their major. This includes students not yet accepted into the BSN program but who have formally declared their intention to apply during their sophomore year. Typically, many of these students will not meet the academic requirements for admission or will change their major.

Section V: Projected Costs to Deliver the Proposed Program

Faculty and Instructional Staff

No new faculty are needed for the proposed joint program. The current UTS Nursing faculty is comprised of one full-time director, three full-time faculty members contributing 100% of their time to the BSN program, and one full-time faculty member contributing 50% of their time to the BSN program. All faculty members have advanced degrees in nursing as required by CCNE standards.

In the first year of the joint program, UTS will complete the teach-out year for all students enrolled in the current UTS BSN program, and UTS Nursing faculty and staff supporting the Joint BSN program will have joint appointments at UTS and UTHSC while the teach-out plan is completed. Because of the joint appointments through the teach-out year, Year 1 of the attached Financial Projection form reflects only the expenses (50%) which will be allocated to UTHSC for the joint program, as UTS keeps the other 50% in their budget. Year 2 of the attached Financial Projection form reflects 100% of expenses for UTS faculty and staff as UTHSC will take full responsibility of the UTHSC-UTS Joint BSN program. All UTS Nursing faculty and staff members supporting the Joint BSN program will become full UTHSC employees in Year 2 as the teach-out plan is expected to be complete.

Across the board (“cost of living”) salary increases for faculty and staff are funded centrally by the University of Tennessee System and are not included in budget projections. Cost-of-living adjustments are given only after the state legislature passes a revised budget to provide the money to provide such raises. The amount varies from year to year and cannot be predicted. Thus, the salaries in the attached Financial Projection Form in Appendix B do not reflect such increases.

Non-Instructional Staff

One full-time staff member supports the day-to-day administrative requirements of the UTS BSN program and will continue to support the Joint BSN program at UTS. Responsibilities for the staff member include, but are not limited to, screening, answering, and returning telephone calls, scheduling, and coordinating meetings and events, maintaining student records, facilitating student licensure process, recording meeting minutes, facilitating nursing program specific financial activities, and other clerical duties as assigned. Current UTHSC non-instructional staff who support the UTHSC BSN Program will also support the Joint BSN program and all nursing programs in UTHSC CON.

Graduate Assistants

No graduate assistants will be utilized in the delivery of this program.

Accreditation

No additional resources or funding for accreditation will be required. Both UTHSC and UTS currently have CCNE-accredited BSN programs and existing resources will be sufficient.

Consultants

No consultants will be engaged for this program except for the external reviewer who participated in the site visit for the program as a requirement of the Tennessee Higher Education Commission.

Equipment

Simulation facilities located at UTS are adequate to meet the needs of students enrolled in the Joint BSN Program on that campus. The budget reflects routine maintenance and upgrades needed in current simulation laboratories. Additionally, students located in Pulaski will benefit directly from the new professional development opportunities available to program faculty. Many services available both online and face-to-face are available to all UTHSC faculty and staff and will become available to the faculty located in Pulaski once the Joint BSN program is initiated. UTHSC's Center for Healthcare Improvement and Patient Safety (CHIPS) has a staff of professionals who are certified in simulation education, including the pedagogy of simulation. As UTHSC faculty members, the nursing faculty in Pulaski will have access to the full training and professional development opportunities provided by the UTHSC Teaching and Learning Center (TLC). The TLC sponsors a Medallion Program that helps faculty master skills in areas related to teaching and learning while providing evidence of growth in professional development.

Students in the Joint BSN Program will have access to the plethora of resources available online through the Health Sciences Library located on the Memphis campus. Students will also have access to tutoring and wellness services offered by Student Academic Support Services and Inclusion (SASSI). Both the library and SASSI are equipped to offer services to students not located in Memphis as they do with other UTHSC programs/students across Tennessee.

There are Wi-Fi access points and signal boosters on the 2nd floor of Martin Hall to provide nursing faculty, staff, and students Wi-Fi coverage. This coverage allows access to the campus network (username and password required) and the internet using their own devices while on campus. An Extron wall mount is installed in M201 allowing instructors to capture, record, and save lectures/class experiences that automatically appear in their "My Media" repository on Moodle. Faculty can then post these recordings to the related course dashboard (in Moodle) for students to access as needed. The Extron wall mount in M201 also allows faculty to control the delivery of course content displayed on the large classroom television from a laptop, iPad, or tablet. The camera mounted in the ceiling of the room increases the ease of use related to the delivery of virtual instruction. The other nursing classrooms on the 2nd floor of Martin Hall have either one or two large television screens (depending on the classroom size) that allow students to visualize and interact with course-related content being displayed by the instructor.

Each classroom has two monitors connected to a computer that allow faculty to simultaneously provide students with content to view while having access to notes/content that is not visible to students. UT Southern provides all faculty with access to the full Office 365 Suite to aid in the creation and delivery of course content. Microsoft Teams is the primary software used by nursing faculty for virtual course activities. Faculty also have access to other software programs that can be used to contribute to the delivery of educational content, the creation of exams, and assist with the secure administration of exams. UT Southern provides yearly training for all faculty related to instructional technology and employs a Distance Learning Coordinator that supports faculty and students in the use of technology as needed. In addition, Felicia Dailey assists nursing faculty with technology concerns and training in coordination with UT Southern IT staff.

The Information Technology team is housed in Martin Hall (IT 1st floor, Media Services – basement) and provides technical assistance to SON faculty, staff, and students. They provide hardware in classrooms, labs, and office spaces used to create and deliver course content. They are also responsible for supervising the use, maintenance, and operation of equipment. In addition, IT installs and/or monitors software in use on campus. Laptops are available for students to check out for three days at a time, by request, either directly from the IT department or through the library. UT Southern also has multiple computer labs on campus for faculty, staff, and student use as needed. Faculty, staff, and students are able to access IT support by email at infotech@utsouthern.edu, the online IT support page, calling the IT Help Desk, or by visiting the IT team in their offices.

Information Technology

Existing Information Technology resources at UTHSC and UTS will support the program and no new resources will be needed.

Library Resources

Existing Library Resources at UTHSC and UTS will support the program and no new resources will be needed.

Marketing

The one-time expenditure included in the Financial Projection Form (of \$10K) will be used for initial marketing and recruitment expenses, including but not limited to new stationery (reflecting the joint nature of the program), business cards, printed recruiting material, and other similar expenses. The recurring \$5,000 operating expenses will be used for postage, stationery, printed recruiting materials, and other similar marketing expenses.

Printing

Funding of \$1000 is needed annually to support printing of materials for marketing and recruitment to the Joint BSN program.

Facilities

No new facilities will be needed. Per the Memorandum of Understanding (MOU), facilities at UTS for the program will continue to be supported by UTS.

Travel

Annual allocation of \$5000 for travel is included in the financial projection form. These funds will be utilized for attendance at professional meetings and on-going professional development for faculty and staff.

Other

Funds of \$3500 are needed for the external review of the proposed Joint BSN program. This cost is included in the Planning Year. This cost was covered by institutional reallocation from carryover funds in the UTHSC College of Nursing; these funds support ongoing college initiatives.

Section VI: Projected Revenues for the Proposed Program

Tuition

Tuition will be charged to Joint BSN program students at the UTS rate resulting in tuition revenues of \$153,000 in the first year and \$306,000 in the next four years. This is a very conservative estimate given the number of first- and second-year students at UTS who have expressed a desire to major in Nursing and earn a BSN.

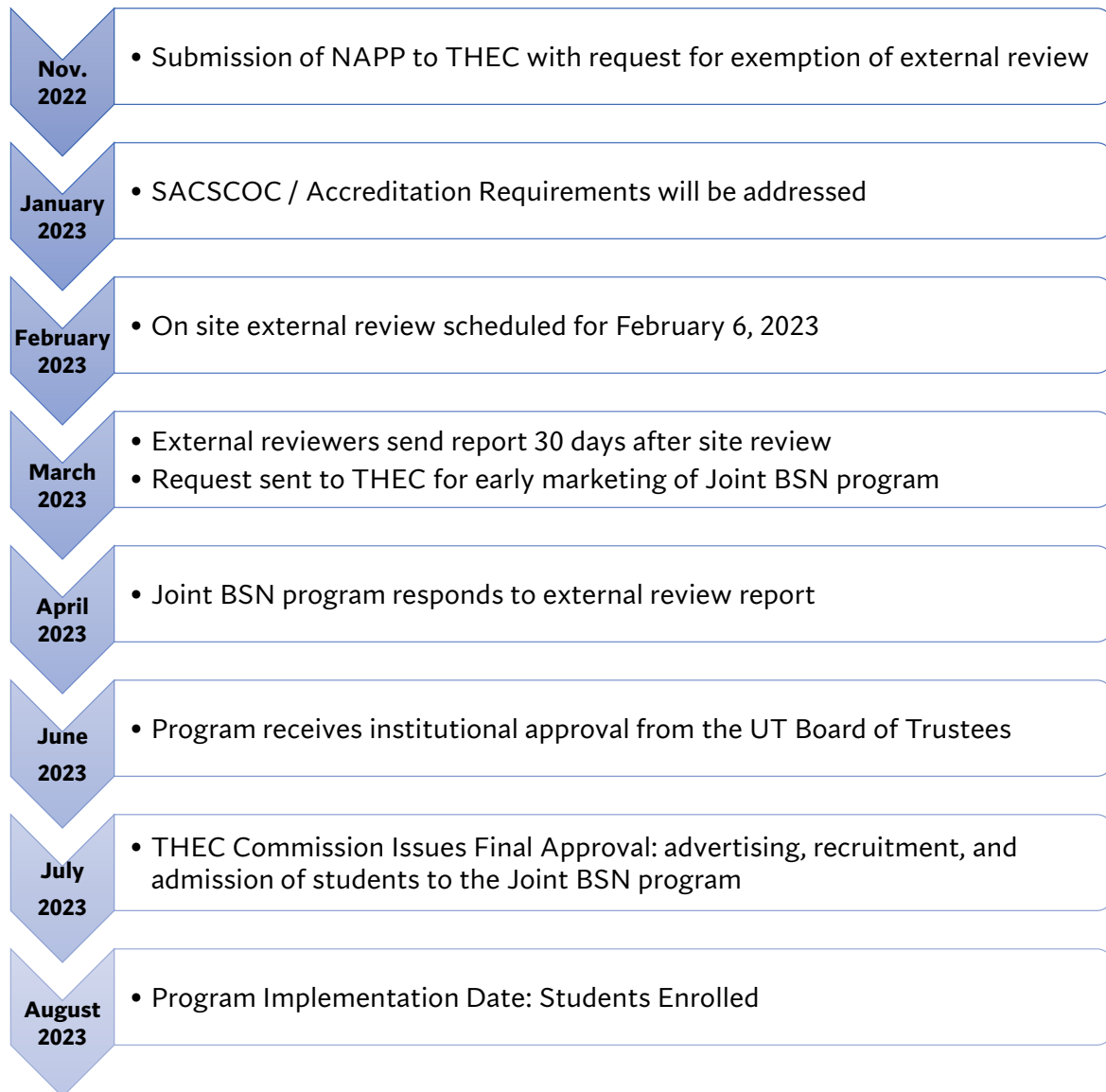
Grants

Grants and private gifts in the amount of \$200,000 in the first year and \$170,000 in the next four years are included in the financial projection form. The source of this funding is the Travis Foundation, which has supported the UTS BSN program in the past and will continue to support the Joint BSN program in the future.

Other

UTS will attempt to raise \$30 million for a new Health Sciences Building through sources like the Travis Foundation and NHC (National Healthcare Corporation). This \$30 million is not included in the Financial Projection form as it is not essential to the success of the proposed joint program. It would, however, enhance the student experience in Pulaski. No other resources will be needed for this program.

Section VII: Implementation Timeline



Accreditation Considerations

SACSCOC

- The campus of the University of Tennessee Southern will become an Off Campus Instructional Site of UTHSC per SACSCOC policy.

- Because SACSCOC has extensively reviewed two existing UTHSC off campus instructional sites (during the 2020 decennial reaffirmation), per SACSCOC policy this new off campus instructional site requires only notification (“limited review”).
- The notification to SACSCOC will be prepared and submitted in fall 2022.
- The joint program itself is a notification only to SACSCOC as both UTS and UTHSC are currently SACSCOC accredited. That notification will go forward at the same time as the off campus instructional site notification.
- Please note that both UTS and UTHSC are in good standing with SACSCOC and NOT on substantive change restriction.

CCNE

- UTHSC will submit a substantive change 90 days prior or 90 days following the Fall 2023 cohort being admitted to the new Joint BSN program
- UTS will submit a substantive change 90 days prior or 90 days following the Fall 2023 cohort being admitted to the new Joint BSN program
- No additional fees are required since only a substantive change is needed for the satellite campus
- Per CCNE, the substantive change can be submitted to CCNE 90 days prior to the implementation or 90 days following the implementation of the Joint BSN Program.

TN Board of Nursing

- June 2022 – Letter of Intent submitted to TBN
- August 24-25 – TBN meeting where board members will review the Educational Consent Agenda items, including the LOI submitted in June
- September 1, 2022 – The Tennessee Board of Nursing (TBN) approved the proposed BSN program
- August 2023 – Begin recruitment of BSN students to joint program once approved by THEC
- August 2023 – First class of BSN students in new satellite location; projected enrollment for year 1 is 15 full-time students
- May 2025 – First cohort of BSN students from satellite program graduate

UT Board of Trustees

The Joint BSN program will be presented at the Board of Trustees meeting June 29-30, 2023

Tennessee Higher Education Commission

The Joint BSN program is expected to be presented at the Summer 2023 THEC meeting in July 2023.

Section VIII: Curriculum

Program-specific goals/objectives

The Joint BSN Program is going to follow the current curriculum of UTHSC's traditional BSN track. The Bachelor of Science in Nursing (BSN) program prepares students for professional nursing practice. Students who earn a BSN degree following completion of either one of two tracks: the 12-month Accelerated pre-licensure BSN concentration or the 24-month Traditional concentration. In the accelerated concentration, students with a bachelor's degree or higher in a non-nursing field enter the full-time 12-month program. In the traditional concentration, students with a minimum of 60 credit hours of general education courses and the prerequisite courses enter full-time for four terms, not including summer. The new joint program will use the 24-month traditional curriculum plan of study. Didactic classes (on campus or online) and laboratory experiences are held on campus while clinical experiences are scheduled throughout the city of Memphis for UTHSC students and around Pulaski, TN for the Joint BSN Program students. UTHSC will not provide any clinical sites, facilities, nor opportunities as there are sufficient clinical sites and opportunities currently utilized by the existing UTS BSN program in the Pulaski and south-central Tennessee region. UTS will use the same curriculum plan as the UTHSC Traditional concentration students. Following completion of the program, graduates are eligible to sit for the registered nurse licensure exam (NCLEX-RN).

The program goals for the proposed Joint BSN program are as follows:

- Maintain first-time board pass rate (NCLEX-RN) at or above the national average and meet minimum requirements for TN Board of Nursing
- Recruit and retain qualified cohorts that broadly represent the state of Tennessee
- Increase the number and variety of clinical sites in the South-Central Tennessee region
- Enhance faculty development in pedagogy of teaching and simulation (both Pulaski and Memphis)
- Increase capacity to produce baccalaureate prepared nurses for South-Central Tennessee
- Expand existing CON rural health initiatives in South-Central TN to meet rural health priorities

Student Learning Outcomes

The graduate of the BSN program will be able to:

- SLO 1.** Engage in clinical reasoning to make decisions regarding patient care.
- SLO 2.** Deliver safe, evidence-based, compassionate, holistic patient and family-centered care across health and illness continuum.
- SLO 3.** Advocate for individuals, families, groups, communities, and populations.

- SLO 4.** Implement population-focused, wellness promotion and illness prevention strategies that consider determinants of health and available resources.
- SLO 5.** Use effective communication and collaborative skills for professional practice.
- SLO 6.** Demonstrate accountability for personal and professional standards of moral, ethical, and legal conduct.
- SLO 7.** Evaluate quality improvement processes to optimize safe health care outcomes for individuals, families, groups, communities, and populations.
- SLO 8.** Employ leadership principles to improve patient outcomes across healthcare systems.
- SLO 9.** Exhibit a commitment to continuous self-evaluation and lifelong learning.

Assessment methods used to evaluate achievement of SLOs include faculty-graded methods (e.g., specific course assignments such as faculty evaluation of student's clinical performance), student performance on standardized exams and certifications (Institute of Healthcare Improvement modules and basic certification; TN Nurses Association delegation modules, public health certification; content specific and comprehensive Assessment Technologies Institute®, (ATI) exam scores; and NCLEX-RN pass rates) and student evaluations of achievement of SLO (end of program clinical evaluation; and the American Association of Colleges of Nursing/Skyfactor graduate exit). Data are reviewed by the Executive Associate Dean of Academic Affairs, BSN Program Director, and faculty teaching within the courses. Historically, these outcome data are shared at the annual BSN program retreat or program meetings.

Students and faculty course evaluations are completed each semester. These student and faculty course evaluations are reviewed and in conjunction with other assessment methods, used to determine curriculum revisions. Please see Appendix G for details of assessment of all Student Learning Outcomes.

Academic Program Requirements

The Joint BSN Program curriculum includes two full years (four semesters) of coursework. Students are required to complete a minimum of 60 credit hours prior to starting BSN curriculum. Table 1 shows the prerequisite/general education course requirements at UT Southern. Tables 2-5 below show courses required each semester once enrolled in the BSN program. These tables also demonstrate credit hours and distribution between didactic, lab, and clinical hour fulfillment.

PREREQUISITE/GENERAL EDUCATION COURSE REQUIREMENTS – UT SOUTHERN

Table 1

<i>Freshman Fall</i>	<i>Cr</i>	<i>Freshman Spring</i>	<i>Cr</i>
<i>FYE 101 First Year Experience I</i>	<i>1</i>	<i>NUR 200 (Medical Terminology)</i>	<i>1</i>
<i>ENG 101 English Composition I</i>	<i>3</i>	<i>ENG 102 English Composition II</i>	<i>3</i>
<i>MIS 110, 220, or CS 110</i>	<i>3</i>	<i>History</i>	<i>3</i>
<i>HPPE Activity Course</i>	<i>1</i>	<i>Religion/Philosophy</i>	<i>3</i>
<i>BIO 111 or 115 General Biology</i>	<i>4</i>	<i>BIO 261 Microbiology</i>	<i>4</i>
<i>MAT 231 Statistics</i>	<i>3</i>	<i>General Elective (e.g., HPPE activity course, FYE 102)</i>	<i>1</i>
	<i>Total Hours: 15</i>		<i>Total Hours: 15</i>

<i>Sophomore Fall</i>	<i>Cr</i>	<i>Sophomore Spring</i>	<i>Cr</i>
<i>PSY 113 General Psychology</i>	<i>3</i>	<i>COMM/ENG 221 (Speech)</i>	<i>3</i>
<i>BIO 201 Anatomy & Phys. I</i>	<i>4</i>	<i>PSY 211 Growth/Dev. Psych</i>	<i>3</i>
<i>CHE 111 General Chem. I</i>	<i>4</i>	<i>BIO 202 Anatomy & Phys. II</i>	<i>4</i>
<i>Fine Art</i>	<i>3</i>	<i>Humanities</i>	<i>3</i>
	<i>Total Hours: 14</i>	<i>Literature</i>	<i>3</i>
			<i>Total Hours: 16</i>

REQUIRED NURSING PROGRAM COURSES – UTHSC

Table 2: 1st Semester

Course Title	Total Hours	Didactic	Lab	Clinical
NSG441: Pathophysiology across the lifespan	3	3	0	0
NSG443: Pharmacology across the lifespan	3	3	0	0
NGS451: Social, Environmental, and Genomic Determinants of Health	3	3	0	0
NSG442: Health Assessment across lifespan	3	2	1	0
NSG445: Clinical Reasoning	2	2	0	0
First semester total	14	13	1	0

Table 3: 2nd Semester

Course Title	Total Hours	Didactic	Lab	Clinical
NSG444: Nursing Concepts I: Foundations of Professional Nursing Care	7	4	0	3
NSG452: Population Health Nursing Concepts	3	2	0	1
NSG460: Mental Health Nursing Concepts	3	2	0	1
NSG449: Evidence-based Practice: concepts of Scientific Inquiry and Evaluation	3	3	0	0
Second semester total	16	11	0	5

Table 4: 3rd Semester

Course Title	Total Hours	Didactic	Lab	Clinical
NSG446: Nursing Concepts II: Care for Adult Patients with Acute and Chronic Health Problems	7	4	0	3
NSG448: Pediatric and Adolescent Nursing Concepts	3	2	0	1
NSG447: Reproductive, Childbearing, and Newborn Nursing Care Concepts	3	2	0	1
Third semester total	13	8	0	5

Table 5: 4th Semester

Course Title	Total Hours	Didactic	Lab	Clinical
NSG464: Nursing Concepts III: Care for Adult Patients with Acute/Complex Health Problems	6	4	0	2
NSG453: Care Coordination and Transition Management	3	3	0	0
NSG455: Nursing Leadership and Management	4	4	0	0
NSG456: Nursing Internship: Leadership and Management Practice	3	0	0	3
NSG499: Senior Synthesis Seminar	1	1	0	0
Fourth semester total	17	12	0	5

Existing and New Courses

Courses listed above in Tables 1-4 are all existing courses. No new course will be developed for the proposed Joint BSN program.

A syllabus for each course in the Joint BSN Program lists the course prefix, course number, course description, and learning outcomes. All course syllabi for the proposed program appear in Appendix D.

Please see Tables 5-8 for an indication of how each course is currently taught to BSN students at the UTHSC CON. All courses will continue to be taught in this manner in the proposed Joint BSN program. Please note any course marked with * will be taught by UTHSC faculty in Memphis.

Table 5

Semester 1	Synchronous	Asynchronous	Traditional (In-person)
NSG441: Pathophysiology across the lifespan*	X		
NSG443: Pharmacology across the lifespan*		X	
NGS451: Social, Environmental, and Genomic Determinants of Health*	X		
NSG442: Health Assessment across lifespan			X
NSG445: Clinical Reasoning*	X		

Table 6

Semester 2	Synchronous	Asynchronous	Traditional (In-person)
NSG444: Nursing Concepts I: Foundations of Professional Nursing Care			X
NSG452: Population Health Nursing Concepts			X
NSG460: Mental Health Nursing Concepts			X
NSG449: Evidence-based Practice: concepts of Scientific Inquiry and Evaluation			X

Table 7

Semester 3	Synchronous	Asynchronous	Traditional (In-person)
NSG446: Nursing Concepts II: Care for Adult Patients with Acute and Chronic Health Problems			X
NSG448: Pediatric and Adolescent Nursing Concepts			X
NSG447: Reproductive, Childbearing, and Newborn Nursing Care Concepts			X

Table 8

Semester 4	Synchronous	Asynchronous	Traditional (In-person)
NSG464: Nursing Concepts III: Care for Adult Patients with Acute/Complex Health Problems			X
NSG453: Care Coordination and Transition Management*		X	
NSG455: Nursing Leadership and Management			X
NSG456: Nursing Internship: Leadership and Management Practice			X
NSG499: Senior Synthesis Seminar*	X		

Program of Study

Please see Tables 1-5 in the previous pages for a list of courses required for full-time students enrolled in the proposed Joint BSN Program. The proposed Joint BSN Program will use a mix of face-to-face, hybrid, and asynchronous learning throughout the curriculum. NSG441 Pathophysiology Across the Lifespan, NSG443 Pharmacology Across the Lifespan, NSG445 Clinical Reasoning, NSG451 Social, Environmental, Genomic Determinants of Health, and NSG453 Care Coordination and Transition Management, and NSG499 Senior Synthesis Seminar will be taught remotely to Joint BSN Program students in Pulaski by current UTHSC faculty in Memphis.

Assessment and Evaluation

The University of Tennessee Health Science Center (UTHSC) established a formal policy (*IE100: Student Learning Assessment*) to address assessment of student learning outcomes in 2013. The policy was approved by the Committee on Academic and Student Affairs (CASA) and by the Vice Chancellor for Academic, Faculty, and Student Affairs (the chief academic officer of the institution). The policy was reviewed and affirmed by CASA in 2018 and in 2021. The policy requires all academic programs to establish expected student learning outcomes, implement measures of the extent to which students have achieved the outcomes, analyze the results of the assessment measures, use the results and the analysis to guide planning and changes intended to enhance student achievement, and report annually on the assessment process, results, and changes.

Representatives from the academic programs work with the Director of Institutional Effectiveness to establish target dates for annual assessment reports. The Director serves as a resource for academic programs, providing advice on assessment strategies and giving feedback on assessment reports. The Director meets with a representative of every program each year to provide feedback on reports and to answer any questions or concerns that the program faculty may have about assessment of student learning outcomes. Program faculty are responsible for the actual assessment of student learning outcomes.

The UTHSC Bachelor of Science in Nursing (BSN) program has developed 9 student learning outcomes (these are the competencies required of all BSN programs by CCNE). Assessment methods used to evaluate achievement of SLOs include faculty-graded methods (e.g., specific course assignments such as faculty evaluation of student's clinical performance), student performance on standardized exams and certifications (Institute of Healthcare Improvement modules and basic certification; TN Nurses Association delegation modules, public health certification; content specific and comprehensive Assessment Technologies Institute®, (ATI) exam scores; and NCLEX-RN pass rates), and student evaluations of achievement of SLOs (end of program clinical evaluation; and the American Association of Colleges of Nursing/Skyfactor graduate and exit surveys). Data are reviewed by the Executive Associate Dean of Academic Affairs, BSN Program Director, and faculty teaching in the courses. Historically, these outcome data are shared at the annual BSN program retreat or program meetings.

BSN program faculty have chosen multiple measures for each student learning outcome and established benchmarks for each measure of student achievement. In some cases, the benchmark is provided by the developer of the measure – the ATI exam scores and the Skyfactor graduate and exit surveys, for example. Each year, the BSN program faculty submit their Assessment of Student Learning Outcome report to the Director of Institutional Effectiveness. The report outlines the outcomes, measures, actual results, and the analysis of those results. The report describes any changes made to courses or the curriculum as a result of the analysis.

The Joint BSN and the UTHSC BSN will have identical student learning outcomes (competencies) and the same assessment and student success measures will be used for each. Student success and assessment data will be reported in aggregated and disaggregated formats. Nursing faculty will review these data to ensure that students in Pulaski and in Memphis are receiving equivalent education and training. The University of Tennessee Southern has identified four broad collegiate-level general education competencies for its undergraduate degree programs, assesses the extent to which those competencies are achieved, and provides evidence of seeking improvement based on analysis of the results of that assessment. UTS's annual assessment of its general education competencies is overseen by the Assessment Committee and General Education Core Committee. Chaired by the College's SACSCOC liaison, the Assessment Committee is comprised of six members from the faculty and six members from the administrative staff. Each academic division is represented on the Committee, as is each administrative division. The Committee maintains the Student Learning Outcomes Assessment Handbook, which guides the assessment process for both general education competencies and program area learning outcomes. The General Education Core Committee, also chaired by the liaison, is comprised of ten faculty members representing all of the academic divisions.

To ensure that every student has the opportunity to achieve the general education competencies, UTS has designed a coherent general education curriculum addressing all of the learning outcomes and assessing at least one of the competencies in each general education course. The General Education Core Committee coordinates this assessment process. Courses assessing the same learning outcome employ comparable assessment measures, both direct and indirect, with comparable benchmarks. The results are thus aggregable across courses and disciplines. Program areas responsible for general education courses submit assessment reports annually to the Committee, which reviews and aggregates the reports, making recommendations and requesting revisions as appropriate. The Committee then forwards the aggregated reports to the Assessment Committee. These reports track the record of achievement of each outcome, describe how each program area has implemented improvements during the previous year, analyze the current assessment results, and discuss possible improvements to be implemented during the coming year.

Articulation and Transfer

Due to the requirements of SACSCOC, students must complete at least 30 semester credit hours through direct instruction offered by University of Tennessee Southern (UTS) in order to earn the Joint BSN. Students who are admitted through the Tennessee Transfer Pathways transfer 60 semester credit hours and would not meet the SACSCOC standard which requires 25% of the total degree (30 semester credit hours) be earned by direct instruction by UTS.

Students from community college or technical college programs may be admitted to UTS, transfer 30 semester credit hours, and then apply for admission to the Joint BSN program.

Section IX: Students

Academic Standards

Admissions to UTS

First-time freshmen applying to UTS need to meet the following criteria:

- a composite score of 17 or above on the American College Test (ACT) or 920 SAT (ERW+M) and a cumulative high school grade point average of 3.0 or above on a 4.0 scale, OR
- a composite score of 18 or above on the ACT or 960 SAT (ERW+M) and a cumulative high school grade point average of 2.5 or above on a 4.0 scale.
- Any student's file not meeting regular admission requirements can appeal. Please ask your admissions counselor for more details. A letter of recommendation from your school counselor is required for the appeal.

Joint BSN Admissions

The Joint BSN Program admissions and retention standards are aligned with UTHSC policies, CON policies, and CCNE standards. Joint BSN Program prerequisites and degree requirements are as follows:¹²

- The total academic performance is critically evaluated with attention given to the source, course load, and trends in performance, as well as, to the general commitment of scholarship
- BSN applicants are required to have a cumulative grade point average of 2.6 or better for science pre-requisite courses: Anatomy and Physiology I & II and Microbiology (calculation is based on the highest grade achieved on the first or second attempt only one science course may be repeated); Applicants must earn a C or better on all pre-requisite science coursework
- Science prerequisite courses (Human Anatomy & Physiology I, II, and Microbiology) must be completed within 5 years of the entry term
- A minimum cumulative GPA of 3.0 based on all collegiate work, if the cumulative GPA is less than 3.0, the last 60 credit hours may be used to determine a GPA of at least 3.9. The GPA for the last 60 credit hours will include the last 60 credit hours earned while completing the general education requirements
- Applicants must have sixty (60) credit hours of non-nursing course work from an accredited US higher education institution (or approved international equivalent) upon entry to the program

¹² <https://uthsc.edu/nursing/bsn-admission-requirements.php> accessed 4/12/22

Prerequisite courses, including courses that meet general education requirements, are listed in Table 9

Table 9: Prerequisite courses

Courses	Non-nurses (pre-licensure) with either 60 credit hours or bachelor's degree
General Education Courses	
English Composition	3 credits
English Literature	3 credits
Humanities/Fine Arts	3 credits
Social/Behavioral Sciences	3 credits
General Education Subtotal	18 credits
General Education Electives (<i>Recommended Elective Courses</i>)	
Chemistry with lab	
General Psychology	
Algebra	
Nutrition	
Growth and Development	
Natural Sciences/Math/Statistics	
General Education Elective Subtotal	31 credits
Prerequisite Courses	
Human Anatomy & Physiology I/II with lab	8 credits with lab
Microbiology with lab	4 credits with lab
Prerequisite subtotal	12 credits
Minimum total semester credits completed prior to enrollment	60 credit hours or bachelor's degree or higher

The following table shows how the course plan listed on page 35 for UTS students fits into the prerequisite courses for UTHSC BSN students:

Courses	Non-nurses (pre-licensure) with either 60 credit hours or bachelor's degree	UT Southern equivalent
General Education Courses		
English Composition	3 credits	ENG 101 English Composition I – 3cr
English Literature	3 credits	<i>Literature – 3cr</i>
Humanities/Fine Arts	3 credits	<i>Fine Art – 3cr</i>
Social/Behavioral Sciences	3 credits	<i>History – 3cr</i>
General Education Subtotal	18 credits	18 credits
General Education Electives (Recommended Elective Courses)		
Chemistry with lab		<i>CHE 111 General Chem. I – 4cr</i>
General Psychology		<i>PSY 113 General Psychology – 3cr</i>
Algebra		<i>MAT 231 Statistics – 3cr</i>
Nutrition		N/A
Growth and Development		<i>PSY 211 Growth/Dev. Psych – 3cr</i>
Natural Sciences/Math/Statistics		<i>BIO 111 or 115 General Biology – 4cr</i>
		<i>FYE 101 First Year Experience I – 1cr</i> <i>MIS 110, 220 or CS 110 – 3cr</i>

		<i>ENG 102 English Composition II – 3cr</i> <i>Religion/Philosophy – 3cr</i> <i>NUR 200 Medical Terminology – 1cr</i> <i>General Elective – 1cr</i> <i>COMM/ENG 221 (Speech) – 3 cr</i> <i>Humanities – 3cr</i>
General Education Elective Subtotal	30 credits	30 credits
Prerequisite Courses		
Human Anatomy & Physiology I/II with lab	8 credits with lab	<i>BIO 201 Anatomy & Phys. I – 4cr</i> <i>BIO 202 Anatomy & Phys. II – 4cr</i>
Microbiology with lab	4 credits with lab	<i>BIO 261 Microbiology – 4cr</i>
Prerequisite subtotal	12 credits	12 credits
Minimum total semester credits completed prior to enrollment	60 credit hours or bachelor’s degree or higher	60 credit hours

Retention: UTHSC

Promotion, Retention, and Progression Requirements are stated in the CenterScope.

1. Promotion and graduation require endorsement by the Dean.
2. Consistent with other professional degrees, promotion requirements are as follows: All students must demonstrate satisfactory behavior in personal and professional areas deemed necessary by faculty for academic success and competency in clinical practice. Such areas may include ability to

establish rapport with clients; ability to work effectively with other members of the health care team; dependability; judgment; integrity; initiative; and interest.

3. To be considered in good academic standing, a student must maintain a cumulative GPA of 2.0 or better. A student whose GPA falls below 2.0 may be dismissed. A student whose cumulative GPA falls below 2.0 in any term, will be placed on academic probation during the following academic term. The cumulative GPA must be higher than 2.0 at the end of the probationary term or the student may be dismissed from the program.

4. A student must earn a minimum grade of “C” in every course. A student who earns a “D” in any course must repeat that course and earn the grade of “C” or better to progress. Students who continue in the program after earning a “D” in any course may be required to repeat additional courses in an individualized, revised plan of study. Dismissal from the program will result from a student earning a grade of “F” in any course, earning a grade of “D” in two or more courses; earning three WF’s, or a combination of two “WFs” and a “D” during his or her enrollment in the BSN Program or if a student demonstrates serious deficiencies in personal or professional behavior.

Appeal Process

A student who has received notification of pending dismissal has the right to appeal the dismissal. A request to appeal dismissal must be submitted in writing by official university email to the Executive Associate Dean of Academic Affairs and received within five (5) calendar days of receipt of notification of the intended action of dismissal. The student must provide a written summary and copies of source documents relevant to the appeal to the Assistant Dean for Student Affairs 48 hours prior to the Progression Committee meeting. The student may include written documentation from another individual (excluding legal counsel) who can directly contribute information regarding the dismissal. Appeal meetings dates are designated on the Academic Calendar and are included in the notification to the student of the failure to progress. This date is non-negotiable. A student appealing dismissal from the program has the option of attending the Progression meeting for the purposes of expounding upon the information provided in the submitted written documents and to answer questions from the Progression Committee members. The student may request that individuals (excluding legal counsel) who have provided written documentation in support of their appeal attend the hearing. This written request must be made 48 hours prior to the Progression Committee Meeting to the Executive Associate Dean of Academic Affairs. The Executive Associate Dean of Academic Affairs will determine whether the person(s) is approved to attend the Progression Committee meeting within 24 hours of the request. The student will have 15-20 minutes to present to the Progression Committee. After hearing all persons who appear on behalf of the student or in support of the action taken regarding intended dismissal, the committee sends a recommendation to uphold or overturn (with remediation) the dismissal along with supporting documentation to the Dean within 24 hours. The Progression Committee does not make recommendations specific to remediation, as that is the purview of the Program. The

Dean will take the recommendation of the Progression Committee into consideration, review the student's file, and make the College of Nursing's final determination. The decision of the Dean is final in such cases; however, in the case where a student is dismissed, the student has the right to appeal to the Chancellor for readmission to the program if the student believes there were inherent flaws or biases in the process leading up to dismissal. During the appeal process, a student may continue to participate in classroom activities but will be suspended from clinical activities. The Chancellor's decision is final.

Graduation

To be recommended for the Bachelor of Science in Nursing (BSN) degree, a candidate completing the Joint BSN Program must: 1) have completed satisfactorily the prescribed curriculum with a grade point average of 2.0 or above; 2) must have discharged all financial obligations to the University; and 3) have demonstrated a level of professionalism acceptable to the College of Nursing faculty.

Retention: UTS

The student who, at the end of any semester of attendance, fails to meet the necessary cumulative grade point average (GPA) as indicated above will be placed on academic probation for the following semester and will be required to take a reduced course load. At the end of the probationary semester, the student who has achieved the required cumulative GPA will be returned to good standing. The student who has not achieved the required cumulative GPA but who has earned a minimum 2.00 GPA for the semester on a minimum of twelve hours attempted will be continued on academic probation for the next semester.

The probationary student who has not achieved the required cumulative GPA and has not earned a 2.00 average for the semester on a minimum of twelve hours attempted will be suspended from the University.

Following suspension, a student who wishes to be readmitted to the University must file, with the Office of Admissions, an application for readmission, and must submit a letter of appeal to the Provost, who will present it to the Admissions and Financial Aid Appeals Committee. The letter appealing suspension should explain why the student should be readmitted. The submission of a letter of appeal does not guarantee the student the right to return. If the application is approved, the student will be allowed to return to classes, but will have certain stipulations placed upon them by the committee and will be on academic probation for the next semester. The readmitted student will be required to meet with an academic coach regularly.

Students readmitted after their first academic suspension must achieve the required cumulative GPA or maintain a semester GPA of 2.0 or higher. Those who fail to live up to this minimal standard will be suspended a second time. Readmission to the University is possible but requires the approval of the Admissions and Financial Aid Appeals Committee. If the student is readmitted, they will be

required once again to achieve the required cumulative GPA or maintain a GPA of 2.0 or higher in the first semester of work after his/her return to school. Failure to maintain this minimal standard may result in permanent suspension.

A student who is suspended may enroll in a community college. The University of Tennessee Southern encourages these students to take college transfer courses, with grades of A, B, or C, with no D's or F's, and then to reapply after a successful semester. Students are encouraged to complete a Transfer Credit Request form with the Registrar's Office to ensure that these courses will transfer back to UTS and count toward the student's degree if readmitted. Note: Students wishing to retake courses to raise their grade point averages at UTS must retake those courses at UTS. A course taken at another institution does NOT affect the grade of the course taken at UTS.

Students who register but withdraw from classes repeatedly are also considered to have failed to make Satisfactory Academic Progress and will be reviewed routinely by the Financial Aid Office. While these individuals may not be suspended, there are certain financial aid restrictions for any individual who exhibits a pattern of frequent withdrawals from classes.

The University of Tennessee Southern notifies all students who have been suspended for academic reasons in multiple ways: by placing a notice on the student's transcript, by email, and by a letter that is mailed to the student's permanent address (as indicated in official University records). The letter provides an explanation of the reason(s) for the suspension and informs the student of the date on which the student may appeal for readmission at the University of Tennessee Southern.

It is the responsibility of the student to supply UT Southern with an accurate permanent mailing address and telephone number. The University cannot be held responsible for failure to notify a student regarding suspension if the student has not supplied the University with an accurate and complete mailing address and telephone number.

The Director of Academic Advising and Student Success Coordinator also monitor freshman and sophomore students whose GPA falls below a 2.0 but are not considered on probation.

Marketing and Recruitment

The Recruitment Plan for nursing at the University of Tennessee Southern (UTS) will build upon and compliment the current processes employed by the office of admissions at UTS. The goal for recruitment of student nurses is to assist in preparing 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

Recruitment of Nursing Students encompasses the following categories:

- Marketing
- Target Markets
- Travel/ Virtual Conferences/ High School College Fairs
- Contact Management
- Faculty Participation in Recruitment
- General Messaging
- Data Management
- Goals
- Timelines
- Ties to the Strategic Plan

The marketing techniques that are used for awareness and student recruiting include press releases sent to media outlets in the relevant areas. We also use our social media platforms to share news of our college. These platforms include Facebook, Twitter, LinkedIn, Instagram, and the Dean's Twitter account. The college also uses traditional advertising including print ads in regional nursing magazines, billboards, and radio advertising. The Student Affairs team also employs in-person outreach, such as visiting feeder colleges, attending nursing conferences and nursing career fairs.

For the last two years, the college has also contracted with the digital media company, Alabama Media Group, which uses the following tactics in digital advertising:

- Extended Network Online Display: Targeting potential graduate students on the Extended Network with display ads and site re-messaging.
- Facebook/Instagram: Targeting your ideal audience on Paid Social (Facebook/Instagram)
- Geofence: Targeting people in specific areas with display ads.
- YouTube TrueView: Serving our video message to people already engaged with other videos on YouTube and network of sites.
- CPC Display: Cost per click model, targeting people on a network of sites that are consuming related content.
- Paid Search: Be visible when potential students are actively searching various nursing programs on Google and Bing.

Target Markets refers to the review of historical data to evaluate the geographical locations of applicants. In the context of this plan, it includes the undergraduate student, the transfer student, and a focus on a need for a diverse nursing workforce. The CON recognizes the need for a diverse nursing workforce to meet health care needs of the communities we serve. Diversity within the student population enriches classroom and clinical experiences and facilitates the preparation of students for the different types of environments in which they may choose to practice. The CON actively encourages applications from individuals who bring unique perspectives to its programs.

Recruitment strategies include site visits to HBCUs and community colleges, which often have a diverse ethnic and non-traditional student and/or students who are first in their families to attend college.

Travel will include a dynamic recruitment calendar and will include visits to the following areas:

- Middle School Visits
- High School Visits
- College Fairs
- Conferences

Contact Management refers to the process involved in furthering a student's decision to apply and enroll at the school of nursing. Once a prospective student shows interest, the information is entered into a database driven communication plan. Currently, UTS does not have an automated Client Relations Management system but has a plan to implement soon. UTHSC does have such a system and will assist UTS in the adoption of this technology. Currently, first contact may be through a phone or email inquiry, a campus visit, a drop-in, a meeting with a recruiter on campus, in the field, or any other method of inquiry.

The purpose of the applicant communication plan is to aid the applicant through the admission process and increase yield from applied to enrolled. Each student goes through admissions at UTS and is tracked in this department. Admissions assists in the application process, invites the applicants to events, and encourages completion of the application. Forms of contact may include:

- Traditional mail
- Email
- Phone
- Virtual
- School Visits
- College Visits
- Community events
- Tours

It is widely acknowledged, and best practice dictates that faculty participation in recruitment is essential. Faculty are updated by Admissions and as appropriate participate in recruitment activities with the admissions department. Data drives recruitment planning. Data will be collected, reviewed, and used throughout the years to inform each recruitment cycle. Data to be considered includes student demographics, schools, area of the country, county, and the information required by accreditors.

Recruitment is tied to the strategic plan of the university and the school of nursing. Goals and timelines are established each year to guide the recruitment process.

Student Support Services

UTS provides a wide variety of services to help students achieve academic success. The Student Resource Center provides academic support through tutoring, which is available for all core subject areas and many upper-level course topics, and provides computer-assisted instruction. Other functions of the SRC include serving as a testing center and offering individual and scholarly developmental activities designed to assist students with time management and study skills for optimal academic and personal success. The SRC functions as a computer lab for student use.

Nursing faculty members tutor nursing students to assist them in being successful. The nursing faculty members recognize and value the unique and changing needs of an increasingly diverse student body. The School of Nursing (SON) offers assistance and support to all nursing students to achieve academic success but recognizes that personal responsibility is inherent to completing the program of study.

Career counseling service enables students to explore careers, schedule interest assessment inventories, locate part-time jobs off-campus, attend job fairs in the region, and receive job placement assistance. Résumé preparation guidance is offered as well.

The Offices of Inclusion, Equity, and Diversity (OIED) on both campuses support the mission and strategic plans of UTHSC and UTS through efforts that cultivate a welcoming and inclusive learning and working environment enabling everyone to thrive. The BSN program on each campus works closely with OIED to create an inclusive community that fosters an understanding and appreciation for diversity among our students, trainees, staff, faculty, and administrators. This is done in part by facilitating meaningful interactions between individuals from diverse cultures, social identities, values, beliefs, perspectives, and experiences. The goal is to recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students. Reporting directly to its Chancellor, the OIED on each campus promotes experiences across the university around feeling welcomed and valued, evaluates systems and processes that enable opportunities and growth, and shares best practices to attract and retain diverse talent.

The Office of Student Academic Support Services and Inclusion (SASSI) on the UTHSC campus and the Division of Student Affairs (DSA) on the UTS campus also facilitate and support the promotion of a culturally diverse and non-discriminatory campus community, while advocating the importance of inclusion and respect for all students, faculty, and staff. SASSI and DSA strive to foster welcoming environments conducive to teaching and learning while supporting students, faculty, and staff. SASSI and DSA support and assist all students with disabilities and students who deal with issues and challenges involving race and ethnicity, gender and sexual preference, faith, place of origin, life experience, economic conditions, students who are victims of domestic violence, veterans, under-represented and/or any student seeking safety and support on campus. Awareness of these issues and challenges is implanted through SASSI and DSA to educate both campuses.

The UTHSC Student Academic Support Services and Inclusion (SASSI) provides tutoring to UTHSC students regardless of location or program. Many students located in Memphis choose to receive tutoring online. The nursing faculty in Pulaski (current UTS nursing faculty, who will become UTHSC faculty, will remain in Pulaski) will provide tutoring to Joint BSN students face-to-face.

All services provided by SASSI are available to all students regardless of location. Books and board preparation materials housed in Memphis are available in electronic format and thus available for students regardless of their location. Appointments for one-on-one assistance are made online and often conducted via videoconferencing (Zoom) or telephone; tutoring sessions and board (NCLEX-RN exam) preparation sessions are presented face-to-face and simultaneously made available online through videoconferencing. SASSI maintains both a website and a Blackboard site to support electronic access to numerous resources (the Blackboard site requires a student ID and password for access - some licensed material is only available through Blackboard). Tutoring sessions and board preparation sessions are often recorded via Mediasite and are available to all students. The availability of SASSI materials and services online has grown to the point that even many Memphis-based students access SASSI resources and services largely through the online presence. Tutoring sessions can be accessed live through videoconferencing or by reviewing archived sessions.

Seeking diversity, equity, inclusion, and belonging, the Joint BSN Program will recruit, retain, and graduate a diverse population of students including underserved and historically underrepresented students. The Joint BSN Program will:

- Coordinate, facilitate, and participate in the development and implementation of equal opportunity, nondiscrimination, and inclusion, equity, and diversity policies, procedures and guidelines
- Support diversity and inclusion in the UTHSC and UTS strategic maps while leading and collaborating with various campus advisory bodies
- Encourage and monitor progress in implementing diversity and inclusion initiatives
- Uphold each campus's Affirmative Action Plan
- Prepare and deliver education, training, and programming for all students within the program
- Coordinate the handling of complaints of discrimination, bias incidents, discriminatory harassment, and grievances associated with accommodation requests (i.e., disability; religious)
- Facilitate each campus's accessibility compliance program

Section X: Instructional and Administrative Resources

Faculty Resources

Faculty at UTHSC and UTS meet or exceed the credentialing standards of both CCNE and SACSCOC. All faculty hired using a rigorous process and meet the guidelines in the *Faculty Handbook*. The student:faculty ratio for the proposed program is 5:1 indicating that there are sufficient faculty to support a high-quality program.

Current Faculty

Table 10 provides an overview of all program faculty.

Table 10: *Summary of Faculty Who Contribute to the Proposed Program*

Faculty Name	Faculty Dept.	Rank or Title	Highest Degree	Role in Program
UTS Faculty				
Michelle Decker	UT Southern	Director	DNP	A, B, C, D
Gennifer Baker	UT Southern	Associate Professor	DNP	A, C
Felicia Dailey	UT Southern	Instructor	MSN	A, D
Randi McElhaney	UT Southern	Associate Professor	DNP	A, C
Parker Pardon-Phifer	UT Southern	Instructor	MSN	A, C
UTHSC Faculty				
Randy Johnson	UTHSC	Associate Professor and BSN Program Director	PhD	A, B, C, D
Trina Barrett	UTHSC	Assistant Professor	DNP	A, C, D
Glynis Blackard	UTHSC	Assistant Professor	PhD	A, C, D

Jami Smith Brown	UTHSC	Assistant Professor	MSN	A, D
Jacqueline Burchum	UTHSC	Associate Professor	DNSc	A, C, D
Christie Cavallo	UTHSC	Instructor	MSN	A, D
Alise Farrell	UTHSC	Instructor	MSN	A, D
Alisa Haushalter	UTHSC	Associate Professor	DNP	A, C, D
Patricia Purdy-Jones	UTHSC	Instructor	MSN	A, D
Christie Manasco	UTHSC	Assistant Professor	PhD	A, C, D
Shelley Miller	UTHSC	Assistant Professor	DNP	A, C, D
Ashley Neal	UTHSC	Instructor	MSN	A, D
Anita Settles-Seymour	UTHSC	Instructor	MSN	A, D
Ansley Stanfill	UTHSC	Associate Professor and Associate Dean of Research	PhD	A, C, D
Terri Stewart	UTHSC	Instructor	MSN	A, D
Janet Tucker	UTHSC	Assistant Professor	PhD	A, C, D
Crystal Walker	UTHSC	Assistant Professor	PhD	A, C, D
Sherry Webb	UTHSC	Associate Professor and Department Chair	DNSc	A, C, D
Tori Webster-Payne	UTHSC	Instructor	MSN	A, D
Christopher (Cory) Wilbanks	UTHSC	Assistant Professor	DNP	A, C, D
Loretta Alexia Williams	UTHSC	Assistant Professor	PhD	A, C, D
Y'esha Williams	UTHSC	Assistant Professor	PhD	A, C, D

Note: As shown in the Table above contributions to the program are keyed as:

- A – Will teach in the program
- B – Will design curriculum for the program
- C – Will conduct related research
- D – Will advise students in the program

Anticipated new faculty and instructional staff

No new faculty or instructional staff are needed for the proposed Joint BSN Program.

Non-Instructional Staff

Ms. Audra Hughes is the Administrative Assistant dedicated to the current BSN program at UTS School of Nursing and Health Sciences. She provides day-to-day support of the program and will continue to do so through the implementation of the Joint BSN Program. Responsibilities for the Administrative Assistant include, but are not limited to, screening, answering, and returning telephone calls, scheduling, and coordinating meetings and events, maintaining student records, facilitating student licensure process, recording meeting minutes, facilitating nursing program specific financial activities, and other clerical duties as assigned.

Non-instructional staff will transition from UTS employee to UTHSC employee upon approval and implementation of the Joint BSN program. This employee supports the current BSN program at UTS and will continue to support the Joint BSN program in Pulaski, TN. The salary and benefits for the staff support position in Pulaski are included in the Financial Projection Form. Non-instructional staff in the UTHSC CON will support the Joint BSN program in the same fashion as they support the current BSN program at UTHSC. There is adequate staff support for the current UTHSC BSN program and the Joint BSN.

Section XI: Resources

Equipment

UTS has two fully equipped simulation laboratories on campus. The laboratories are equipped with all resources needed for a hands-on simulation experience: hospital grade beds with portable headwalls containing suction, air, and oxygen ports, high fidelity mannequins with sim pad technology, and patient monitors at the bedside. The smart sim pad technology is equipped with a camera and microphone in the ceiling to project live simulation for observation and participation in real time. Recording features on the equipment allow for review of the simulation activity to enhance debriefing sessions. Other supportive mannequin pieces for skill specific teaching include: IV arms, central line chest, wound/ulcer feet, and ostomy models. Faculty members in the Joint BSN Program will work collaboratively to provide the richest experience in simulation to enhance student learning and development.

The simulation rooms are sufficient for the needs of the Joint BSN Program. Regular equipment upgrades will be needed to keep the labs up to date for the best possible learning experience for Joint BSN Program students.

Classroom Space and Technology:

There are Wi-Fi access points and signal boosters on the 2nd floor of Martin Hall to provide nursing faculty, staff, and students Wi-Fi coverage. This coverage allows access to the campus network (username and password required) and the internet using their own devices while on campus. An Extron wall mount is installed in M201 allowing instructors to capture, record, and save lectures/class experiences that automatically appear in their “My Media” repository on Moodle. Faculty can then post these recordings to the related course dashboard (in Moodle) for students to access as needed. The Extron wall mount in M201 also allows faculty to control the delivery of course content displayed on the large classroom television from a laptop, iPad, or tablet. The camera mounted in the ceiling of the room increases the ease of use related to the delivery of virtual instruction. The other nursing classrooms on the 2nd floor of Martin Hall have either one or two large television screens (depending on the classroom size) that allow students to visualize and interact with course-related content being displayed by the instructor.

Each classroom has two monitors connected to a computer that allow faculty to simultaneously provide students with content to view while having access to notes/content that is not visible to students. UT Southern provides all faculty with access to the full Office 365 Suite to aid in the creation and delivery of course content. Microsoft Teams is the primary software used by nursing faculty for virtual course activities. Faculty also have access to other software programs that can be used to contribute to the delivery of educational content, the creation of exams, and assist with the secure administration of exams. UT Southern provides yearly training for all faculty related to instructional technology and employs a Distance Learning Coordinator that supports faculty and

students in the use of technology as needed. In addition, Felicia Dailey assists nursing faculty with technology concerns and training in coordination with UT Southern IT staff.

The Information Technology team is housed in Martin Hall (IT 1st floor, Media Services – basement) and provides technical assistance to SON faculty, staff, and students. They provide hardware in classrooms, labs, and office spaces used to create and deliver course content. They are also responsible for supervising the use, maintenance, and operation of equipment. In addition, IT installs and/or monitors software in use on campus. Laptops are available for students to check out for three days at a time, by request, either directly from the IT department or through the library. UT Southern also has multiple computer labs on campus for faculty, staff, and student use as needed. Faculty, staff, and students are able to access IT support by email at infotech@utsouthern.edu, the online IT support page, calling the IT Help Desk, or by visiting the IT team in their offices.

Simulation Lab Space: The University of Tennessee Southern (UTS) Simulation Area: The UTS Simulation Lab is a 1350 square foot space to include a bed lab, clean equipment/patient disposables area, and a storage room. A multipurpose area is available for classroom, pre and debriefing, and student study space when not being used for scheduled class time. The simulation lab area is designed for teaching and evaluating competency of patient centered skills using equipment, simulation aids, and patient simulators (manikins). Throughout these areas of the simulation lab, students participate in safe patient simulation including monitoring, assessment, communication, and nursing skills.

Information Technology

UTHSC's and UTS's Information Technology Services (ITS) are responsible for providing modern and user-friendly technology services to the campus community and visitors. ITS strives to provide exceptional customer service as well as deliver information technology that enable the university to achieve excellence in patient care, education, research, and community service. Specifically, ITS provides the following technology resources for students, faculty, and staff: Zoom, anti-virus protection, VPN secure connectivity, updates and access to cybersecurity, and free online access to LinkedIn Learning.

UTHSC IT Services designs all AV, videoconferencing, and capturing services and oversees the installation/programming for distance sites. The classrooms in Memphis are equipped with videoconferencing and capturing technologies that allow the distance students to interact with all campuses. The videoconferencing platform allows students at each site to interact through video and audio in real time. The capturing platform allows instructors to make live digital recordings of lectures or presentations. Students can view the presentation over the internet in real-time and/or can access the presentation for viewing later. Various media inputs, including video, audio, and lecture slides can be incorporated into one file that can be recorded for further review or streamed live for real time, off-site attendance. Through course management software, faculty members can

distribute recorded lectures so students can view later. UTHSC has years of experience teaching in these virtual formats to students at distance locations. UTHSC CON pioneered distance learning at UTHSC with their DNP program.

UTS Information Technology is housed in Martin Hall (IT 1st floor, Media Services – basement) and provides technical assistance to SON faculty, staff, and students. They provide hardware in classrooms, labs, and office spaces used to create and deliver course content. They are also responsible for supervising the use, maintenance, and operation of equipment. In addition, IT installs and/or monitors software in use on campus. Laptops are available for students to check out for three days at a time, by request, either directly from the IT department or through the library. UT Southern also has multiple computer labs on campus for faculty, staff, and student use as needed. Faculty, staff, and students are able to access IT support by email at infotech@utsouthern.edu, the online IT support page, calling the IT Help Desk, or by visiting the IT team in their offices.

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Library Resources

The Warden Memorial Library on the campus of UTS is sufficient in size and scope to adequately support the instructional needs of the academic departments. The library holds over 100,000 volumes of books, e-books, bound periodicals, and audiovisual materials. Students have access to over 17, 000 current full text peer reviewed journals which are available through the library's 84 databases and print subscriptions. The nursing collection supports the undergraduate pre-licensure and RN-BSN nursing programs. On-line access to 3035 full text peer reviewed nursing journals is available through the CINAHL Complete and ProQuest Nursing and Allied Health Premium databases. Nursing students also have access to a collection of over 200 nursing specific books in a restricted collection. Through library budget allocations, the school of nursing can request the purchase of additional books to add to the current collection.

Students in the Joint BSN Program in Pulaski will have access to library resources at both UTS and UTHSC. The UTHSC Health Sciences Library and its database resources are appropriate to support the scholarly endeavors of the students and faculty, and it provides health literacy services.

Extensive holdings through online journal subscriptions and books are available to residential as well as off-campus students. Interlibrary loans are available for free over the internet. Faculty members may recommend texts and journals for acquisition each year.

All individuals with a UTHSC NetID, including all UTHSC faculty located in Pulaski and students enrolled in the proposed joint BSN program, can readily access Health Science Library electronic resources, services, staff, policies, and contact information through the library home page which provides links to the most commonly used resources, such as the 44 databases, as well as a variety of electronic resources (e.g., > 9000 ejournals and >2000 ebooks), media services and computing devices, and information on instructional sessions. Services and user assistance are available to the UTHSC community at large regardless of geographic location and include reference services by phone, email, and through the Ask a Librarian online chat interface. The library homepage also provides links to popular library resources.

Services and user assistance are available to the UTHSC community at large regardless of geographic location and include reference services by phone, email, and through the Ask a Librarian online chat interface. The library homepage also provides links to popular library resources. Subject specialists are available for expert research consultations by appointment, drop in (on the Memphis campus), or telephone conference. Library instruction is offered for all colleges. Web-based research guides provide subject-specific lists of resources from the library's holdings. Interlibrary loan (ILL) obtains books and copies of articles from any library in the country for all faculty, staff, and students. Weekly library tips containing short notices of new and old resources and announcements are disseminated electronically to faculty and students across the institution. The home page has the social media feeds (Twitter, Instagram, and Facebook) and contains general information and announcements as well as announcements about library resources and services.

Facilities

UTS has two fully equipped simulation laboratories on campus. The laboratories are equipped with all resources needed for a hands-on simulation experience: hospital grade beds with portable headwalls containing suction, air, and oxygen ports, high fidelity mannequins with sim pad technology, and patient monitors at the bedside. The smart sim pad technology is equipped with a camera and microphone in the ceiling to project live simulation for observation and participation in real time. Recording features on the equipment allow for review of the simulation activity to enhance debriefing sessions. Other supportive mannequin pieces for skill specific teaching include: IV arms, central line chest, wound/ulcer feet, and ostomy models. Faculty members in the Joint BSN Program will work collaboratively to provide the richest experience in simulation to enhance student learning and development.

UTS has approximately 2540 square feet of total classroom space that will be dedicated to the proposed Joint BSN Program. The UT Southern Library provides an environment conducive to student learning and the information resources necessary for research, teaching, and patient care to support efforts to improve the health of Tennesseans. The library has a multi-printer/copier/scanner, compact and full-size laminators, two group study rooms, and a listening and viewing room for audiovisual resources. There is a small study area on the second floor of Martin Hall with three tables and 8 chairs for students to use for studying with other students. Students are also able to use any unoccupied classroom as a study area as well. The Division of Student Affairs works actively to support students in their growth and development, student safety, satisfaction, and success. The Guthrie Student Life Center has a commuter kitchen, study lounges, a computer lab, conference space, and Food Bank, in addition to our outdoor basketball and sand volleyball courts. The Guthrie Student Life Center also houses a variety of offices such as Student Activities, Residential Life, and the Dean of Students.

Other Resources

Evidence of Willingness to Partner

Several entities have confirmed a willingness to partner with the Joint BSN Program offering support and clinical rotation sites. Each of the entities listed below has a signed letter of support; see Appendix A. [All current partnering entities will continue after the approval and implementation of the Joint BSN Program.](#)

- TN Department of Health (Nashville, TN)
- Lincoln Health System (Fayetteville, TN)
- Southern Tennessee Regional Health System (Pulaski, TN)
- AHC Meadowbrook (Pulaski, TN)
- Giles County School System (Pulaski, TN)
- Maury Regional Medical Center (Columbia, TN)
- National Healthcare Corporation (Pulaski, TN)

Appendix A: Evidence of Willingness to Partner through Letters of Support



July 7, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

I am writing to express my support for the proposal of the Joint Bachelor of Science in Nursing program between the University of Tennessee Southern and the University of Tennessee Health Science Center.

The Tennessee Department of Health, serving the community throughout the 89 rural counties, has been an established partner of the University of Tennessee Southern. We openly accept their BSN students to our facilities and appreciate the opportunity we have to introduce them to the community in a different healthcare setting outside of the hospital as well as the opportunity to recruit from this group of qualified students. We acknowledge the benefits this joint program has to offer and will continue to support this effort.

The facility staff take pride in our delivery of care and always welcome the opportunity to share this with the future work force. In our setting, the role of the public health nurse is unique and allows for the BSN student to see how to properly and safely function from a more independent standpoint through set protocols. We enjoy sharing our scope of practice in the public health domain and appreciate the opportunity it presents to hear new ideas from the students as well.

Again, we look forward to seeing the growth from the joint program effort and will continue to support the BSN program.

Sincerely,

A handwritten signature in cursive script that reads "Tatum Johnson".

Tatum Johnson BSN, RN
Assistant Nursing Director Community Health Services/Office of Nursing



July 11, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

HH Health System – Lincoln, Inc. currently has an affiliation agreement with the Jeanette M. Travis School of Nursing at the University of Tennessee Southern. I am writing to express my support for the proposal of the Joint Bachelor of Science in Nursing program between the University of Tennessee Southern and the University of Tennessee Health Science Center.

We fully support the program and understand that through this joint program there is potential to increase the number of students seeking their BSN. The partnership we have with the program allows these students to have exposure to our facility and see firsthand the population we serve in Lincoln County and beyond. We are thankful for this partnership and the ability support the program by hosting their students in our facility as they work to obtain their BSN.

Sincerely,

A handwritten signature in cursive script that reads "Mary Beth Seals".

Mary Beth Seals
President

HH Health System - Lincoln, Inc.
106 Medical Center Blvd
Fayetteville, TN 37334
Office: (931) 438-7470



July 11, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

I am writing to convey our continued support of the Jeanette M. Travis School of Nursing at the University of Tennessee Southern and the proposed joint venture with the University of Tennessee Health Science Center.

As most rural health care facilities, we are experiencing a critical need for nurses to join our team. We understand that the completion of a joint program presents the opportunity to increase enrollment of students and increases our opportunity to introduce ourselves to them through clinical opportunities within our facility.

HH Health System – Lincoln, Inc. is licensed for 49 patient care beds and we provide a wide variety of opportunity for these students to learn. We enjoy having students in our facility and appreciate the opportunity to help them grow in patient care as they pursue their BSN. We also understand that two college have the means to support these students and we are more than pleased to continue to be supportive.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul I. Davis".

Paul I. Davis, BSN, RN
Chief Nursing Officer

HH Health System – Lincoln, Inc.
106 Medical Center Blvd
Fayetteville, TN 37334
Office: (931) 438-7470



July 6, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243


Dear Dr. Roberts,

I am writing to express my support for the proposal of the Joint Bachelor of Science in Nursing program between the University of Tennessee Southern and the University of Tennessee Health Science Center.

Southern Tennessee Regional Medical Center Pulaski is a 95 licensed bed, acute care hospital. As a rural facility, we serve a vast population of inpatient and outpatient needs. Located just down the street from the college campus provides a unique relationship opportunity for local students to care for the local population of Pulaski and surrounding counties.

We are proud to partner with our local BSN program because we directly experience the value of their students. As CNO, I can attest to the quality of student outcomes. The BSN student of the University of Tennessee Southern is not only professional and graduates with the understanding of what it takes to be a leader, but they are compassionate and encompass the skill set it takes to provide excellent quality care to the population we serve. We enjoy nurturing these students along in their educational journey and look forward to the continuation this partnership.

Sincerely,



Libby Ferguson, MSN
Chief Nursing Officer
Southern Tennessee Regional Health System-Pulaski
1265 E. College St
Pulaski, TN 38478
(931) 363-7531

1265 East College Street, Pulaski, TN 38478
Phone: 931.363.7531



July 11, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

This letter is to express our support for the Joint Bachelor of Science in Nursing program proposed by the University of Tennessee Southern and the University of Tennessee Health Science Center.

AHC Meadowbrook is an 83 licensed bed, 24-hour skilled nursing Health Care Center focusing on helping patients live their best life possible. Our team-based approach makes it possible for us to provide each patient with a comprehensive care experience. Part of this team is a required registered nurse in the building each day of the week. Our facility offers options for patients in need of rehabilitation after an injury, or a place to live for people who need more long-term care.

We appreciate the opportunity to host the BSN students from the University of Tennessee Southern during their clinical rotation. Here, they are able to see all the roles of patient care as well as participate with registered nurses from the front line to management. These students are the future to help fill the void of open registered nurse positions. These are the new graduate registered nurses we want to hire due to their professionalism and knowledge as well as their passion to provide the best bedside care possible.

Sincerely,


Nikki Raymer, LNHA
Administrator



270 Richmond Drive Pulaski, TN 38478 Phone: 931.363.4558 Fax: 931.347.0177

Dr. Vickie M. Beard, Director of Schools

Knox Vanderpool, Chair, District 7

Richie Brewer, Vice Chair, District 5

Jim Stewart, District 1

Mary McCloud, District 2

Joe T. Parker, District 3

Scotter Summers, District 4

Willa Smith, District 6

July 7, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

This letter is to express our support for the proposal of the Joint Bachelor of Science in Nursing program between the University of Tennessee Southern and the University of Tennessee Health Science Center.

Giles County School System is located in southern middle Tennessee and serves students in the communities of Minor Hill, Elkton, Pulaski, and Lynnville. Our district currently serves almost 3,600 students enrolled in two elementary schools, two K-8 schools, two middle schools, and two high schools. We appreciate the partnership we have with the University of Tennessee Southern School of Nursing. This partnership provides opportunities for our students to see a model for a future career path and meet the nurses who will serve our community.

Sincerely,

Dr. Vickie M. Beard
Director of Schools



July 7, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

This letter is to express my support for the proposal of the Joint Bachelor of Science in Nursing program between the University of Tennessee Southern and the University of Tennessee Health Science Center.

As the Coordinated School Health Coordinator for the Giles County School System I oversee the effort for the eight schools within the system. We have had a longstanding relationship with the University of Tennessee Southern BSN program. Our schools have benefited from this relationship as their student nurses have assisted with the student school health screenings. The faculty and students are professional and always willing to assist with this major project.

We will continue to be supportive and look forward to the possible growth of the BSN program.

Sincerely,

Melecia Jenkins Lambert

Melecia Jenkins Lambert
Coordinated School Health Coordinator
Giles County School System
270 Richland Drive Pulaski, Tennessee 38478



June 30, 2022

Julie Roberts
Chief Academic officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, Tennessee 37243

Dear Dr. Roberts,

I am pleased to write this letter of support for the Joint Bachelor of Science in Nursing program proposed by the University of Tennessee Southern and the University of Tennessee Health Science Center.

Maury Regional Medical Center, located in Columbia, Tennessee, is licensed for 225 acute care beds and is the largest hospital between Nashville, Tennessee and Huntsville, Alabama. We are located in Maury County with a primary service area of Giles, Lawrence, Lewis, Marshall, Maury and Wayne counties with a total population of more than 200,00. The areas served by MRMC are rural counties and small towns.

Maury Regional Medical Center currently has an affiliation agreement with the University of Tennessee Southern. Through this agreement, we welcome the BSN students to our facility to participate in patient care and observe in many specialty areas. We are pleased to be able to offer this opportunity as they work to obtain their BSN degree and will continue to support the program as they grow through this joint program opportunity.

Sincerely,

*Delia Humphreys DNP, RN, NEA-BC
SVP/CVD Maury Regional Health*



July 5, 2022

Julie Roberts
Chief Academic Officer
Tennessee Higher Education Commission
312 Rosa Parks Ave, 9th Floor
Nashville, TN 37243

Dear Dr. Roberts,

My name is Douglas Wong, Administrator of NHC Pulaski, and alumnus of both the University of Tennessee, Knoxville and Martin Methodist College's MBA Program.

This letter is to express our support for the Joint Bachelor of Science in Nursing program proposed by the University of Tennessee Southern and the University of Tennessee Health Science Center.

NHC Pulaski is a 102 post-acute bed, 24-hour skilled nursing Health Care Center. We see many individuals who need skilled nursing care after a stroke, joint replacement surgery, a cardiac procedure or a serious illness. We have confidence in the robust educational background and the years of experience of the nursing faculty at the University of Tennessee Southern and know that the students benefit from this. We appreciate the opportunity to partner with this nursing program and value the professional nurse this program prepares for the bedside. We welcome any graduate of the University of Tennessee Southern nursing program to join us as we continue to care for the people of Pulaski and our surrounding communities.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Wong", is written over a light blue horizontal line.

Douglas F. Wong, Administrator

993 East College Street, Pulaski, TN 38478 | P: 931-363-3572 | F: 931-363-8371 | NHCpulaski.com



South Central Region

Julie Roberts
 Chief Academic Officer
 Tennessee Higher Education Commission
 312 Rosa Parks Ave, 9th Floor
 Nashville, TN 37243

August 23, 2022

Dear Dr. Roberts,

My name is Scott Bidwell, Regional Administrator for National HealthCare Corporation's South Central Region.

This letter is in support of the joint Bachelor of Science in Nursing program proposed by the University of Tennessee Southern and the University of Tennessee Health Science Center.

NHC has been a healthcare provider in Tennessee for the past 50+ years. I have had the honor of working with NHC in the Southern Middle Tennessee area for 29 of those years. Our post-acute world of healthcare has changed drastically during this time. With changes in reimbursement and regulatory oversight among other things, the patient population we now care for has become quite complex in nature. This complexity requires the knowledge and skills of competently trained individuals. The eight healthcare centers in our Southern Middle Tennessee area require the skills of qualified registered nurses in both clinical and leadership roles within our centers. We are confident that the nursing faculty at the University of Tennessee Southern can aide in supplying the workforce with these needed professionals. We appreciate the opportunity to partner with the nursing program and support the endeavors of UT Southern in the years to come. And as a major employer of nurses in the surrounding communities of the university, we can provide many opportunities for these professionals to continue to grow in their chosen field of endeavor. I would look forward to discussing our support of your program and university at any time.

Sincerely,

A handwritten signature in black ink that reads "C. Scott Bidwell". The signature is written in a cursive style.

C. Scott Bidwell
 Regional Administrator
 NHC South Central Region

993 E. College Street – Pulaski, Tennessee 38478
 (931) 424-1456 – Fax (931) 363-8371

Appendix B: THEC Financial Projection Form

Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary	\$ -	\$ 96,707	\$ 96,707	\$ 96,707	\$ 96,707	\$ 96,707
Benefits	\$ -	\$ 19,341	\$ 19,341	\$ 19,341	\$ 19,341	\$ 19,341
Sub-Total Administration	\$ -	\$ 116,048	\$ 116,048	\$ 116,048	\$ 116,048	\$ 116,048
Faculty						
Salary	\$ -	\$ 128,279	\$ 256,557	\$ 256,557	\$ 256,557	\$ 256,557
Benefits	\$ -	\$ 25,656	\$ 51,311	\$ 51,311	\$ 51,311	\$ 51,311
Sub-Total Faculty	\$ -	\$ 153,934	\$ 307,868	\$ 307,868	\$ 307,868	\$ 307,868
Support Staff						
Salary	\$ -	\$ 33,779	\$ 33,779	\$ 33,779	\$ 33,779	\$ 33,779
Benefits	\$ -	\$ 6,756	\$ 6,756	\$ 6,756	\$ 6,756	\$ 6,756
Sub-Total Support Staff	\$ -	\$ 40,535	\$ 40,535	\$ 40,535	\$ 40,535	\$ 40,535
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees ² (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Printing	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 3,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Sub-Total Operating	\$ 3,500	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000	\$ 11,000
Total Recurring	\$ 3,500	\$ 321,517	\$ 475,452	\$ 475,452	\$ 475,452	\$ 475,452
TOTAL EXPENDITURES (A + B)	\$ 3,500	\$ 331,517	\$ 475,452	\$ 475,452	\$ 475,452	\$ 475,452

³If tuition and fees for Graduate Assistants are included, please provide the following information.

Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ²	\$ -	\$ 153,000	\$ 306,000	\$ 306,000	\$ 306,000	\$ 306,000
Institutional Reallocations ³	\$ 3,500	\$ (21,483)	\$ (548)	\$ (548)	\$ (548)	\$ (548)
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ 200,000	\$ 170,000	\$ 170,000	\$ 170,000	\$ 170,000
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 3,500	\$ 331,517	\$ 475,452	\$ 475,452	\$ 475,452	\$ 475,452

Notes:

[1] Provide the funding source(s) for the new or renovated space.
 UTS would attempt to raise \$30 million for a new Health Sciences Building through sources like the Travis Foundation and NHC (National Health

[2] In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and for the program. Explain any differential fees.

[3] Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.

[4] Provide the source(s) of the Federal Grant including the granting department and CFDA (Catalog of Federal Domestic Assistance) num
 N/A

[5] Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).
 Philanthropic outreach and existing unrestricted gifts

[6] Provide information regarding other sources of the funding.

N/A

Appendix C: Faculty Curricula Vitae

Mae Michelle Decker, DNP, RN

Personal Information:

47 Pigg Road
Petersburg, TN 37144
Phone: Cell: 931-607-7874
E-mail: xkanana@me.com

Work Information:

433 West Madison Street
Pulaski, TN 38478
Phone: 931-424-2019
mdecke10@utsouthern.edu

Education / Degree

Doctor of Nursing Practice
May 2018
University of Alabama in Huntsville

Master's Degree in Nursing Administration
May 1998
University of Alabama in Huntsville

Bachelor's Degree in Nursing
May 1996
University of Alabama in Huntsville

Associates Degree in Nursing
May 1983
Motlow State Community College

Employment History

Division of Nursing and Health Sciences Chair
July 1, 2021 to present
University of Tennessee Southern Pulaski, Tennessee

Division of Nursing and Health Sciences Chair
August 2017 to June 30, 2021
Martin Methodist College Pulaski, Tennessee

Division of Nursing Program Coordinator
October 2016 – August 2017
Martin Methodist College Pulaski, Tennessee

Division of Nursing Program Coordinator & Faith Community Nursing Coordinator
September 2015 to October 2016
Martin Methodist College Pulaski, Tennessee

Division of Nursing Simulation Lab / Faith Community Coordinator
July 2015 to December 2015
Martin Methodist College Pulaski, Tennessee

Clinical Instructor / Faith Community Coordinator
August 2014 to July 2015
Martin Methodist College Pulaski, Tennessee

PI / JC / RM Coordinator Experience September 2003 –August 2014 Lincoln County Health System	Fayetteville, Tennessee
Nursing Information Coordinator March 1998 – September 2003 Lincoln Medical Center	Fayetteville, Tennessee
Adjunct Clinical Instructor Winter Quarter 2003 Tennessee Vocational LPN Program	Fayetteville, Tennessee
ED / ICU / Correctional Nurse Coordinator January 1988 -March 1998 Lincoln Medical Center	Fayetteville, Tennessee
ED Staff Nurse March 1987 - January 1988 Lincoln Medical Center	Fayetteville, Tennessee
Day Surgery /Endoscopy Staff Nurse July 1985 - Mar 1987 Lincoln Medical Center	Fayetteville, Tennessee
OB Staff Nurse June 1983 - July 1985 Lincoln Medical Center	Fayetteville, Tennessee

Professional Associations

- Gamma Beta Phi Society 1983
- Sigma Theta Tau Society 1997
- American Nurses Association 1997
- Tennessee Nurses Association 1997
- Martin Methodist College Nursing Honor Society (Charter Member) 2014
- National Society of Leadership and Success 2016
- Omicron Delta Kappa Member 2018

Publications

- Decker, M. C. (1997, 2nd Quarter). Feeling in control during an interview. *Vision: An Insight Into ED Management*, 4.
- Decker, M. C. (2014, May). Nurse's cap: Taking a walk on the white side. *Nursing Management*, 8-10.

Dissertation

- Decker, M. C. (2018). Program Evaluation: Correlating NCLES-RN First Attempt Success with Admission and Progression Policies, Technology Use, and NCLEX-RN Timing (Unpublished Dissertation). The University of Alabama in Huntsville School of Nursing, Huntsville, AL.

Presentations

- Decker, M. C. (2018, April). Program Evaluation: Correlating NCLES-RN First Attempt Success with Admission and Progression Policies, Technology Use, and NCLEX-RN Timing. Poster presented at the Joint DNP program 2018 Intensive, Birmingham, AL.

Courses Taught

NUR 210	Intro to Nursing	Clinical Instructor	Fall 2014
NUR 211	Fund of Nursing	Clinical Instructor	Spring 2015
NUR 312	Adult Health I	Classroom Instructor	Summer 2015
NUR 320	Adult Health II	Classroom Instructor	Summer 2016
NUR 342	Critical Thinking	Classroom Instructor	Fall 2016
NUR 445	Leadership	Classroom Instructor	Spring 2017
NUR 445	Leadership	Classroom Instructor	Spring 2018
NUR 344	Med Surg I	Classroom Instructor	Summer 2018
NUR 448	Leadership	Classroom Instructor	Spring 2019
NUR 400	Maternal/Child	Classroom Instructor	Spring 2019
NUR 344	Med Surg I	Classroom Instructor	Summer 2019
NUR 344	Med Surg I	Classroom Instructor	Summer 2020
NUR 200	Med Term / Math	Classroom Instructor	Spring 2021
NUR 344	Med Surg I	Classroom Instructor	Summer 2021
NUR 443	Nursing Research	Classroom Instructor	Fall 2021
NUR 400	Maternal/Child	Classroom Instructor	Spring 2022

Workshops Conducted**Martin Methodist College Division of Nursing**

Faith Community Nursing: An Emerging Nursing Specialty April 1, 2016

Safety on Campus – Title IX – Panelist Sept 26, 2017

Safety on Campus – Title IX – Panelist January 17, 2017

Foundations in Faith Community Nursing February 24, 25, March 10 & 11, 2017

Foundations in Faith Community Nursing February 16 & 17, March 2 & 3, 2018

Awards

Student/Athletic Advisor S.O.A.R. Faculty Member of the Month Award – October 30, 2018

Other Accomplishments

Practicum Preceptor Walden University Masters in Nursing Student – Anastasia Harlan

NUR 6341 Fall 2015

Gennifer Lane Baker, DNP, RN**EDUCATIONAL BACKGROUND**

<u>Institution</u>	<u>Degree</u>	<u>Date</u>	<u>Major</u>
University of Alabama-Huntsville	DNP	2015	Nursing
University of Alabama-Huntsville	Post-Masters Certificate	2005	Education
University of Alabama-Huntsville	MSN	2004	Nursing
University of Alabama-Huntsville	BSN	2002	Nursing
Wallace State Community College	ADN	2000	Nursing

PROFESSIONAL EXPERIENCE**A) Academic Positions**

<u>Position</u>	<u>Institution</u>	<u>Dates</u>
Assistant Professor/Clinical & Simulation Lab Coordinator	University of Tennessee Southern Pulaski, TN	2021 - Present
Assistant Professor/Simulation Lab Coordinator	Martin Methodist College Pulaski, TN	2017 – 2021 Purchased by UTS
Graduate Faculty Adjunct	University of Alabama – Huntsville	2011 - 2017
Instructor	Martin Methodist College Pulaski, Tennessee	June, 2007 – August, 2009
Graduate Faculty Part time	University of Alabama – Huntsville	2005 – 2007
Graduate Teaching Assistant	University of Alabama – Huntsville	2003 – 2004
Clinical Associate	Wallace State Community College, Hanceville, AL	2002 – 2003

B) Clinical Positions

<u>Position</u>	<u>Institution</u>	<u>Dates</u>
Director of Clinical Excellence	Decatur Morgan Hospital Decatur, AL	March, 2016 – September, 2017

Director of Nursing Practice	Huntsville Hospital Huntsville, AL	September, 2010 – March, 2016
Certified Clinical Nurse Specialist	Huntsville Hospital Huntsville, AL	May 2009 – September, 2010
Certified Clinical Nurse Specialist	Cullman Regional Medical Center, Cullman, AL	2004 – 2008
RN-Critical Care	Cullman Regional Medical Center, Cullman, AL	2000 – 2004

Professional Licenses and Certifications

Registered Nurse State of Alabama (multistate status)	RN # 1-093358
Basic Life Support Instructor: Expiration Date	February, 2023

PUBLICATIONS AND OTHER PROFESSIONAL CONTRIBUTIONS

Publications

Book Chapters

- Baker, G., Alford, D., Carrington, J. M. (2017). Clinical Decision-Support Systems, Chapter 12. In: Alexander, S., Frith, K.H., and Hoy, H. (Editors), Applied Clinical Informatics for Nurses, Jones & Bartlett Learning 2nd Edition.
- Hoy, H., Alexander, S., Corley, E., Baker, G. (2015). Information Needs for the Healthcare Professional of the 21st Century, Chapter 2. In: Alexander, S., Frith, K.H., and Hoy, H. (Editors), Applied Clinical Informatics for Nurses, Jones & Bartlett Learning.
- Maskey, M., Alexander, S., Baker, G. (2015). Database Systems for Healthcare Applications, Chapter 7. In: Alexander, S., Frith, K.H., and Hoy, H. (Editors), Applied Clinical Informatics for Nurses, Jones & Bartlett Learning.

Articles

- Baker, G. & Wilson, L. (2014). Why Do We Need VA Teams To Be Successful? *Healthcare Value Analysis* 2(1); 26-28.

PROFESSIONALLY SIGNIFICANT ACHIEVEMENTS

<u>Organization</u>	<u>Membership Dates</u>	<u>Role</u>
Alabama Organization of Nurse Executives	2015-2019	Member Board of Directors
Alabama State Nurses Association	2009 – Present 2000-2004	Member CE Review Committee, 2013-Present 2016 State Convention Committee

		Board of Directors & Commission on Professional Issues Chair January, 2013 – September, 2014 Voting Delegate 2014, 2015, 2016, 2020
American Nurses Association	2009 – Present 2000 – 2004	Member
American Association of Critical Care Nurses	2004 – Present	Member
North Alabama Chapter of AACN (Formerly Tennessee Valley)	2004 – Present	Member Treasurer 2015 - 2021 Board Member 2012-Present Social Medical Chair: 2011- Present Secretary/Membership Chair: 2010-2011 Secretary: 2009-2010 President: 2007-2009 President Elect: 2006-2007

AWARDS AND HONORS

<u>Dates</u>	<u>Award/Honor</u>
May, 2017	American Association of Critical Care Nurses Circle of Excellence Winner

GRANTS

<u>Date</u>	<u>Title</u>	<u>Agency</u>	<u>Amount</u>	<u>Outcome</u>
2022 Baker, Gennifer	Using Enhanced Simulation to Address Healthcare Needs of a Geriatric, Rural, Medically- Underserved Population	University of Tennessee Alliance of Women Philanthropist	\$10,154	Funded
2008 Baker, Gennifer	Saving lives in Pulaski, Tennessee	Hamburger Helper	\$15,000	Not Funded
2007 Baker, Gennifer	Community AED Project Pulaski, Tennessee	Wal Mart	\$2,000	Funded

Felicia C. Dailey

13225 Hill Crest Drive · Athens, AL 35613

Phone: (256) 655-2324 ·

Email: fdaily@utsouthern.edu

EDUCATION

Walden University, Minneapolis, Minnesota

Master of Science in Nursing (RN to MSN): *Nursing Education* - February 2017

Oakwood University, Huntsville, AL

Bachelor of Science in Organizational Management - 2014

Associate of Science Degree in Nursing – 1996

CERTIFICATIONS/PROFESSIONAL AFFILIATIONS

- Licensed Registered Nurse: Multistate License
- *Sigma Theta Tau International Honors Society of Nursing: Phi Nu Chapter*

WORK EXPERIENCE

Nursing Instructor, Academic Advisor, Program Coordinator

University of Tennessee Southern, Pulaski, TN: July 1, 2021 to Present

- Performs academic advising for all Freshman, Sophomore, Junior, and Senior Nursing and Public Health Education majors.
- Participates in Preview Days held for potential UT Southern Nursing and PHE students and Early Orientation days held for incoming Freshman.
- Assists the Chair of the Jeanette M. Travis School of Nursing and Health Sciences with the coordination of the nursing program and its curriculum.
- Responsible for the completion of Student Learning Outcome assessment in collaboration with nursing faculty and the Chair of the Jeanette M. Travis School of Nursing and Health Sciences.
- Course Assignments: Pathophysiology I & II, Fundamentals of Nursing, Junior Seminar, First Year Experience (for Nursing majors).
- Assists nursing faculty with technology concerns and training in coordination with UT Southern IT staff.
- Serves on assigned University General Faculty Committee: Faculty Senate (secretary), Core Curriculum, Curriculum and Academic Policy, Assessment, Technology Infrastructure, Academic Computing (Subcommittee of Technology Committee), First Year Experience, and Service Learning.

Academic Advisor, Instructor, Clinical Coordinator, Program Coordinator (Nursing)

Martin Methodist College, Pulaski TN: August 2014 – June 30, 2021

Program Coordinator 2019-2021 Clinical Coordinator 2016-2019 Academic Advisor 2016-2021

Nursing Instructor 2017-2021 Clinical Supervisor 2014-2017

- Assisted the Chair of the Jeanette M. Travis School of Nursing and Health Sciences with the coordination of the nursing program and its curriculum. Duties completed under the supervision of the Chair and the Vice-President of Academic Affairs.
- Provided clinical, classroom, tutoring, and clinical simulation lab instruction to students in approved health care settings; the classroom; or the simulation lab, adhering to the policies of the

Felicia C. Dailey

13225 Hill Crest Drive · Athens, AL 35613

Phone: (256) 655-2324 ·

Email: fdailey@utsouthern.edu

clinical setting and the College. *Instruction provided under the supervision of a Master's prepared or terminal degreed Nursing faculty member until MSN earned in February of 2017.*

- Served as an advisor to Pre-nursing, Nursing, and Public Health Education majors (Freshman, Sophomore, Junior, Senior) enrolled at the College.
- Provided classroom instruction to students in the First Year Experience course who have declared nursing as their major or been assigned to the class.
- Assisted nursing faculty with technology concerns and training in coordination with UT Southern IT staff.
- Served on committees in the Division of Nursing and for the College as assigned (Technology Infrastructure, Assessment, Service Learning, General Education Core, Faculty Senate-Secretary, and SACS Compliance Committee).

Hospice Case Manager:

Amedisys, Huntsville, AL: February 2014 – June 2014

- Worked under the supervision of the Director of Operations and Clinical Manager to provide comprehensive case management to patients with six months or less to live and their families.
 - Worked with an interdisciplinary team to develop, implement, and evaluate plans of care to address patient medical, psychosocial, and spiritual needs.
 - Provided hands-on nursing care to patients in their homes and at skilled nursing or assisted living facilities as ordered.
 - Provided patient and family education along with support/affirmation as needed.

Registered Nurse

The Family Practice of Madison, Madison, AL: February 2008 – January 2014

- Collected medical data from patient charts to complete and submit medication prior authorizations, procedure precertifications, and assist medical providers with letters/completing patient forms.
- Called patients to relay test results and explain their provider ordered (MD, PA, CRNP) plan of care.
- Obtained urgent patient records from local hospitals and other agencies who provided collaborative care for patients and communicated with medical personnel via phone to coordinate patient care (nursing homes, home health agencies, specialists, etc.).
- Performed skilled nursing in-office visits for patient teaching related to the plan of care.
- Initiated and monitored IV fluid-replacement therapy for dehydrated patients as ordered.
- Utilized electronic medical records to document interactions with patients.
- Provided technical assistance to office staff with questions regarding EMR use, computers and other office equipment.
- Participated in the implementation of Practice Fusion, a new electronic medical record (EMR) system at the Family Practice of Madison. As a result, staff performance related to use of EMR to record and track patient information met government standards, which led to the receipt of a government financial incentive.

Pediatric Home Health Nurse

Nurses' HomeCare Inc., Huntsville, AL: March 2007 - January 2008

Felicia C. Dailey

13225 Hill Crest Drive · Athens, AL 35613

Phone: (256) 655-2324 ·

Email: fdailey@utsouthern.edu

- Completed physical assessments on newborn patients, documented findings and called report to the supervisor on call while setting up phototherapy in their homes.
- Performed family teaching regarding the care of an infant with jaundice and the use of a phototherapy bed.
- Collected blood samples using a heel stick and delivered the labeled specimen to the lab for processing.
- Performed skilled nursing visits to perform wound care for adults when needed.

Pediatric Registered Nurse

Dr. Debbie Redmond-Hyder, Huntsville and Madison, AL: October 2003 - July 2007

- Initiated patient intake, vitals, and entered nursing notes in EMR.
- Assisted physician and nurse practitioner with patient procedures, cleaned and dressed wounds as ordered, administered injections, and called in prescriptions per provider's orders.
- Collected lab samples, interpreted results for in-house testing, arranged courier pick-up for labs interpreted by outside labs, scheduled referrals per provider orders.
- Retrieved patient test results and delivered test results to parents after they were reviewed by provider.
- Triageed patient phone calls and conducted patient/family education as needed.
- Assisted office staff and medical providers with the EMR (Practice Fusion) by troubleshooting the system, running reports, creating more effective ways to keep track of data and contacting technical support as needed.
- Trained new nursing staff as needed.

SKILLS/INTERESTS

- Nursing Informatics and the infusion of technology into Nursing curriculum to improve concept/content delivery, skill acquisition, and student engagement.
- Software Program Experience: Microsoft Word, Excel, PowerPoint, Access (basic database creation/use), CAMS, Moodle, Practice Partner, Practice Fusion, Patient Fusion, Laerdal (mannequin related technology), Swift River Online, Kaplan, Pearson, ATI.

Randi McElhane, DNP, APRN, FNP-BC

3729 Jimmy Gray Robinson Road, Williamsport, Tennessee 38487

931-982-1366

Rmcelhal@utsouthern.edu**EDUCATION****Belmont University, Nashville, TN – Graduated May 2nd, 2020****Doctor of Nursing Practice, Family Nurse Practitioner*****Clinical Experience***

Spring 2019 Maury County Health Department
 Mercy Community Healthcare

Summer 2019 Cholesterol Center of Nashville

Spring 2020 Maury Regional PrimeCare
 Lewis Health Center
 Lewisburg Family Practice
 Heritage Medical Associates Endocrinology

680 overall clinical hours in many different facilities with many different populations

Martin Methodist College, Pulaski, TN – Graduated May 7th, 2016**Bachelor of Science in Nursing; GPA 3.83**

650 overall clinical hours completed, including hands on training in simulations and skills lab

RESEARCH EXPERIENCE

September	Evaluation of Competence and Self-Efficacy Providing CPR Following
2018 –	Implementation of the Resuscitation Quality Improvement Program
May 2020	Belmont University and Maury Regional Medical Center
	<i>Role: Principal Investigator</i>

PROFESSIONAL EXPERIENCE**The University of Tennessee Southern, Pulaski, TN****Assistant Professor, Nurse Practitioner, Campus Clinic Supervisor**, September 2021 to present

Responsible for teaching the prescribed course load and for, as appropriate, providing students with academic or career advising. Additionally, responsible for supervising clinic staff, and caring for patients across the lifespan.

Martin Methodist College, Pulaski, TN (Acquired by UT Southern on July 1, 2021)**Instructor, Nurse Practitioner, Campus Clinic Supervisor, Community Van Program Coordinator**, August 2020 to September 2021

Responsible for teaching the prescribed course load and for, as appropriate, providing students with academic or career advising. Additionally, responsible for supervising clinic staff, and caring for patients across the lifespan.

Martin Methodist College, Pulaski, TN**Clinical and Simulation Lab Instructor**, August 2019 to August 2020

Assisted in coordinating clinical and lab experiences for undergraduate nursing students.

Marshall Medical Center, Lewisburg, TN**Registered Nurse, Emergency Department**, January 2019 to January 2020

Maintained responsibility for planning, directing, providing and evaluating nursing and interdisciplinary care for patients using critical thinking, judgement and leadership skills.

Southern Tennessee Regional Health System, Lawrenceburg, TN**Registered Nurse, Medical/Surgical**, February 2017 to June 2017 (temporary position)

Provided direct patient care to patients using the nursing process in accordance with applicable scope and standards of practice.

Maury Regional Medical Center, Columbia, TN**Registered Nurse, Emergency Department**, January 2018 to present**Registered Nurse, Cardiology Step Down**, June 2016 to January 2018

Maintained responsibility for planning, directing, providing and evaluating nursing and interdisciplinary care for patients using critical thinking, judgement and leadership skills.

KEY SKILLS

- Proficient with computers including Microsoft Word, PowerPoint, and Excel
- Experience with Moodle and Microsoft Teams
- Experience with multiple electronic health records
- Ability to handle multiple responsibilities
- Very effective communication skills (both written and verbal)
- Leadership abilities
- Emergency preparedness skills

CERTIFICATIONS, ORGANIZATIONS, AND HONORS

- Licensed APRN and RN in Tennessee
- Board Certified Family Nurse Practitioner through the American Nurses Credentialing Center
- Basic Life Support for Healthcare Providers
- QPR Gatekeeper for Suicide Prevention Certification
- Tennessee EMT-B license
- Volunteer firefighter
- Member of Tennessee Nurses Association & American Nurses Association
- Recipient of Martin Methodist College's 2016 "Faces of Nursing Award" for academic excellence

Parker Pardon-Phifer

pkincaid2014@gmail.com

Present Address :
600 W Jefferson St
Pulaski, TN 38478
Cell: 931-309-0152

Education:

Western Governors University
Master of Science Nursing Leadership and Management
Graduation date: October 2019
University of Tennessee at Chattanooga
Bachelor of Science in Nursing
Graduation date: December 13, 2014

Certifications

MOAB certified- received February 2022
C.P.R., American Heart Association Exp: August 2022
ACLS Exp: July 2022
Basic and Advanced Fetal Heart Monitoring Exp: September 2022

Work Experience:

Registered Nurse- (January 2015 -Present)

- **Maury Regional Mother Baby Unit- Weekend Charge Nurse** (June 2021-Present)
- Relief Charge on Labor and Delivery 2016-2021
- Maury Regional outpatient Cancer Center (2015-2016)
- Maury Regional Medical Center Orthopedic floor- 6west (Weekend Night Charge Nurse) (2014-2016)

Educator Experience:

- **Instructor for Leadership course for The Jeanette M. Travis School of Nursing and Health Sciences at The University of Tennessee Southern in Pulaski, TN** (January 2022-Present)
- **Adjunct Clinical Instructor for The Jeanette M. Travis School of Nursing and Health Sciences at The University of Tennessee Southern in Pulaski, TN** (January 2022-Present)
- Instructor of Infant CPR classes at Maury Regional Medical Center (2017-2019)
- Assistant instructor for childbirth classes and breastfeeding classes (2017-2019)
- Chair of unit council Maury Regional 6 West (Develop and educate new policies and procedures) 2014-2016

Clinical Experience:

Student Nurse Preceptorship -Labor and Delivery Floor, *Night Shift* (September 2014-December 2014)

Erlanger Health Care Systems- Downtown campus

- Collaborated with all members of the health care team to ensure total patient care of mother and baby.

Nursing Student-Acute and Chronic Medical Surgical Floor (January 2014-April 2014)

Memorial Hospital- Downtown campus

- Aided patient care by accurate assessment, implementation, and evaluation of individual outcomes.

Nursing Student-Labor and Delivery Floor (August 2013- December 2013)

Erlanger Health Care Systems-East Campus

- Collaborated with all members of the health care team to ensure total patient care of mother and baby.

Related Experience:**Summer Nurse Extern (May 2014- July 2014)**

Maury Regional Medical Center

- Worked with a preceptor to assist with patient care, as well as collaborate with the entire health care team to promote optimal patient care.

Junior Volunteer at Hillside Hospital (Summers 2006, 2007, 2008, 2009)

Pulaski, TN

- Assisted the healthcare team with overall care and assessments in all units.

Activities and Organizations:**Girl Scout Troop Leader** -Pulaski TN Troop 1942**Sigma Theta Tau** International Honors Society of Nursing, Zeta Alpha Chapter

(November 2014)

Student Nurses Association (August 2012-December 2014)**Alpha Delta Pi Sorority at UTC** (August 2010-May 2013)**Ronald McDonald House Volunteer** (August 2010-May 2013)**Dean's List** (2010-2014)**Medical Explorers** (2008-2010)

- Explored different job opportunities in the medical field at Hillside Hospital (Pulaski, TN).

R. Johnson, PhD, RN
CV

CURRICULUM VITAE

Randall L. Johnson, PhD, RN
Associate Professor and BSN Program Director
Nursing Acute and Tertiary Care Department
874 Union Ave. Room 222
Memphis, TN 38163
Phone (901)448-6137
email rjohn181@uthsc.edu

EDUCATION:

Undergraduate:

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree</u>	<u>Date of Degree</u>
University of Wisconsin – Barron County Campus, Rice Lake, WI	01/1978 – 12/1980	Associate of Science (AS)	12/1980
Cedarville College (University), Cedarville, OH	09/1981 – 06/1985	Bachelor of Science Nursing (BSN)	06/1985

Graduate/Professional School:

<u>Institution</u>	<u>Dates Attended</u>	<u>Degree</u>	<u>Date of Degree</u>
University of Pennsylvania, Philadelphia, PA	01/1993 – 08/1996	Master of Science in Nursing (MSN)	08/1996
University of Central Florida, Orlando, FL	09/1981 – 06/1985	Doctor of Philosophy (PhD) Nursing	08/12007

HONORS/AWARDS:

2007 Faculty Merit Award - Scholarship
2007 Sigma Theta Tau, Theta Epsilon Chapter; Research Grant

LICENSURE:

<u>Profession</u>	<u>State</u>	<u>Number</u>	<u>Date Issued</u>	<u>Status</u>
Registered Nurse	Tennessee (Multistate compact)	231416	May 2018	Active

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

06/2018-Present Associate Professor and BSN Program Director
University of Tennessee Health Science Center
Acute & Tertiary Care Department
College of Nursing
Memphis, TN

R. Johnson, PhD, RN
CV

08/2015-8/2018 Associate Professor and Chair, Faculty 2/2018
University of West Florida
School of Nursing
Pensacola, FL

08/2009-08/2015 Professor of Nursing
Assistant Dean and Director of Graduate Nursing
Lead Developer and Coordinator RN to BSN (Online)
Cedarville University, Cedarville, OH

08/2008 – 07/2009 Professor of Nursing
Level IV Coordinator – Director of the Bachelors in Science in Nursing
Program RN to BSN (Online)
Florida Hospital College of Health Sciences, Orlando, FL

08/99-07/2008 Associate Professor of Nursing,
Florida Hospital College of Health Sciences, Orlando, FL

HOSPITAL/CLINICAL APPOINTMENTS:

<u>Date</u>	<u>Title</u>	<u>Institution</u>
08/99- 8/2003	Staff Nurse, (Supplemental Staff), Pediatric Intensive Care Units, Pediatric Unit	Florida Children's Hospital, Orlando, FL, and East Orlando
09/97-08/99	Clinical Nurse Specialist, Pediatric Intensive Care Unit, and Pediatrics	Florida Children's Hospital, Orlando, FL
11/92-8/97	Clinical Manager Pediatrics, Staff Nurse, Pediatrics, Pediatric Step Down, Adult Trauma Intensive Care Unit, House Supervisor	Atlantic City Medical Center, Atlantic City, NJ
09/90-11/92	Clinical Manager, School-age, Adolescent, Head Injury Unit	Health Hill Hospital, Cleveland, OH
09/87-11/92	Clinical Nurse, Pediatric Intensive Care Unit, Per Diem in 09/90	Rainbow Babies and Children's Hospital, University Hospitals, Cleveland, OH
09/85-08/87	Staff Nurse, Medical, Surgical Unit and Pediatric Intensive Care Unit	Texas Children's Hospital, Houston, TX

TEACHING EXPERIENCE:

University of Tennessee Health Science Center (2018-Present)

University of West Florida (2015-2018)

Cedarville University (2009-2015)

Florida Hospital College of Health Sciences (1999-2009)

EDITORIAL APPOINTMENTS:

<u>Title</u>	<u>Publisher</u>	<u>Dates</u>	<u>Type</u>
Advanced Physiology and Pathophysiology	Springer Publishing Co., New York	2019	Textbook editor of Pediatric content

RESEARCH AND OTHER EXTERNAL SUPPORT:

R Johnson, PhD, RN
CV

BOOKS AND BOOK CHAPTERS:

- Johnson, R. (2019) Circulatory disorders pediatric. In N. Tkacs, L. Herrmann, R. Johnson (Eds.) *Advanced Physiology and Pathophysiology*. New York: Spring Publishing Co.
- Johnson, R. (2019) Lung disorders pediatric. In N. Tkacs, L. Herrmann, R. Johnson (Eds.) *Advanced Physiology and Pathophysiology*. New York: Spring Publishing Co.
- Johnson, R. (2019) Gastrointestinal disorders pediatrics. In N. Tkacs, L. Herrmann, R. Johnson (Eds.) *Advanced Physiology and Pathophysiology*. New York: Spring Publishing Co.
- Johnson, R. (2013). Nursing care of the child with hematologic disorders. In T. Kyle, S. Carmen (Eds.), *Essentials of Pediatric Nursing (2nd ed.)*. Philadelphia: Lippincott Williams & Wilkins.
- Johnson, R. (2007). Nursing care of the child with hematologic disorders. In T. Kyle (Ed.), *Essentials of Pediatric Nursing*. Philadelphia: Lippincott Williams & Wilkins.

PEER-REVIEWED JOURNAL ARTICLES:

- Day, S.W., Sharp, J., Jackson, G., Johnson, R.L., Smith, K., Cao, X., & Likes, W. (Accepted for publication 2021). Management of Aggressive Patient Situations: Program Development, Implementation, and Evaluation. *American Nurse Journal*.
- Sole, M. L., Aragon, D., Johnson, R. L. & Bennett, M. (2008). Continuous measurement of endotracheal tube cuff pressure: how difficult can it be? *AACN Advanced Critical Care* 19, (2), 235-243.

OTHER PUBLICATIONS:

- Johnson, R. L. & Sole, M. L. (2006). Intermittent Versus Continuous Measures of Endotracheal Tube Cuff Pressures, *Southern Nursing Research Society*.
- Johnson, R. L. (2007). State of the Science Ventilator Associate Pneumonia in the Pediatric Intensive Care Unit, *Southern Nursing Research Society*.

PRESENTATIONS

- Day, S. W., Sharp, J., Johnson, R. L., Dedmon, D., & Beasley, L.. (2021) Management of Aggressive Patient Situations, Train the trainer sessions. (May, June, August)
- Johnson, R. L. (2007). "What's Up" with ventilator associated pneumonia in the pediatric intensive care unit; Invited to present at: *Pediatric Critical Care Conference*, Orlando, FL. (October, 2007).
- Johnson, R. L. (2007). State of the Science – Ventilator Associated Pneumonia in the Pediatric Intensive Care Unit; poster presentation: *Southern Nursing Research Society*, Galveston, TX: University of Central Florida. (February, 2007).
- Johnson, R. L. (2006). Intermittent Versus Continuous Measures of Endotracheal Cuff Pressures; paper presentation at: *Seventh Day Adventists (SDA) Nurse Educators National Conference*, Orlando, FL (June 2006).
- Johnson, R. L., & Sole, M. L. (2006). Intermittent versus continuous measures of endotracheal cuff pressure; poster presentation at: *Southern Nursing Research Society*, Memphis, TN. (February, 2006).

Trina Barrett, RN, CNE, CCRN-K
Date of Preparation: December 2021

CURRICULUM VITA

Trina Barrett, DNP, RN, CNE, CCRN-K
 Assistant Professor
 Acute/Tertiary Department
 874 Union Avenue
 Memphis, TN 38163
 Office: 901-448-1886
 Email: tbarret7@uthsc.edu

EDUCATION:

<u>Institution</u>	<u>Degree</u>	<u>Major</u>	<u>Year</u>
University of South Alabama	DNP	Executive Nursing	07/2017
Union University Jackson, TN	MSN	Nursing Education	08/2009
Union University Jackson, TN	BSN	Nursing	12/2005
Southwest Community College Memphis, TN	ADN	Nursing	05/2001

PROFESSIONAL ORGANIZATION AND MEMBERSHIPS:

NCSBN Item Writer for the NCLEX Exam (2021-2022)
 Sigma Theta Tau International Honor Society
 Beta Theta Chapter at Large
 American Association of Critical Care Nursing
 American Nursing Association

CERTIFICATIONS:

Certified Critical Care Registered Nurse (CCRN-K)
 Certified Nurse Educator (CNE)

NURSING LICENSURE:

<u>Issue Date</u>	<u>Expiration Date</u>	<u>Status</u>
Tennessee Licensure (multistate) 8/22/2011	6/30/2022	Active

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
University of TN Health Science Center College of Nursing Memphis, TN	Assistant Professor	08/2018-present

University of TN Health Science Center Instructor 11/2012-07/2018
 College of Nursing
 Memphis, TN

University of TN Health Science Center Dedicated Education Unit Coordinator 08/2019
 College of Nursing
 Memphis, TN

PRACTICE AND PROFESSIONAL EXPERIENCE:

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
VA Medical Center Memphis, TN	Staff Nurse, ICU	2012
St. Francis Hospital-Bartlett Bartlett, TN	Staff Nurse, ICU	4/2010-10/2011
Regional Medical Center Memphis, TN	Staff Nurse, Trauma ICU	2001-2009

TEACHING EXPERIENCE:

Baptist College of Nursing 2009-2012	Adult Health Clinical Faculty
University of Tennessee Health Science Center College of Nursing 2012- Present	Adult Health Nursing Critical Care Nursing Nursing Leadership

COMMITTEES AND OFFICES HELD:

UT Health Science Center College of
 Nursing
 UTHSC CON Leadership Fellowship
 Program, 2022
 Curriculum, 2020
 NLN Centers of Excellence, 2020
 Course Design Review, 2020
 Standardized Testing Committee, 2018
 Peer Review Committee, 2018
 Admissions Committee, 2014
 Awards and Recognition Committee, 2014
 Test-Writing Committee, 2014

Publications:

Barrett, T., Jacob, S. (2021, April). A multifaceted comprehensive student success plan for accelerated BSN students in a concept-based curriculum. *Teaching and Learning in Nursing, 16*(2),169-174.

Barrett, T. (2019). Cellular adaptation, injury, and death. In: Norris, T. L. (Ed.), Porth's pathophysiology: Concepts of altered health states (10th ed., Chapter 3). Philadelphia, PA: Wolters Kluwer.

Barrett, T., (2015, May/June). Why are we prolonging QT interval monitoring? *Dimensions of Critical Care Nursing, 34*(3), 130-133.

PEER REVIEWED PRESENTATIONS:

Barrett, T., & Jacob, S. (2019, November). Lesson learned in transitioning a content-Laden BSN curriculum to concept-based model using a 12-Step, data-driven process. Poster session presented at the American Association of Colleges of Nursing (AACN) Faculty Development Conference. Orlando, FL.

Barrett, T., & Jacob, S. (2019, November). An innovative multifaceted comprehensive student success plan. Poster session presented at the American Association of Colleges of Nursing (AACN) Faculty Development Conference. Orlando, FL.

Brown, J. S., Barrett, T., & Settles-Seymour, A. (2019, November). Conceptual thinking: A new approach for clinical faculty to enhance clinical reasoning across the curriculum. Poster session presented at the American Association of Colleges of Nursing (AACN) Faculty Development Conference. Orlando, FL.

Glynis D. Blackard RN, BSN, MSN, PhD

Assistant Dean Student Affairs and Assistant Faculty
University of Tennessee Health Science Center – College of Nursing

EDUCATION

<u>Institution</u>	<u>Degree</u>	<u>Major</u>	<u>Year</u>
William Carey University Hattiesburg, MS	PhD	Nursing	2016
Union University Jackson, TN	MSN	Nursing	2009
Union University Jackson, TN	BSN	Nursing	1990
Baptist Memorial Hospital Memphis, TN	Diploma	Nursing	1983

HONORS/AWARDS

2019	Reinhardt University, Distinguished Service in Leadership
2019	Union University, Distinguished Achievement Award in Healthcare
2019	Featured in V3 NWGA's Premier Feature Magazine, Ashlee Bagnell. <i>Nurses Needed</i>
2019	Featured in Cherokee Tribune. <i>Reinhardt University Trauma Event Raises Awareness for Organ Donation: Lifelines.</i>
2019	Cover Photographer for Sanctuary, <i>The Interdisciplinary Arts Magazine of Reinhardt University</i>
2016	Nursing Week Honoree and Keynote speaker Baptist Memorial Hospital, Desoto
2009	Sigma Theta Tau International – Union University Nu Lambda chapter induction
2000	Celebrate Nursing nominee – BMHCC
1999	BMCHS Honor Society
1990	National Collegiate Honor Society elected a member of ALPHA CHI
1990	National Collegiate Nursing Awards Winner
1981	Alpha Lambda Delta National Collegiate Honor Society Memphis State University

CURRENT ASSOCIATION MEMBERSHIPS

Tennessee Nurses Association
 Sigma Theta Tau International
 Nurses Christian Fellowship

ACADEMIC APPOINTMENTS

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
University of Tennessee HSC College of Nursing Memphis, TN	Assistant Dean & Assistant Professor in Student Affairs	1/2020 – present
Reinhardt University Waleska, Georgia	Founding Dean Associate Professor	8/2016 – 12/2019
Union University School of Nursing Hendersonville, TN	Founding Undergraduate Chair & Assistant Professor	10/2011-10/2015
Union University School of Nursing Germantown, TN	Assistant Professor	8/2009-12/2011

PROFESSIONAL PRACTICE EXPERIENCE:

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
Baptist Desoto Southaven, MS	Nursing Administration	10/2015-08/2016
Campbell Clinic Surgery Center Germantown, TN	Staff RN PACU (PRN)	08/2008-09/2011
Baptist Memorial Health Care Corp Memphis, TN	System Nursing Director for Patient Safety & Quality	08/2003-07-2008

Baptist Memorial Hospital for Women Memphis, TN	Administrative House Supervisor	02/2003-08/2003
Metropolitan Memphis System (Mississippi, Tennessee, Arkansas) 17 Hospitals	Nursing Staff Development Clinical Coordinator- System	09/1998-08/2003
Metropolitan Memphis Hospitals 6 Hospitals	Nursing Staff Development Clinical Coordinator-METRO	06/1998-09/1998
Baptist Memorial East Memphis, TN	Director of Surgical Services	11/1996-05/1998
Baptist Memorial East Memphis, TN	Perioperative Care Manager	08/1993-08/1996
Baptist Memorial Hospital East Memphis, TN	Nurse Clinician IV Post Post Anesthesia Care Unit	07/1985-08/1993
Pediatric and Adolescent Medicine, Memphis TN	Pediatric Office Nurse	04/1988-09/1989
Baptist Memorial Hospital Medical Center, Memphis TN	Neuro/Surgical Intensive Care Unit	05/1983-07/1985
Samaritan Home Health	Nurse	1984

TEACHING EXPERIENCE:

University of Tennessee HSC – CON	Assistant Professor	1/2020- present
Reinhardt University – Waleska, GA	Associate Professor	8/2016-12/2019
Union University – Hendersonville, TN	Assistant Professor	1/2012-10/2015
Union University- Germantown, TN	Assistant Professor	08/2009-12/2011
Baptist College of Health Science Memphis, TN	Adjunct Faculty Clinical Instructor	10/2008-12/2008

UNIVERSITY SERVICE

UTHSC- CON American Nurses Foundation Grant Blazing the Trail to Optimized Learning and Development of the Reimagined Nurse 1.5 million dollars to start February 2022 – Nonfunded.

UTHSC – CON HRSA Grant Promoting Increased Diversity and Equity in the Nursing workforce for BSN and DNP 2.2 million dollars on February 16, 2021 – Nonfunded

UTHSC – CON NLN Center of Excellence Task Force

UTHSC- CON HRSA Grant for Disadvantaged Students DNP and BSN Scholarship for Nursing Stars to potentially total 6.5 million dollars on February 27,2020 – Nonfunded.

UTHSC – participates in university committees as assigned.

Founding Dean for Cauble School of Nursing and Health Sciences developed every process and every component of the curriculum, hiring and mentoring of all staff and faculty, coordination of supplies, clinical sites, including the design and build of a 3-hospital bed simulation center. Recruiting all students. Achieving successful Georgia Board of Nursing Accreditation, SACSCOC, and CCNE accreditation.

100% pass rate NCLEX – RN first class.

Participated in University Committees

Board of Trustee Meetings

Developed Process for Endowed Scholarship

Developed RN- BSN curriculum, approved through established channels

Developed Designated Education Unit and Pilot with Piedmont Mountainside fall 2018 and spring 2019, continued implementation fall 2019 and spring 2020.

Worked with architect and Reinhardt leadership in designing a new SON and Health Science Building.

New regional Nursing Campus for Union University – founding Undergraduate Chair

Involved in physical building and establishment of classrooms, 6 bed High Fidelity Simulation Lab, Gross Anatomy Lab, Skills lab, Health Assessment Labs, and all equipment and supplies as needed for undergraduate nursing program including hiring and mentoring of all staff and faculty and establishing community relationships

OTHER PROFESSIONAL AFFILIATIONS AND ACTIVITIES:

AACN reviewer for educational offerings

Active in service and volunteer opportunities in the community.

HOSA presenter at area High Schools in Cherokee, Bartow, Pickens Counties in Georgia

Mentor for Nursing faculty, New Registered Nurse mentor, and consultant for Community Health Nurse setting up village clinics in Kafferine, Senegal, West Africa.

Mentor for DNP, PhD, and graduate students

Collaboration with Piedmont Mountianside to develop a Designated Education Unit - fall 2018, spring and fall 2019 continuing in spring 2020

Developed and Implemented Reinhardt University First Camp Nightingale Summer 2017 – 2-day camp targeted for high school juniors and seniors interested in nursing

2017 Dissertation published - Library of Congress - Examining Bachelor of Science in Nursing Accelerated (BSNA) Student Outcomes within a Traditional Faculty Workload Model versus a Clock Hour Faculty Workload model

Certified Post- Anesthesia Nurse November 1990 – November 1996

Featured in an article OR Manager July 1994 *Perioperative Case Managers Redesign Processes*

Consultant to Baptist Memorial Hospital Little Rock, Arkansas and St. Joesph's Hospital Memphis, TN regarding the new JCAHO survey process

Camp Nurse and coordinator –1997- 2016 Residential camp 300 plus 3rd-6th grade students and staff

PRESENTATIONS

2022 Editorial Board Member – Journal of Christian Nursing

Currently a reviewer for Peer Review Journal – Journal of Christian Nursing

Presenter August 18, 2021, on the Guidance for the Ethical Allocation of Scare Resources During a community -Wide Public Health Emergency as declared by the Governor of Tennessee as develop by the Tennessee Altered Standards of Care workgroup Version 1.6 July 2016, revised 2020. The presentation was taped and placed in the Covid Resources provided by UTHSC and available to the community

INACSL Co-Author Poster Presentation Poster Presentation June 24-26,2020: A Collaborative Theatrical Simulation That Provides Organ Donation Education

Westberg Institute and Spiritual Care Institute Webinar for over 1100 participants. March 19th and 20th, 2020.

Co-author of content and Co-presenter: *Coronavirus Strategies for Spiritual Caregivers dealing with Chaos of Coronavirus and other infection disease threats.*

AACN for Co-Author Poster Presentation Baccalaureate Conference November 2019: *A Collaborative Theatrical Simulation That Provides Organ Donation Education.*

Keynote speaker for Piedmont Health System on May 8, 2019, National Nurses Week. *It still Matters.*

August 2018 Keynote Speaker - Georgia Juvenile Services Association. *Taking care of You!* Presentation to the Tennessee Society of Post Anesthesia Nurses Sept. 1995 Co- Presenter of Pre-Admission Evaluation Program BMH - East

Presentation to the Greater Memphis Area of Critical Care Nurses Oct. 1995 Co- Presenter *Perioperative Care of the Trauma Patient*

Presentation to the Memphis Area Post- Anesthesia Nurses Association Nov. 1995 -*The Perioperative Care Manager*

Presentation to the Greater Memphis Area of Critical Care Nurses Fall 1994 lectured titled - *Care of the PACU Patient*

Presentation to AORN - Memphis Area Chapter Jan. 1995 - *Care of the PACU Patient*

RESEARCH

Currently in process of submitting to IRB a grant funded research activity associated with the topic of "bullying in healthcare"

BOOKS AND BOOK CHAPTERS:

Paid Test Item writer for Potter and Perry Fundamentals of Nursing Text, Elsevier 2011-2012

PEER-REVIEWED JOURNAL ARTICLES:

Original Manuscript accepted by Peer- Review Journal of Christian Nursing. published in 2021. *It still Matters*

CONSULTATION ACTIVITIES

Consultant to Colleges and Universities interested in starting nursing programs.

BROWN, JAMI 04/2022

CURRICULUM VITAE**Jami Smith Brown, DHEd, MSN, RN, CNN**

Assistant Professor
 University of Tennessee Health Science Center
 College of Nursing
 874 Union Avenue, Crowe Building, #429
 Memphis, TN 38163
 Office: (901) 448-1939
 Email: jsmit361@uthsc.edu

EDUCATION:

Institution	Degree	Date Of Degree
A. T. Still University Kirksville, MO	DHEd Doctor of Health Education	2009
Regis University Denver, CO	MSN Master of Science in Nursing: Education Focus	2006
University of Mississippi Medical Center Jackson, MS	BSN Bachelor of Science in Nursing	2002

HONORS AND AWARDS:

2021	Selected as a Leadership Fellow in the College of Nursing for the 2022 cohort
2021	Received a "Certified Course Design" medallion for the Nursing Concepts III course
2018	UTHSC Student Nurses' Association Faculty of the Month
2017	Excellence in Teaching Award: Student Government Association Executive Council (SGAEC), University of Tennessee Health Science Center College of Nursing Recipient
2016	Obtained the National Student Nurses' Association (NSNA) Stellar School Chapter Recognition for the UTHSC CON
2015	Excellence in Teaching Award: Student Government Association Executive Council (SGAEC), University of Tennessee Health Science Center College of Nursing Recipient
2011	West Texas A&M University Service Excellence Award
2011	West Texas A&M University Teaching Excellence Award
2006	Inducted, Alpha Kappa Chapter-at-Large of Sigma Theta Tau International, Regis University
2006	Chancellor's List and Who's Who in America, Regis University

BOARD CERTIFICATIONS:

	Date Issued	Expiration Date
Basic Life Support (BLS)	August 2020	August 2022
Certified Nephrology Nurse (CNN)	Mar 2013	Mar 20225
ELNEC Train-the Trainer	Nov 2015	

LICENSURE:

Registered Nurse, Mississippi (multi-state) (Active)
 10/06/2002 to 12/31/2022

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS:

American Association of Critical Care Nurses (AACN), Member (2014-2021) American Nephrology Nurses Association (ANNA)-Member (2009-Present)

BROWN, JAMI 04/2022

- a. Memphis Blues Chapter, Member, (2013-Present)
- b. ANNA Representative for the Board of Directors for the Nurses on Boards Coalition (2021-Present)
- c. Educator Specialty Practice Networks (SPN) Leader (2017-2019); (2021-Present)
- d. Research Committee (2020-Present)
- e. Leadership Committee (2020-Present)

American Nurses Association (ANA), Member (2009-Present)

- a. Mentor (2019-Present)

Association of Black Nursing Faculty (ABNF), Member (2009-Present)

National Black Nurses Association (NBNA) (2022-Present)

National League of Nursing (NN), Member (2016-Present)

NCSBN Item Development Panel for the NCLEX Exam (2016-2018; 2021-Present)

NCSBN Item Writer for the NCLEX Exam (2018-2020)

Nurses on Boards Coalition (NOBC)-- (Board of Directors for ANNA (2021-Present) Sigma Theta Tau

International (STTI) Nursing Honor Society, Member (2006-Present)

- a. BBeta Theta Chapter At Large, Member, (2013-present)
 - 1. Governance Committee (2019-Present)
 - 2. Leadership and Succession Planning Committee (2019-Present)
- b. Alpha Kappa-At Large Chapter, Member, (2006-2019)
- c. Delta Delta Chapter, Nominating Committee Officer, Counselor, and Member, (2010-2011)

Tennessee Nurses Association (TNA), Member (2012-Present)

- a. Delegate, 2012, 2013, 2015, and 2017 Convention

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

TType/Rank	Institutionstit	Date Date (mo/yr)
Assistant Professor Clinical/ Didactic	UT Health Science Center College of Nursing Memphis, TN	06/2012-Present
Assistant Professor Clinical/ Didactic	Stillman College Tuscaloosa, AL	08/2011-06/2012
Assistant Professor Clinical/ Didactic	West Texas A&M University Canyon, TX	01//010-07//011

HOSPITAL/CLINICAL APPOINTMENTS::

StaffNurse-Dialysis	Fresenius Medical Care-- Delta, LA	4/2006-12//009
StaffNurse-ICU	River Region Medical Center--Vicksburg, MS U	11/2003-12/2009
Staff Nurse -Medical ICU	University of Mississippi Medical Center--Jackson, MS	06/2002-07/2004
Summer III Extern	Mayo Clinic-Rochester, MN	06/2001- 08/2001

TEACHING EXPERIENCE:

Assistant Professor-University offTennessee Health Science Center (Memphis, TN)

- Instructor of Record (IOR) of NSG 454/464 Nursing Concepts III: Care for Adult-GerontologyPatients with Acute/Complex Health Problems-Didactic and Clinical (2020-Present)
- Instructor of Record/Course Coordinator of NSG 431 Acute Care/Gerontology-Didactic andclinical (2016-2020)
- Instructor of Doctoral course NSG 876//HOPN 851 Leadership and Health Policy (2017-Present)
- Course Coordinator of NSG 531/431 Acute Care/Gerontology-Didactic and clinical (2014-2015)
- Course Coordinator of NSG 516 Acute Care-Didactic and clinical (2012-2013)
- Co-coordinator of NSG 416 Adult Health-Didactic (2015-2019)
- Co-coordinator of NSG 416 Adult Health-Didactic and Clinical (2015-2017)
- Co-coordinator of NSG 601/416 Adult Health-Didactic and Clinical (2014-2015)

BROWN, JAMI 04/2022

- Co-coordinator of NSG 601/416 Adult Health-Didactic and Clinical (2013)
- Course Coordinator of Special Topics: End of Life Care-Didactic (2016)
- Clinical Instructor of NSG 519/419 Nursing Concepts I: Foundations of Professional Nursing Care(2021-Present)
- Clinical Instructor of NSG 456 Nursing Internship: Leadership and Management (2020-Present)
- Clinical Instructor of NSG 519/419 Nursing Internship (2013-2019)
- Clinical Instructor of NSG 415 Health of Populations (2018)
- Clinical Instructor of NSG 619 Clinical Leadership Practicum (2013-2014)
- Advised students (BSN and MSN)
- Mentor to novice and experienced nursing faculty

Assistant Professor—Stillman College (Tuscaloosa, AL)

- Course Coordinator of NUR 442 Complex Health Alterations-Didactic and Clinical (2011)
- Co-Coordinator of NUR 460 Preceptorship-Clinical (2012)
- Advised and mentored students (BSN)

Assistant Professor—West Texas A&M University (Canyon, TX)

- Course Coordinator and Co-coordinator of NURS 4331 Critical Care Nursing-Didactic/Clinical (2010-2011) Advised and mentored students (BSN)

COMMITTEES AND OFFICES HELD:**University of Tennessee Health Science Center (Memphis, TN)***College of Nursing Committees*

Search Committee-Executive Associate Dean for Academic Affairs (2021-Present)
 Chair, Bylaws Committee (2017-2020); Member, Bylaws Committee (2014-Present)
 Faculty Advisor, Student Nurses Association (2012-Present) Member, Progressions Committee (2014-2016), (2018-Present) Member, BSN Admissions Committee (2019-Present) Member, Committee on Academic Ceremonies (2014-Present)
 Leader of the Test Committee (BSN) (2021-Present)
 Test-Writing Subcommittee (2019-Present)
 Search Committee-BSN Director (2017-2018)

BOOKS AND BOOK CHAPTERS:

1. Brown, J. S. & Gilliland, M. (2020). Chronic kidney disease. In Counts, C. (Ed.). *Core Curriculum for Nephrology Nursing* (7th ed., Chapter 6). Pitman, NJ: American Nephrology Nurses Association.
2. Brown, J. S. (2019). Acute kidney injury and chronic kidney disease. In Norris, T. L. (Ed.), *Porth's pathophysiology: Concepts of altered health states* (10th ed., Chapter 34). Philadelphia, PA: WoltersKluwer.
3. Brown, J. S. (2016). Peritoneal dialysis. In N. Gomez (Ed.), *Nephrology nursing certification review guide* (5th ed., pp. 22-25, 48-51). Pitman, NJ: American Nephrology Nurses Association.

PEER-REVIEWED JOURNAL ARTICLES:

1. Brown, J. S. & Waller, M. N. (2022). Enhancing diversity in nursing education: Implementing inclusive practice to create a bias-free learning environment. *Nurse Education Today*, 113, 105358. <https://doi.org/10.1016/j.nedt.2022.105358>.
2. Brown, J. S. (2021). Addressing the issue: Health disparities and social determinants of health among Blacks/ African Americans in comparison to non-minorities with chronic kidney disease. *Nephrology Nursing Journal*, 48(5), 489-492.
3. Brown, J. S. & Elliott, R. W. (2021). Social determinants of health: Understanding the basics and their impact on chronic kidney disease. *Nephrology Nursing Journal*, 48(2), 131-135, 145.
4. Gilliland, M., Brown, J. S., & Pryor, L. (2017). Nursing care for patients with synthetic arteriovenous grafts. *Nephrology Nursing Journal*, 44(5), 391-398.
5. Brown, J. S. (2015). The progression of kidney disease in patients with HIV. *Nephrology Nursing Journal*, 42(3), 285-287.
6. Brown, J. S. & Halupa, C. (2015). Improving human immunodeficiency virus/AIDS palliative care in critical care. *Dimensions of Critical Care Nursing*. 34(4), 216-221.

J. Burchum

CURRICULUM VITAE

NAME: Jacqueline Lee Rosenjack Burchum

EDUCATION:

Undergraduate:

Union University Jackson TN	08/1983-05/1985	BSN	05/1985
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Graduate:

Univ of TN Health Science Center Memphis TN	08/2000-12/2002	DNSc	12/2002
Univ of TN Health Science Center Memphis TN	08/1995-06/1996	MSN	06/1996

HONORS/AWARDS:

Honorary Organizations

Sigma Theta Tau International Nursing Honor Society	1992-present
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Institutional, regional, national, or international awards

AJNs 2017 Book of the Year Award, second place	2018
TLC Faculty Innovation Scholar	2016-2017
UT Alumni Association's Outstanding Teacher Award	2014
UT SGAEC Excellence in Teaching Award	2018-2019
UT SGAEC Excellence in Teaching Award	2011-2012
UT SGAEC Excellence in Teaching Award	2006-2007
UTHSC Alumni Award (DNSc Graduation)	2002

BOARD CERTIFICATION:

American Nurses Credentialing Center (ANCC)	Family Nurse Practitioner	1996-present
National League for Nursing (NLN)	Certified Nurse Educator	2007-present

LICENSURE:

Profession, state, number, date issued, status

Registered Nurse	TN (Multistate)	RN55932	Issued 1981	Active Status
Family Nurse Practitioner	TN	ANP5674	Issued 1996	Active Status

SOCIETY MEMBERSHIPS:

American Nurses Association/Tennessee Nurses Association
Sigma Theta Tau International Honor Society
National League for Nursing

J. Burchum

UNIVERSITY (AND COLLEGE) APPOINTMENT - CURRENT:

Associate Professor Univ of TN Health Science Ctr Memphis TN 08.2008 - present

PRACTICE/PROFESSIONAL EXPERIENCE:

Retired from Practice

TEACHING EXPERIENCE:

Current Courses

Course	ID/Number	Credits	Role
Pharm Across Lifespan	NSG443	3 (3-0)	Designer and IOR
Advanced Pharmacology	NSG830	3 (3-0)	Designer and IOR
Adv Clinical Pathophys	NSG831	3 (3-0)	Designer and IOR

Past Courses

Course	ID/Number	Credits	Role
Adv. Practice Nursing I	FNP800	4 (4-0)	Designer and IOR
Adv. Practice Nursing II	FNP802	4 (4-0)	Designer and IOR
Bio Tx of Psych Disorders	NSG930	3 (3-0)	Designer and IOR
Health of Populations	NSG515	3 (2-1)	Designer and IOR
Diversity & Social Issues	NSG924	3 (3-0)	IOR
Physical Diagnosis	NSG823	3 (1-2)	Faculty
Resident Project	NSG946	3 (3-0)	Faculty

EDITORIAL APPOINTMENTS:

Peer Reviewer

Journal of Online Education	Online Learning Consortium	2017-present
Journal of Nursing Education	SLACK Inc	2012-present
Journal of Transcultural Nursing	Sage Publications	2003-2020
NONPF Conference, Abstract Reviewer	NONPF	2014-2020

COMMITTEES AND OFFICES HELD - CURRENT:

College of Nursing

CON Online Course Design Peer Review Team (Chair)	2020-present
CON DNP Curriculum Committee	± 2008-2017 2019-present

Interdisciplinary

TLC Faculty Development Team	2020-present
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J. Burchum

OTHER PROFESSIONAL AFFILIATIONS AND ACTIVITIES - CURRENT:

Quality Matters	Master Reviewer	2018-present
Quality Matters	APPQMR Facilitator	2017-present
Quality Matters	Peer Reviewer	2016-present
Commission on Collegiate Nursing Education (CCNE)	CCNE Evaluator	2010-present

BOOKS AND BOOK CHAPTERS – MOST RECENT:

Textbooks

Burchum, J. R., & Rosenthal, L. (2021). *Lehne's pharmacology for nursing care* (11th ed.). St. Louis, MO: Elsevier Saunders.

Rosenthal, L. D., & Burchum, J. R. (2020). *Lehne's pharmacotherapeutics for advanced practice nurses and physician assistants*. (2nd ed.). St. Louis, MO: Elsevier Saunders.

Textbook Chapters

Burchum, J. (2020). Otitis externa in T.M. Buttaro, J. Trybulski, P. P. Bailey, & J. Sandberg-Cook (eds.). *Primary Care: A Collaborative Practice* (6th ed.). St. Louis, MO: Elsevier Mosby.

Burchum, J. R. (2018). Disorders of red blood cells in T. Norris (ed.) *Porth's pathophysiology: Concepts of altered health states* (10th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Burchum, J. R. (2018). Blood cells and the hematopoietic system in T. Norris (ed.) *Porth's pathophysiology: Concepts of altered health states* (10th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Christie Cavallo, MSN, RN, CNEcl
Date of Preparation 4/20/21

CURRICULUM VITAE

Christie Cavallo, MSN, RN, CNE,CNEcl, EdDe
4710 Bobo Place
Olive Branch, MS 38654
Phone: 662-313-9282
Email: christiecavallo@hotmail.com

EDUCATION

<u>Institution</u>	<u>Degree</u>	<u>Major</u>	<u>Year</u>
Walden University	Doctorate	Education	2022
Walden University	Master of Science	Nursing Education	2012
Delta State University	Bachelor of Science	Nursing	1994
Phillips Community College	Associate Degree	Chemistry	1990

HONORS/AWARDS

Daisy Faculty Nursing Award April 2021
UTHSC Alumnus Outstanding Teaching Award March 2020
SGAEC Excellence in Teaching Award June 2020
SGAEC Excellence in Teaching Award April 2018
Who's Who in Health Sciences: Education /December 2017
Simulation Champion for College of Nursing July 2016
Nominated for Daisy Award /April 2016
Nominated for SGAEC Award / May 2015, 2016 and 2017
Community Nursing Award / May 1994

LICENSURE

Registered Nurse, Mississippi 5/94 to present

CERTIFICATIONS

Certified Academic Clinical Nurse Educator (CNEcl)
Certified Nurse Education (CNE)

SOCIETY MEMBERSHIPS

American Nurses Association
Tennessee Nurses Association
Sigma Theta Tau
National League of Nursing
Tennessee Simulation Alliance

Christie Cavallo, MSN, RN, CNEcl
Date of Preparation April 8, 2022

WORK HISTORY

University of Tennessee Health Science Center	BSN Instructor	7/2013-present
Phillips Community College of Univ of Arkansas Flowers Glen	ADN Faculty Charge Nurse	8/2011-6/2013 6/2011- 6/2012
Northwest Mississippi Regional Medical Center	PACU/ Med/Surg	1/2001 -8/2011
Continue Care Home Health	Field/Admission RN	7/1998- 1/2001
Northwest Mississippi Regional Medical Center	Telemetry/ ICU	6/1994- 6/1998

COURSES TAUGHT

Nursing Concepts I: Foundations of Professional Nursing Care
Nursing Concepts III
Internship
Introduction to Professional Practice
Medication Safety
Skills I, II and III
Clinical and Simulation

PRESENTATIONS:

Conferences:

- Wilbanks, C., Cavallo, C. M., Williams, L. A (2022) "Revision of clinical reasoning course to align across concept-based clinical courses and improve clinical judgment," Nurse Tim, Orlando, Florida and online, Orlando, FL.
- Cavallo, C. (2021) *Offering a path to success for everyone: Creating an inclusive environment in nursing education.* Sigma Theta Tau International
- Cavallo, C., Neal, A. & McDonald, L. (2019). *Incorporating the acronym MEDPASS in a skills lab checkoff to increase Medication Administration in Bachelor of Science nursing students.* Tennessee Simulation Alliance. Knoxville, TN.
- Cavallo, C., Settles-Seymour, A., & Farrell, A.(2017). *Increasing skill acquisition in a bachelor of science nursing program using a deliberate practice method.* Tennessee Simulation Alliance: University of Tennessee Health Science Center, Memphis, TN.
- Cavallo, C. (2017). *Reeling in your learners.* Teaching Learning Center. Journal Club Showcase, University of Tennessee, Memphis, TN.
- Cavallo, C. (2015). *No tricks in simulation: Keeping it real.* Tennessee Simulation Alliance: Belmont University, Nashville, TN.
- Cavallo, C., Farrell, A. & Walker, C. M. (2014). *Remembering the 'R' in SBAR in simulation.* Tennessee Simulation Alliance. Belmont University, Nashville, TN.
- Cavallo, C. (2012). *Be a nurse.* Recruitment Day. Phillips Community College of the University of Arkansas. Helena, AR.

Christie Cavallo, MSN, RN, CNEcl
Date of Preparation April 8, 2022

Cavallo C. (2012) *Avoiding stress and burnout in the workplace*. Faculty Day. Phillips Community College at Stuttgart. Stuttgart, AR.

Cavallo, C. (2012) *Medication administration excellence*. Capstone Project Presentation. Phillips Community College of the University of Arkansas. Helena, AR.

PRESENTATIONS:

Invited:

Cavallo, C. (2021)

Cavallo, C. (2016). Improving medication safety. Region One Residency Program. Region One Hospital. Memphis, TN.

PUBLICATIONS:

Wilbanks, C. & Cavallo, C. *In progress*. Assessing clinical self-confidence of first semester nursing student in a 12-month accelerated Bachelor of Science (ABSBN) nursing program following a five-week frontloading of simulation.

Maceri, S., Cavallo, C. & Johnson, R. *In Progress*. What characteristics do Gen Z nursing students perceive make a good clinical instructor.

COMMUNITY AND PROFESSIONAL SERVICE:

Girl Scouts of America-assist girls to receive First Aid Badge, Coronavirus safety

Blood Drive at Labelle Haven Baptist Church, Olive Branch, MS

TIP (Tennessee Institutes of Pre-Professionals) event

Health Occupations Students of America (HOSA) event

Calvary Rescue Mission-feed homeless, Christmas gifts

Peer reviewer for American Nurses Association journal

Editor for Pearson and Elsevier Nursing textbooks

Write blog posts for Wolters Kluwer Nurse Educator Website

Date of Preparation:
December 2021

CURRICULUM VITAE

NAME: Nancy Alise Grogan Farrell, RN, MSN, CPN

EDUCATION:

<u>Institution</u>	<u>Degree/Other</u>	<u>Major/Minor</u>	<u>Dates</u>
University of Tennessee Health Science Center Memphis, TN	PhD student	Nursing	8/16-present Proposed graduation 2022
University of Tennessee Health Science Center Memphis, TN	Non-degree	Nursing	8/15-8/16
Union University (Germantown campus) Memphis, TN	Non-degree	Nursing	9/04-11/04
Union University (Germantown campus) Memphis, TN	MSN	Nursing/Education	9/01 - 12/02
University of Tennessee Health Science Center Memphis, TN	BSN	Nursing	9/84 - 6/86
University of Memphis Memphis, TN	Nursing Prerequisites	Pre-Nursing	9/82 - 5/84

HONORS/AWARDS:

Recipient of the Lola Llewellyn Scholarship Grant, 2001
2007 Alumni Outstanding Teacher Award – University of Tennessee
Daisy Faculty Award 2015
Dean's Research Award 2020
College of Graduate Health Science Travel Award 2021

CERTIFICATIONS:

Certification in Pediatric Nursing, 1990 - 2000 AACN
Certified Pediatric Nurse, 2005-present
BLS 1984-present
Clinical Nurse Leader 2012-2017

LICENSURE:

Registered Nurse, MS license #R868092 (multistate), Active
Issued: 08/20/1986 (TN) Expires: 12/31/22

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
University of Tennessee	Instructor	1/06 - present

		Date of Preparation: December 2021
Health Science Center College of Nursing Professional Entry Program Memphis, TN	Clinical Coordinator	8/14-present
Union University	Adjunct faculty	3/04 - 4/04 & 9/05-12/05
Methodist School of Nursing Memphis, TN	Instructor	2/03 - 4/05

TEACHING EXPERIENCE

2013-2021 NSG 456 Internship
 Fall 2021 NSG 448 Concepts 1
 2007-2014, 2020-2021 NSG 448 Pediatric and Adolescent Care Concepts
 2015- 2019 NSG 413 Maternal Child Nursing
 2006- 2015 Foundations of Nursing
 Other courses taught
 NSG 499 Senior Synthesis Seminar
 2006-2017 NSG 412 Adult Skills,
 2006-2015 NSG 417 Acute Skills
 2010- 2015 NSG 653 CNL Seminar (30 students)
 Previous Experience in Methodist Diploma Program 2003-2006
 Maternal Child Nursing
 Adult Health

HOSPITAL/CLINICAL APPOINTMENTS:

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
Methodist - LeBonheur Healthcare Memphis, TN	Development Specialist Clinical Education Services	4/05 - 12/05
Le Bonheur Children's Medical Center	Staff RN, Medical Unit	1/92 - 2/03
Center for Children in Crisis	Group Facilitator Facilitated support group for new mothers & infants	1/01 - 2/01
Le Bonheur Children's	Assistant Director of Nursing 6th floor	10/89 - 12/91
Le Bonheur Children's Medical Center	Staff RN	6/86 - 10/89

COMMITTEES AND OFFICES HELD:

The University of Tennessee Health Science Center
 College of Nursing Committees

Date of Preparation:
December 2021

By-laws Committee 2020-Present
Strategic Planning Committee-Clinical Education 2017
Strategic Planning Committee- Innovative Nursing Education-2016
Academic Processes Task Force 2016-2017
Staff & Faculty Development & Retention Implementation Group 2014-2015
Undergraduate Curriculum Committee 2014 to 2016
Dedicated Education Unit Task Force, 2010
Skills Task Force- 2012-Present

PROFESSIONAL SERVICE:

Mid South Chapter Society of Pediatric Nurses, President 2011-2013, Vice president 2009-2011,
President 2011-2013, Local Board 2009 to present
Society of Pediatric Nurses National –
Chapter Development- Regional Representative (2014-2018)
Education Sig Group (2019-present)
Southern Nursing Research Society 2021-present
Mid-South Nursing Professional Development (Education Committee-2020-present)

COMMUNITY SERVICE:

Central Church, Memphis, TN
Backpack giveaway 2011-2021
Samaritan Circle – 2008-2017
Youth worker- 2007- 2015
One by One- Leadership Team-2013-2015

RESEARCH:

Farrell, Nancy A. The Relationship of Parenting Stress and Child Health to Child Neurocognitive Development. Dissertation
Jacob, S., Accardo, D, Dolgoff, J., Farrell, A., McClinton, T., Murray, E., Williams, L. (2020-2021). Grief Experience of RNS Working on the Frontlines During the COVID-19 Pandemic
Alise Farrell, MSN. "Effects of Asthma Education Program for Pediatric Patients." Thesis completed December 2002; Union University.
2002 Assisted with data collection for an asthma drug study in conjunction with University of Tennessee Pharmacy Department.
2017-2018 PLASMA assisted with camps for pediatric asthma study.

RESEARCH AND OTHER EXTERNAL FUNDING:

Norris, T. L., Britt, T., Farrell, A., & Harrell, B. (November, 2007). Promise of Nursing, FNSNA, "Increasing Teaching Capacity Through the Use of Personal Digital Assistants (PDA). \$3,450.00

REFEREED CONFERENCE PRESENTATIONS: Farrell, N.A., Graff, J.C., Jones, T., Day, S., Keisling, B.L., & Rhoads, S. (2021). *Relationship of child health and parenting stress to child neurocognitive development*. Southern Nursing Research Society 35th Annual Conference. February 24-25, 2021. (Poster Present). Virtual.

AR Haushalter 04/2022

CURRICULUM VITAE

Alisa R. Haushalter, DNP, RN, PHNA-BC
 University of Tennessee
 College of Nursing
ahaushal@uthsc.edu

EDUCATION:

2004-2007 Doctor of Nursing Practice, Public Health Nursing Leadership, University of Tennessee Health Science Center, Memphis, Tennessee
 1995-1997 Masters of Science in Nursing, Family Practice, Vanderbilt University, Nashville, Tennessee
 1979-1982 Associate of Science in Nursing, Belmont College, Nashville, Tennessee
 1977-1978 No degree; Nursing (major), Carlow College, Pittsburgh, Pennsylvania

HONORS/AWARDS:

2022 50 Outstanding Alumni from the Past 50 Years, Belmont University School of Nursing Alumni Association
 2022 Outstanding Alumna Award, University of Tennessee College of Nursing Alumni Association
 2021 Doris Spain Distinguished Service Award, Tennessee Public Health Association
 2020 Communicator of the Year Award, Public Relations Society of America, Memphis Chapter
 2020 Peabody Duck Walk Hall of Fame Honoree, Historic Peabody Hotel, Memphis, Tennessee
 2020 Health Care Heroes Award, Memphis Business Journal
 2017 TNA Nursing Excellence Award in Nursing Administration, Tennessee Nurses Association
 2017 Movers, Shakers and Other News-Makers Recognition, Who's Who Memphis Magazine
 2017 John William Runyan, Jr. Award in Community Health Nursing, University of Tennessee Health Science Center, College of Nursing
 2015 Nemours' Leonard L. Berry Award for Service Excellence Finalist, Nemours Children's Health System
 2014 Transformational Leadership Award in Nursing, Nemours Children's Health System
 2012 March of Dimes Public Health Nurse of the Year Award, Middle Tennessee Region

CERTIFICATION:

2017-Present Advanced Public Health Nursing, American Nurses Credentialing Center

LICENSURE:

1983-Present RN Licensure RN0000058032

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

2016-Present Associate Professor, Non-Tenure Track, Graduate Studies, University of Tennessee College of Nursing, Memphis, Tennessee
 2018-2021 Adjunct Faculty, Graduate Studies, University of Memphis, Memphis, Tennessee
 2018-2020 Adjunct Faculty, Graduate Studies, Baptist College of Health Sciences, Memphis, Tennessee
 2009-2012 Adjunct Faculty, Meharry Medical College, Nashville, Tennessee
 2009-2012 Adjunct Faculty, Doctor of Nursing Practice Program Vanderbilt University School of Nursing, Nashville, Tennessee
 2007-2012 Contract Faculty, Southeastern National Tuberculosis Training Center, Gainesville, Florida

AR Haushalter 04/2022

PRACTICE/PROFESSIONAL EXPERIENCE:

2016-2021	Director, Shelby County Health Department, Memphis, Tennessee
2014-2016	Senior Director, Department of Population Health and Project Director Nemours' Center for Medicare and Medicaid Innovation Award, Nemours Children's Health Systems, Wilmington, Delaware
2012-2014	Director, Department of Health Care Engagement and Project Director, Nemours Center for Medicare and Medicaid Innovation Award Nemours Children's Health System, Wilmington, Delaware
2008-2012	Director, Bureau of Population Health Programs, Metro Public Health Department, Nashville, Tennessee
2003-2008	Director, Division of Tuberculosis Elimination, Metro Public Health Department, Nashville, Tennessee
1999-2003	Director, Division of Health Promotion, Metro Public Health Department, Nashville, Tennessee
1997-1999	Public Health Nurse IV, Division of Health Promotion, Metro Public Health Department, Nashville, Tennessee
1995-1997	Public Health Nurse II, Division of Health Promotion, Metro Public Health Department, Nashville, Tennessee
1983-1995	Public Health Nurse II, Division of Community Health Nursing, Metro Public Health Department, Nashville, Tennessee
1982-1982	Staff Nurse, Elder Care Home Health Agency, Nashville, Tennessee

PUBLICATIONS:

Levy, M., Nolan, V., Haushalter, A., Warren, J., & Jain, M. (2021, October). Compliance with mandated mask usage in public: A direct observation study. In *APHA 2021 Annual Meeting and Expo*. APHA.

Stewart, T., Day, S. W., Russell, J., Wilbanks, C., Likes, W., Webb, S., ... & Cashion, A. K. (2020). Development of a COVID-19 alternate care site from ground zero: A nursing perspective. *Public Health Nursing, 37*(6), 889-894.

Scott, P. N., Lefler, L. L., Jeffs, D., Davis, A., Lear, T., & Haushalter, A. (2020). A Tristate Education Model to Prepare Nurses to Serve on Health-Promoting Boards. *The Journal of Continuing Education in Nursing, 51*(11), 528-532.

Gratale, D., & Haushalter, A. (2016). Optimizing health outcomes for children with asthma in Delaware: A population health case report. *NAM Perspectives*.

Larson, C., Haushalter, A., Buck, T., Campbell, D., Henderson, T., & Schlundt, D. (2013). Peer reviewed: development of a community-sensitive strategy to increase availability of fresh fruits and vegetables in Nashville's urban food deserts, 2010-2012. *Preventing chronic disease, 10*.

Boswell, E. J., Pichert, J. W., Lorenz, R. A., Schlundt, D. G., Penha, M. I., Alexander, S., Davis, D. E., Evangelist, J. L., Haushalter, A. R., Lindsay, L. C., & Palm, M. (1996). Evaluation of a patient teaching skills course disseminated through staff developers. *Patient education and counseling, 27*(3), 247-256

PRESENTATIONS (2018 to present):

09/18/20	Keynote Speaker, <i>Public Health Response to a Pandemic: Utilizing TB as a Blueprint for Action and Response</i> , 2020 National Tuberculosis Conference, National TB Controllers Association and National TB Nurse Consortium, Virtual
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AR Haushalter 04/2022

- 09/15/20 Panelist, *Community Response and Recommendations*, COVID-19 Clinical Care Symposium, University of Tennessee Colleges of Nursing and Pharmacy, Memphis, Tennessee, Virtual
- 06/25/20 Presenter, *COVID-19 Response: The role of public health nursing leadership at the local level*, Leading Amongst a Crisis: Nursing Through a Pandemic, University of Tennessee College of Nursing, Memphis, Tennessee, Virtual
- 04/07/20 Presenter, *Public Health Preparation and Response to COVID-19*, University of Tennessee Corona Virus Symposium, Memphis, Tennessee, Virtual
- 03/06/20 Presenter, *The Integrated Nature of Access to Care in Memphis*, Memphis Empowering Health Roundtable, United Healthcare, Memphis, Tennessee
- 10/31/19 Presenter, *Mentoring*, Tri-state Nurses on Boards Training, Memphis, Tennessee
- 04/31/19 Keynote Speaker, West Tennessee Opioid Summit, Memphis, Tennessee
- 04/25/19 Panelist, *Mobilizing a Community for Transformational Change: Creating a community-level, person-centered system of care*, Community Information Exchange Summit, San Diego, California
- 04/16/19 Panelist, *Building Bridges to a Healthy Future*, Bridging the Gap – Unveiling the Community Care Strategy, Memphis, Tennessee
- 04/03/19 Panelist, *Action for Hope and Healing: Responses to Community Violence*, Memphis, Tennessee
- 10/07/18 Panelist, *Faith Leaders Forum: Response to the Opioid Epidemic in Shelby County Government County*, Memphis, Tennessee
- 10/02/18 Presenter, *Mentoring in Nursing to Build a Culture of Health*, Nurses on Boards Training, Branson, Missouri
- 08/22/18 Speaker, *Want a Healthier Labor Pool?* Memphis Business Group on Health Annual Symposia, Memphis, Tennessee
- 07/25/18 Speaker, *The opioid epidemic in Shelby County*, Tennessee Nurses Association, West Tennessee Region, Monthly Professional Meeting
- 05/15/18 Panelist, *The Good, the Bad, and the Ugly: The opioid epidemic in Shelby County*, Common Table Health Alliance Annual Meeting, Memphis, Tennessee
- 01/24/18 Speaker, *Hot Topics in Local Public Health: Influenza, vaccinations and opioids*, Kiwanis Club, Memphis, Tennessee
- 01/23/18 Guest Panelist, *Shelby County Opioid Response*, Behind the Headlines Talk Show, Memphis, Tennessee
- 04/19/18 Speaker, *Shelby County Opioid Response Plan*, Mayor's Opioid Forum, Memphis, Tennessee
- 01/19/18 Panelist, *Intersections of Health and Justice, Linking Systems, and Improving Outcomes: Responses to the Opioid Crisis*, National Association of County Officials, Memphis, Tennessee
- 04/11/18 Guest Speaker, *Opioid Epidemic*, Methodist Orthopedic Nurses In-service, Memphis, Tennessee

PROFESSIONAL MEMBERSHIPS:

American Nurses Association
 American Public Health Association
 American Association for the History of Nursing
 Doctor of Nursing Practice, Inc.
 National Association of City and County Health Officials
 Tennessee Nurses Association
 Tennessee Public Health Association

Date of Preparation: April 13, 2022

CURRICULUM VITAE

Patricia R. Jones-Purdy

pjonespu@uthsc.edu

(901) 448-2195

EDUCATION

Undergraduate

BS, Business Management. University of Tennessee at Chattanooga 1985

BSN, Nursing. Union University 2004

Graduate/Professional School

MSN, Nursing. Walden University 2009

BOARD CERTIFICATION

BLS, American Heart Association. Date Obtained: September 2021. Expiration Date: September 2023.

CNRN, American Association of Neuroscience Nurses. Date Obtained: January 1, 2012.
Expiration Date: December 31, 2022.

LICENSURE

Registered Nurse, TN Nursing Board. Scope: Multi-State. License Number: 127877, Status: Active

Date Obtained: June 8, 2000

Expiration Date: October 31, 2023

SOCIETY MEMBERSHIPS

American Association of Neuroscience Nurses. (January 1, 2012 - Present).

Sigma Theta Tau International Honor Society. (November 1, 2004 - Present).

UNIVERSITY (AND COLLEGE) APPOINTMENTS

University of Tennessee Health Science Center

Instructor, College of Nursing, Acute and Tertiary Care. (October 9, 2017 - Present).

TEACHING EXPERIENCE

Clinical Teaching

Clinical Supervision, Adult Health, Role: Instructor

Clinical Supervision, Adult Health, Role: Instructor

Clinical Supervision, Adult Health, Role: Instructor

Clinical Supervision, Introduction to Professional Practice, Role: Instructor

Clinical Supervision, Introduction to Professional Practice, Role: Instructor

Clinical Supervision, Leadership/ Internship, Role: Instructor

Clinical Supervision, Nursing Skills Lab I, Role: Instructor

Clinical Supervision, Nursing Skills Lab I, Role: Instructor

Clinical Supervision, Nursing Skills Lab II, Role: Instructor

Clinical Supervision, Nursing Skills Lab II, Role: Instructor

Clinical Supervision, Nursing Skills Lab III, Role: Instructor

Clinical Supervision, Nursing Skills Lab III, Role: Instructor

COMMITTEES AND OFFICES HELD

University Service

Member, Admission. (July 22, 2019 - Present).

RESEARCH AND OTHER EXTERNAL SUPPORT

CURRICULUM VITAE

NAME: Christie Manasco

EDUCATION:

Undergraduate:

University of South Alabama, 6/1991 – 12/1993, BSN, 12/1993

Graduate/Professional School:

Union University, 8/2002 – 12/2003, MSN Education, 12/2003

William Carey University, 8/2015 – 8/2017, PhD Nursing Education & Administration,
8/2017

HONORS/AWARDS:

Honorary Organizations:

Sigma (Sigma Theta Tau International) - 1993

Institutional, regional, national, or international awards:

The DAISY Faculty Award, University of Memphis, 5/2014

Academic Excellence Award – BSN, University of South Alabama, 12/1993

LICENSURE:

Registered Nurse, TN, 134030, Obtained: 07/13/2001; Expiration: 12/31/2023; Active

SOCIETY MEMBERSHIPS:

Sigma Theta Tau International: 1993 – Present

American Nurses Association: 2012 – Present

Tennessee Nurses Association: 2012 – Present

Rural Health Association of Tennessee: 2020 – Present

International Association of Forensic Nurses: 2021 – Present

Academy of Forensic Nursing: 2021 - Present

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

Assistant Professor – Health Promotion and Disease Prevention, University of Tennessee
Health Science Center, Memphis, TN, 07/05/2020 to present

Clinical Professor – University of Memphis, Memphis, TN, 7/2019 – 7/2020

Assistant Dean of Nursing, Lambuth – University of Memphis, Memphis, TN, 9/2017 – 7/2020

Clinical Associate Professor – University of Memphis, Memphis, TN, 8/2016 – 7/2019

Director – Lambuth Nursing Program, Memphis, TN, 8/2014 – 9/2017

Clinical Assistant Professor, University of Memphis, Memphis, TN, 8/2012 – 8/2016

Assistant Professor – Union University, Jackson, TN, 05/2007 – 05/2008

Director of Undergraduate Education for the Center of Excellence in Healthcare – Union
University, Jackson, TN, 08/2006 – 05/2008

Instructor – Union University, Jackson, TN, 01/2004 – 05/2007

PRACTICE/PROFESSIONAL EXPERIENCE:

Registered Nurse – Medical Oncology, West Tennessee Healthcare/Jackson-Madison County

General Hospital, Jackson, TN, 01/2012 to 12/2021

Manager of Nursing Services/Clinical Educator – CAE Healthcare (formerly Medical Education Technologies Incorporated/METI), Sarasota, FL, 06/2008 – 08/2012
 Registered Nurse – Medical Oncology, West Tennessee Healthcare/Jackson-Madison County General Hospital, Jackson, TN, 09/2003 – 12/2007
 Registered Nurse – Medical Oncology, Baptist Memorial Healthcare, Memphis, TN, 06/2002 – 01/2004
 Registered Nurse – Medical Oncology, West Tennessee Healthcare/Jackson-Madison County General Hospital, Jackson, TN, 08/2001 – 11/2002
 Registered Nurse – On Call/After Hours RN, Mercy Medical Home Health and Hospice, Fairhope, AL, 09/2000 – 08/2001
 Registered Nurse – Case Manager/Home Health Coordinator – Infirmary Health System, Daphne, AL, 05/1997 – 09/2000
 Registered Teaching Nurse I – Adult Medical-Surgical/Surgical Trauma Intensive Care, University of South Alabama, Mobile, AL, 01/1994 – 11/1998

OTHER ACADEMIC APPOINTMENTS:

Adjunct nursing faculty – Union University, Jackson, TN 8/2010 – 5/2012

COMMITTEES AND OFFICES HELD:

University of Tennessee Health Science Center:

College of Nursing:

Member, BSN Course Review Task Force: 2/2021 - Present
 Member, CON Evaluation Committee: 6/2021 - Present
 Co-Chair/Member, UTHSC CON RURAL Health Work Group: 9/2020 - Present
 Member, Bylaws Committee: 9/2020 - Present
 Member, Committee for Equity and Inclusion: 9/2020 - Present
 Member, Mid-South Nursing Collaborative: 8/2020 - Present
 Member, William T. Cashdollar Distinguished Visiting Professorship Committee: 8/2020 - Present

OTHER PROFESSIONAL AFFILIATIONS AND ACTIVITIES:

Reviewer/Referee, Journal of Professional Nursing: 9/2020 – Present
 Tennessee Nurses Association: District 6 Treasurer: 2018 – Present
 First Baptist Church, Jackson, TN, Medical Response Team: 2015 - 2018
 State Emergency Registry of Volunteers in Tennessee, Department of Health's Office of Emergency Preparedness: 2014 - Present
 West Tennessee Healthcare/Jackson-Madison County General Hospital: B9 Medical-Oncology Chemotherapy Course Instructor/Designer: 2012 - 2021

RESIDENTS/FELLOWS/GRADUATE STUDENTS TRAINED:

University of Memphis Loewenberg College of Nursing – Lambuth Campus:
 Joan Appleton, BSN, RN; Spring 2014; MSN Education
 Virginia King, BSN, RN; Fall 2013; MSN Education
 Gail Woods, BSN, RN; Spring 2013; MSN Education

RESEARCH AND OTHER EXTERNAL SUPPORT:

U.S. Department of Health and Human Services, Health Resources & Services Administration (HRSA): Advanced Nursing Education – Sexual Assault Nurse Examiners (ANE-SANE) Program – HRSA-21-016 Grant \$1,500,000: 2021-2024; Co-Investigator
 Tennessee Hospital Association: Tennessee Promise of Nursing Grant \$15,000; 2016-2017; Developed and led the Mock Disaster Simulation experience

OTHER PUBLICATIONS:

Manasco, C. (2017). *Prebriefing for simulation experiences in undergraduate nursing education: A descriptive, comparative study*. [Unpublished doctoral dissertation]. William Carey University.

RECENT PRESENTATIONS

Manasco, C. (2018, January 3-5). Prebriefing for simulation experiences in undergraduate nursing education: A descriptive, comparative study [Poster presentation]. Elsevier Nursing Conference, Las Vegas, NV

Manasco, C. (2017). Prebriefing for simulation experiences in undergraduate nursing education: A descriptive, comparative study [Poster presentation]. Upsilon Theta Chapter of Sigma Theta Tau Nursing Research Exposition, Hattiesburg, MS.

Manasco, C. (2015, June 13). To err is human: Improving drug dosage calculation competency across the curriculum [Conference presentation]. The International Nursing Association for Clinical Simulation and Learning (INACSL), Atlanta, GA.

Manasco, C. (2015, February 14-15) Innovations in 21st century nursing education: Issues & trends. Inter National Health Care Summit on Modern Trends in Nursing Education, Ahmedabad, Gujarat, India.

CONSULTATION ACTIVITIES

safeMedicate Advisory Board: 2017-2018
 CAE Healthcare, Inc: 2012-2013; 2016; 2018

Date of Preparation March 16, 2022

CURRICULUM VITAE

NAME: Shelley A. Miller, DNP, APRN, FNP-C

EDUCATION:

Undergraduate:

University of Tennessee, Knoxville, 8/95-5/99, Bachelor of Arts, Psychology, May 1999

Graduate/Professional School:

Methodist Hospital School of Nursing, 5/00-8/02, Diploma in Nursing, Aug 2002

University of Phoenix, 9/07-11/09, Master of Science in Nursing, Nursing Education, Nov 2009

University of Tennessee Health Science Center, 8/13-5/16, Doctor of Nursing Practice, Family Nurse Practitioner, May 2016

HONORS/AWARDS:

Sigma Theta Tau Nursing Honor Society, University of Phoenix

Sigma Theta Tau Nursing Honor Society, University of Tennessee Health Science Center

Tennessee Simulation Alliance Fellow, August 2011-July 2013

Methodist LeBonheur Healthcare System Good Catch Award, November 2013

Methodist LeBonheur Healthcare RISE Level 2 March 2014

Methodist LeBonheur Healthcare RISE Level 3 March 2015

BOARD CERTIFICATION:

American Academy of Nurse Practitioners, Family Nurse Practitioner, June 2016

American Association of Critical Care Nurses, CCRN-pediatrics (alumnus), Oct 2009

LICENSURE:

Registered Nurse, Tennessee, 138762, Oct 2002, active

Family Nurse Practitioner, Tennessee, 21554, Aug 2016, active

Family Nurse Practitioner, Mississippi, 901643, July 2016, active

SOCIETY MEMBERSHIPS:

American Association of Nurse Practitioners

Greater Memphis Area Advanced Practice Nurses

UNIVERSITY (AND COLLEGE) APPOINTMENTS:

Assistant Professor, University of Tennessee Health Science Center, Memphis, TN,
2/2022-presentAdjunct Faculty, University of Tennessee Health Science Center, Memphis, TN, 1/2018-
5/2019Adjunct Faculty, Southwest Tennessee Community College, Memphis, TN, 3/2016-
4/2016

PRACTICE/PROFESSIONAL EXPERIENCE:

Family Nurse Practitioner, Methodist Minor Medical, 5/2017-present
Family Nurse Practitioner, Campbell Clinic Orthopaedics, 5/2016-8/2017
Registered Nurse, Campbell Clinic Orthopaedics, 4/2016-5/2016
Registered Nurse, LeBonheur Children's Hospital, PICU, 2/2014-4/2016
Registered Nurse, LeBonheur Children's Hospital, CVICU, 8/2013-2/2014
Clinical Educator/RN, LeBonheur Children's Hospital, 2/2008-8/2013
Registered Nurse, LeBonheur Children's Hospital, PICU, 1/2004-2/2008
Registered Nurse, LeBonheur Children's Hospital, ED, 8/2002-1/2004

COMMITTEES AND OFFICES HELD:

Nurse Practitioner Practice Council, co-chair/founder, Methodist Minor Meds, 8/2019-2/2021
Nurse Practitioner Practice Council, member, Methodist Minor Meds, 8/2019-2/2022
UTHSC Nursing SGA, DNP representative, 8/2013-5/2014

VOLUNTEER:

Official, USA Swimming, 8/2018-present

Date of Preparation: April 13, 2022

CURRICULUM VITAE

Mrs. Ashley B. Neal

abolden1@uthsc.edu

(901) 448-2049

EDUCATION

Undergraduate

BSN, Nursing. University of Memphis 2010

Graduate/Professional School

MSN, Nursing, Nursing Education. University of Memphis 2015

OTHER CERTIFICATION

Basic Life Support (BLS) Provider, American Heart Association. Date Obtained: January 10, 2021. Expiration Date: January 30, 2023.

LICENSURE

Registered Nurse, TN Nursing Board. Scope: Multi-State. License Number: 178534, Status: Active

Date Obtained: September 30, 2010

Expiration Date: February 28, 2023

SOCIETY MEMBERSHIPS

American Nurses Association. (April 2018 - Present).

Tennessee Nurses Association. (April 2018 - Present).

Sigma Theta Tau International Honor Society of Nursing, Beta Theta-at-Large Chapter. (April 2014 - Present).

Oncology Nursing Society. (May 2019 - May 2020).

American Association of Neuroscience Nurses. (March 2017 - March 2018).

UNIVERSITY (AND COLLEGE) APPOINTMENTS

University of Tennessee Health Science Center

Instructor, College of Nursing, Acute and Tertiary Care. (August 14, 2017 - Present).

EMPLOYMENT HISTORY

BSN Instructor, Acute and Tertiary Care, The University of Tennessee Health Science Center, College of Nursing. Memphis, TN, United States. (August 24, 2017 - Present).

Methodist University Hospital, Neurology/Orthopedics, Memphis, TN, Clinical Nurse Educator. (February 2016 - August 2017).

Express Scripts, Memphis, TN, United States, Nurse Clinician- RN. (August 2014 - May 2015).
 Methodist University Hospital, Surgical Oncology, Memphis, TN, Patient Care Coordinator.
 (January 2014 - August 2014).
 Methodist University Hospital, Surgical Oncology, Memphis, TN, Registered Nurse. (December
 2010 - August 2014).

TEACHING EXPERIENCE

UTHSC Course Instruction

- 2022 UTHSC Spring**
 NSG 444 - Nursing Concepts I. Additional Instructor. 7 credit hour(s).
- 2021 UTHSC Fall**
 NSG 444 - Nursing Concepts I. Additional Instructor. 7 credit hour(s).
- 2021 UTHSC Summer**
 NSG 446 – Nursing Concepts II: Care of Adult Pt. Clinical Instructor. 7 credit hour(s).
- 2021 UTHSC Spring**
 NSG 444 - Nursing Concepts I. Clinical Instructor. 7 credit hour(s).
- 2020 UTHSC Fall**
 NSG 444 - Nursing Concepts I. Additional Instructor. 7 credit hour(s).
- 2020 UTHSC Summer**
 NSG 452 - Population Health Nursing Concepts. Clinical Instructor. 3 credit hour(s).
- 2020 UTHSC Spring**
 NSG 446 - Nursing Concepts II: Care of Adult Pt. Clinical Instructor. 7 credit hour(s).
- 2019 UTHSC Fall**
 NSG 417 - Acute Care Skills III. Additional Instructor. 1 credit hour(s).
 NSG 444 - Nursing Concepts I. Clinical Instructor. 7 credit hour(s).
- 2019 UTHSC Spring**
 NSG 412 - Nursing Skills Lab II. Additional Instructor. 1 credit hour(s).
 NSG 416 - Adult Health Nursing. Clinical Instructor. 7 credit hour(s).
 NSG 417 - Acute Care Skills III. Additional Instructor. 1 credit hour(s).
- 2018 UTHSC Fall**
 NSG 404 - Intro to Professional Practice. Clinical Instructor. 4 credit hour(s).
 NSG 416 - Adult Health Nursing. Clinical Instructor. 7 credit hour(s).
 NSG 417 - Acute Care Skills III. Additional Instructor. 1 credit hour(s).
 NSG 424 - Nursing Skills Lab I. Additional Instructor. 1 credit hour(s).
- 2018 UTHSC Spring**
 NSG 404 - Intro to Professional Practice. Clinical Instructor. 4 credit hour(s).
 NSG 416 - Adult Health Nursing. Clinical Instructor. 7 credit hour(s).
 NSG 417 - Acute Care Skills III. Additional Instructor. 1 credit hour(s).
 NSG 424 - Nursing Skills Lab I. Additional Instructor. 1 credit hour(s).
- 2017 UTHSC Fall**
 NSG 404 - Intro to Professional Practice. Clinical Instructor. 4 credit hour(s).
 NSG 424 - Nursing Skills Lab I. Additional Instructor. 1 credit hour(s).

Other Instructional Activities

- "Professionalism Activity BSN Orientation," UTHSC, BSN Program. (August 2019).
- Grading of Lab Projects, "Health Assessment Final Checkoffs," UTHSC. (October 2018).
- "Hospital Physical Exam Video," UTHSC, BSN. (September 2018).
- "Professionalism Skit," UTHSC BSN Program. (July 2018).
- "HOSA Event," UTHSC, HOSA. (April 2018).

COMMITTEES AND OFFICES HELD

University Service

- Committee Member, College of Nursing BSN Test Item Review Committee. (December 10, 2021 - Present).
- Team Member, UTHSC College of Nursing BSN Admission Team. (June 2021 - Present).
- Committee Member, Standardized Testing Committee. (November 2019 - Present).

Professional Service

- Committee Member, Sigma Theta Tau International Honor Society of Nursing, Beta Theta-at-Large Chapter. (October 8, 2018 - May 2021).

Public Service

- Mentor, Tennessee Promise Mentor Program (tnAchieves), Memphis, TN. (2018 - 2021).
- Volunteer, Alternative Care Site (ACS) for COVID-19, Memphis, TN, United States. (May 19, 2020).
- Member, Sigma Theta Tau International Honor Society of Nursing, Beta Theta-at-Large Chapter. Founders Day 90 Minutes of Service, Memphis, TN. (October 5, 2019).
- Member, Sigma Theta Tau International Honor Society of Nursing, Beta Theta-at-Large Chapter. Founders Day 90 Minutes of Service, Memphis, TN. (October 5, 2018).
- BLS Instructor, Middle Baptist Church, Memphis, TN. (September 30, 2017).

PRESENTATIONS

Invited

1. Cavallo, C. M., Neal, A. B., McDonald, L. R., Oral Presentation. Lead, 2019 Tennessee Simulation Alliance Conference, "Incorporating the Acronym MEDPASS in a Skills Lab Checkoff to Increase Safe Medication Administration with Bachelor of Science Nursing Students," Tennessee Simulation Alliance, Knoxville, TN. (March 2019).

Accepted

1. Walker, C. M., Clark, R. H., Neal, A. B., Poster. Transform 2021, "Using laboratory and clinical settings in baccalaureate nursing education to enhance purpose of and comfort with collecting comprehensive health histories," American Association of Colleges of Nursing (AACN), Dallas, TX. (December 3, 2021).

Tori Payne Webster MSN, RN
Date of Revision: April 19, 2022

CURRICULUM VITAE

Tori Payne Webster MSN, RN
 UTHSC College of Nursing
 920 Madison Avenue
 Memphis, TN 38163
 Cell: (901) 268-0434
 Email: cpayne28@uthsc.edu

EDUCATION:

<u>Institution:</u>	<u>Degree:</u>	<u>Date of Degree:</u>
University of Tennessee Memphis, TN	Master of Science in Nursing	May 2015
University of Memphis Memphis, TN	Bachelor of Professional Studies	December 2012

LICENSURE/CERTIFICATIONS:

Tennessee State Licensed: RN #205084
 BLS Certification
 PALS Certification
 ACLS Certification

SOCIETY MEMBERSHIPS

American Association of Neuroscience Nurses
 American Nurses Association
 Tennessee Nurses Association

UNIVERSITY APPOINTMENTS:

<u>Type/Rank:</u>	<u>Institution:</u>	<u>Dates (mo/vr):</u>
Instructor	UT Health Science Center College of Nursing BSN Program Acute & Tertiary Care	12/20 - present
Adjunct Faculty	UT Health Science Center	07/19 - 11/20

Tori Payne Webster MSN, RN
Date of Revision: April 19, 2022

College of Nursing
BSN Program

PRACTICE/PROFESSIONAL EXPERIENCE:

7/17 - 12/20 **St. Jude Children's Research Hospital** Memphis, TN
Registered Nurse: Bone Marrow Transplant
Responsible for nursing care of pediatric oncology patients receiving chemotherapy and bone marrow transplants. Coordinate care with multidisciplinary team. Administer chemotherapy and hematopoietic stem cell infusions. Monitor for engraftment and complications among bone marrow transplant patients. Served as Co-Chair on BMT Unit Based Council.

6/15 – 7/17 **Methodist University Hospital** Memphis, TN
Registered Nurse: Neuro Critical Care Unit
Responsible for nursing care of adult critical care patients suffering from neurologic disease processes. Monitor hemodynamic stability and titrate vasoactive drips accordingly. Care for ventilated and sedated patients.

TEACHING EXPERIENCE:

University of Tennessee Health Science Center, College of Nursing

(2021 – present) NSG 464 – Nursing Concepts III
NSG 448 – Pediatric & Adolescent Nursing Care Concepts
NSG 466 – Nursing Internship: Leadership & Management
NSG 441 – Nursing Concepts I

(2019-2020) NSG 454 – Nursing Concepts III
Adjunct Clinical Faculty
NSG 448 – Pediatric & Adolescent Nursing Care Concepts
Adjunct Clinical Faculty
NSG 417 – Acute Care Skills
Adjunct Clinical Faculty
NSG 431 – Acute Care/Gerontology
Adjunct Clinical Faculty

Anita Settles-Seymour

December 2021

CURRICULUM VITAE

University of Tennessee Health Science Center
 College of Nursing
 920 Madison Avenue
 Memphis, TN 38163
 (901) 448- – office
 (901) 448-1762 – fax

EDUCATION

<u>Institution</u>	<u>Degree</u>	<u>Major</u>	<u>Year</u>
Methodist School of Nursing	Diploma	Nursing	1984
University of Memphis	BSN	Nursing	1990
University of Memphis	MSN	Nursing Administration	2008

HONORS/AWARDS

2020 Student Government Association Executive Council (SGAEC) Excellence in Teaching Award
 2009 Graduate Nurse Leader Institute
 2008 Memphis Chamber of Commerce Summit Award
 2008 Six Sigma Green Belt
 2005 Methodist Quality Award
 2003 Maurice Elliott Leader Institute Graduate

LICENSURE

Registered Nurse	Tennessee	RN#65926	Issued 1985
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SOCIETY MEMBERSHIPS

American Nurses Association
 Tennessee Nurses Association
 Sigma Theta Tau International
 Association of periOperative Registered Nurses (AORN)

ACADEMIC APPOINTMENTS

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
University of Tennessee HSC College of Nursing BSN/MSN Program Memphis, TN	Instructor	May 2016-current

**HOSPITAL/CLINICAL APPOINTMENTS
or PROFESSIONAL PRACTICE EXPERIENCE:**

<u>Institution</u>	<u>Position</u>	<u>Years in Position</u>
Methodist North Hospital 3 North Medical Surgical Unit	PCC	8/2015-4/2016
Methodist University Hospital PACU/Endoscopy Center	PCC	5/2015-8/2015
Methodist University Hospital Perioperative Services	Clinical Director	8/1995-5/2015
Methodist University Hospital Urodynamics Laboratory	Staff Nurse	3/1987-8/1995
Methodist University Hospital Medical Surgery/Urology	Staff Nurse	1/1985-3/1987

BOOKS AND BOOK CHAPTERS

Brown, J. S., Settles-Seymour, A., & Waller, M. (release year 2022). Sexual health. In Bodin, S. (Ed). *Contemporary Nephrology Nursing* (4th ed., Chapter 32). Pitman, NJ: American Nephrology Nurses Association.

RECENT PRESENTATIONS

Brown, J. S., Barrett, T., & Settles-Seymour, A. (2019, November). *Conceptual thinking: A new approach for clinical faculty to enhance clinical reasoning across the curriculum*. Poster session presented at the American Association of Colleges of Nursing (AACN) Faculty Development Conference. Orlando, FL.

Cavallo, C., Settles-Seymour, A., & Farrell, A. (2017). *Increasing skill acquisition in a bachelor of science nursing program using a deliberate practice method*. Poster session presented at Tennessee Simulation Alliance: University of Tennessee Health Science Center, Memphis, TN.

ANSLEY GRIMES STANFILL

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
ASSOCIATE DEAN OF RESEARCH & ASSOCIATE PROFESSOR

EDUCATION AND TRAINING

Vanderbilt University	Neuroscience	BS	2003
Saint Louis University	Nursing	BSN	2007
University of Tennessee HSC	Nursing Science	PhD	2014
University of Pittsburgh	Genomics	Postdoc	2016

EMPLOYMENT HISTORY

Neurology Assistant	Coosa Medical Group	2003—2004
Research Assistant	Washington University in St. Louis	2004—2006
Staff Nurse	St. Luke's Hospital	2007—2008
Staff Nurse	Johnson City Medical Center	2008—2009
Staff Nurse	Methodist North Hospital	2009—2011
Graduate Research Asst	University of Tennessee Health Science Center	2010—2013
Instructor	University of Tennessee Health Science Center	2011—2015
Postdoctoral Scholar	University of Pittsburgh	2014—2016
Special Projects Volunteer	National Institutes of Health	2014—2019
Assistant Professor	University of Tennessee Health Science Center	2016—2019
Interim Associate Dean	University of Tennessee Health Science Center	2018—2019
Associate Professor	University of Tennessee Health Science Center	2019—
Associate Dean of Research	University of Tennessee Health Science Center	2019—

HONORS AND AWARDS

Mid-Career Researcher Award, 2021
Fellow, American Academy of Nursing, 2020
Institutional nominee, UTHSC, Blavatnik Award for Young Scientists, 2019
Outstanding Researcher Award: Sigma Theta Tau, 2019
Distinguished Student Scholar Award in Biobehavioral Science: Southern Nursing Research Society, 2012

NIH Fellow/Traineeship: NINR Summer Genetics Institute, 2011
BSN awarded with highest honors, 2007

SELECTED PEER-REVIEWED PUBLICATIONS

1. Stanfill, A., Simpson, C., Sherwood, P., Poloyac, S., Crago, E., Kim, H., & Conley, Y. The impact of dopamine, serotonin, and BDNF genotype on long term outcomes after subarachnoid hemorrhage. *Sage Open Medicine* 2017; 5:2050312117726725.
2. Heinsberg, L., Turi, E., Ren, D., Crago, E., Alexander, S., Stanfill, A., & Conley, Y. Association of APOE genotype with activities of daily living following aneurysmal subarachnoid hemorrhage. *Biological Research for Nursing* 2018; 20(2):177-182.
3. McCall, M., Stanfill, A., Skrovaneck, E., Pforr, J., Wesmiller, S., & Conley, Y. Symptom science: Omics supports common biological underpinnings across symptoms. *Biological Research for Nursing* 2018; 20(2):183-191.
4. Kim, H., Tsao, J., & Stanfill, A. The current state of biomarkers of mild traumatic brain injury. *JCI Insight* 2018; 3(1). pii: 97105.
5. Stanfill, A., & Starlard-Davenport, A. Primer in genetics and genomics, Article 7: Multifactorial concepts: Gene-gene interactions. *Biological Research for Nursing* 2018; 20(3):359-364.
6. Turi, E., Conley, Y., Crago, E., Sherwood, P., Poloyac, S., Ren, D., & Stanfill, A. Psychosocial comorbidities related to return to work rates following aneurysmal subarachnoid hemorrhage. *Journal of Occupational Rehabilitation* 2018; doi: 10.1007/s10926-018-9780-z.
7. Lai, C., Stanfill, A.G., Zhang, X., & Cashion, A.K. The impact of plasma brain-derived neurotrophic factor concentration and weight gain after kidney transplantation. *Research in Nursing and Health* 2018; doi: 10.1002/nur.21921.
8. Oddo, A., O'Connor, E., Shore, S., Piraino, M., Gibney, K., Tsao, J., & Stanfill, A.G. Making headway for discussions about concussions: Experiences of former high school and collegiate student-athletes. *Frontiers in Neurology* 2018; 10:698. doi: 10.3389/fneur.2019.00698.
9. Clark, R., & Stanfill, A.G. A systematic review of barriers and facilitators for concussion reporting behavior among student athletes. *Journal of Trauma Nursing*, 2019; 26(6):297-311. doi: 10.1097/JTN.0000000000000468.
10. Narayana, S., Charles, C., Collins, K., Tsao, J., Stanfill, A., & Baughman, B. Neuroimaging and neuropsychological studies in mild traumatic brain injury in adolescents: Current state and future directions. *Frontiers in Neurology*, 2019; 10:538. doi: 10.3389/fneur.2019.00538.
11. Stanfill, A., Aycock, D., Dionne-Odom, J., & Rosa, W. Strategies and resources for increasing the PhD pipeline and producing independent nurse scientists. *Journal of Nursing Scholarship*, 2019; 51(6):717-726. doi: 10.1111/jnu.12524.
12. Jaime-Lara, R., Roy, A., Wang, Y., Stanfill, A., Cashion, A.K., Joseph, P.V. Gene co-expression networks associated with obesity-related traits in kidney transplant patients. *BMC Medical Genomics*, 2020; 13(37). doi: 10.1186/s12920-020-0702-5
13. Porter, K., Jackson, G., Clark, R., Waller, M., & Stanfill, A. Applying social determinants of health to nursing education. *Journal of Nursing Education*, 2020 May 1;59(5):293-296.
14. Stanfill, A. & Cao, X. Dopaminergic genotype x expression interactions across human brain tissues. *Brain Sciences*, 2020, 567.

15. Pickler, R., Abshire, D., Chao, A., Chlan, L., Stanfill, A., Hacker, E., Kavar, L., McCarthy, A., & Talsma, A. Nursing Science and COVID-19. *Nursing Outlook*, 2020;68(5):685-688. doi: 10.1016/j.outlook.2020.08.012.
16. Clark, R., & Stanfill, A.G. Mutually beneficial: Lessons learned from pairing an education-intensive and a research-intensive faculty member to increase scholarship. *Nursing Education Perspectives*, 2021; (in press).
17. Stanfill, A., & Cao, X. (2021). Enhancing Research Through the Use of Genotype-Tissue Expression (GTEx) Data. *Biological Research for Nursing*, 2021; 23(3), 533-540. doi:10.1177/1099800421994186.
18. Devlin, P., Cao, X., & Stanfill, A. Genotype x expression interactions for BDNF across human brain tissues. *BMC Medical Genomics*, 2021; 22(1), 207. doi:10.1186/s12864-021-07525-1.
19. Bourgault, A.M., Voss, J.G., Stanfill, A.G., McCarthy, A.M., Matthews, E.E., Talsma, A., Loerzel, V., Henderson, W.A., Kinser, P.A., & Hershberger, P.E. Strategies to Enhance the Success of Mid-Career Nurse Scientists. *Nursing Outlook*, 2021; (in press).
20. Rana, M., Kansal, R.G., Chaib, M., Teng, B., Morrison, M., Hayes, D. N., Stanfill, A.G., Shibata, D., Carson, J.A., Makowski, L.H., & Glazer, E.S. The pancreatic cancer immune tumor microenvironment is negatively remodeled by Gemcitabine while TGF- β receptor plus dual checkpoint inhibition maintains anti-tumor immune cells. *Molecular Carcinogenesis*, 2022; (in press).
21. Devlin, P., Ishrat, T., & Stanfill, A.G. A systematic review of inflammatory cytokine changes following aneurysmal subarachnoid hemorrhage in animal models and humans. *Translational Stroke Research*, 2022; (in press).
22. Prather, J., Baughman, B., Alexandrov, A., & Stanfill, A. A conceptual model of the influence of mindfulness-based interventions and therapies on stress and quality of life in patients with chronic conditions. *Holistic Nursing Practice*, 2022; 36(2).

SELECTED RESEARCH GRANTS

- PI NIH, Award No. R01NR017407: A Multivariate Predictive Model for Long-Term Disability Post Subarachnoid Hemorrhage in Caucasian And African American Populations, \$1,103,318, 2018—2021.
- PI NIH, Award No. R01NR017407-02S1: Common Fund Data Supplement to A Multivariate Predictive Model for Long- term Disability Post Subarachnoid Hemorrhage in Caucasian and African Populations (NIH/NINR 1R01NR017407), \$61,745, 2019—2020.
- Co-I NIH, Award No. RF1AG058467: Novel Mechanistic Link Between Metabolic Changes and Dementia - Potential Role of miRNAs, \$2,662,493, 2020-2023

Date of Preparation: April 9, 2022

CURRICULUM VITAE**Terri L. Stewart, MSN, RN**

tstewa27@uthsc.edu

(901) 448-2053

EDUCATION**Undergraduate**

BSN, Nursing. Union University 1992

Graduate/Professional School

MSN, Nursing, Nursing Administration. The University of Tennessee Health Science Center 1996

OTHER CERTIFICATION

BLS, American Heart Association. Date Obtained: October 3, 2021. Expiration Date: October 2023.

LICENSURE

Registered Nurse, TN Nursing Board. Scope: Multi-State. License Number: 46984, Status: Active

Date Obtained: September 15, 1978

Expiration Date: September 30, 2023

HONORS/AWARDS**Teaching**

DAISY Award, DAISY Foundation. (May 2020).

Alpha Chi Honor Society, Union University. (1992 - Present).

Sigma Theta Tau, Sigma Theta Tau International. (1992 - Present).

2021 COVID-19 Community Nurse Hero, NightinGala Nurse Hero Awards; UTHSC College of Nursing. (May 6, 2021).

SOCIETY MEMBERSHIPS

American Nurses Association. (2017 - Present).

Tennessee Nurses Association. (2017 - Present).

Alpha Chi Honor Society. (1992 - Present).

Sigma Theta Tau International. (1992 - Present).

UNIVERSITY (AND COLLEGE) APPOINTMENTS**University of Tennessee Health Science Center**

Instructor, College of Nursing, Acute and Tertiary Care. (October 13, 2017 - Present).

TEACHING EXPERIENCE**UTHSC Course Instruction****2021 UTHSC Summer**

NSG 455 - Nursing Ldrsp & Mgmt. Instructor of Record. 4 credit hour(s)

NSG 466 - Nursing Internship:Ldshp&Mgmt. Instructor of Record. 2 to 4 credit hour(s).

2021 UTHSC Fall

NSG 455 - Nursing Ldrsp & Mgmt. Instructor of Record. 0 or 4 credit hour(s).

NSG 466 - Nursing Internship:Ldshp&Mgmt. Instructor of Record. 2 to 4 credit hour(s).

2020 UTHSC Summer

NSG 456 - Nursing Internship: Ldshp&Mgmt. Instructor OF Record. 2 or 3 credit hour(s).

2020 UTHSC Spring

NSG 418 - Leadership. Instructor of Record. 3 credit hour(s).

NSG 419 - Internship. Instructor of Record. 2 or 4 credit hour(s).

2019 UTHSC Summer

NSG 410 - Professional Issues. Additional Instructor. 3 credit hour(s).

2019 UTHSC Spring

NSG 412 - Nursing Skills Lab II. Additional Instructor. 1 credit hour(s).

NSG 416 - Adult Health Nursing. Additional Instructor. 7 credit hour(s).

NSG 418 - Leadership. Instructor of Record. 3 credit hour(s).

NSG 419 - Internship. Additional Instructor. 2 or 4 credit hour(s).

2019 UTHSC Fall

NSG 415 - Health of Populations. Additional Instructor. 3 credit hour(s).

NSG 418 - Leadership. Instructor of Record. 3 credit hour(s).

NSG 419 - Internship. Additional Instructor. 2 or 4 credit hour(s).

2018 UTHSC Fall

NSG 404 - Intro to Professional Practice. Additional Instructor. 4 credit hour(s).

NSG 412 - Nursing Skills Lab II. Additional Instructor. 1 credit hour(s).

NSG 415 - Health of Populations. Additional Instructor. 3 credit hour(s).

NSG 416 - Adult Health Nursing. Additional Instructor. 7 credit hour(s).

NSG 417 - Acute Care Skills III. Additional Instructor. 1 credit hour(s).

NSG 418 - Leadership. Instructor of Record. 3 credit hour(s).

NSG 419 - Internship. Additional Instructor. 2 or 4 credit hour(s).

Clinical Teaching**2019 UTHSC Fall**

Clinical Supervision, Concept 1 SIMS Lab, Role: Instructor, Audience: Undergraduates

Description: Covered Concept SIMS One lab for Pat Pirly.

Clinical Supervision, Street Safety and Peer Pressure, Role: Instructor, Audience:

Undergraduates, Approx. Number of Hours Spent: 8

Description: Covered Pediatric clinical at Libertos for Alise Ferrell on 11/14/18 and

11/15/18. Students presented teaching project to classes on Street Safety and Peer

Pressure

Other Instructional Activities

Assisted Chair of Acute and Tertiary Care, UTHSC CON.(2019 - Present).

Guest Lecture, "Leadership 418," UTHSC CON.(2018 - Present).

Continuing Education, Guest Lecturer, "What It Takes to Create an Alternative Care Facility,,"

UTHSC College of Nursing Symposium.(June 25, 2020).

Guest Lecture, "Development of an ACS from a Nurse Leader Perspective," University of

Memphis Executive Leadership MSN Class.(June 2, 2020).

Guest Lecture, "'To Give or Not to Give...A Fatal Medication Error'," UTHSC CON.(May 16,

2019).

Guest Lecture, "'To Give or Not to Give...A Fatal Medication Error'," UTHSC CON.(March 25,

2019).

COMMITTEES AND OFFICES HELD

University Service

- Committee Member, BSN Admissions Review Committee. (January 1, 2021 - Present).
- Committee Member, BSN Test Review Committee. (January 1, 2021 - Present).
- Committee Member, TAMS Committee. (January 1, 2021 - Present).
- Voting member, Progressions Committee. (January 1, 2021 - Present).
- Committee Member, TAMS Committee. (December 2020 - Present).
- Committee member, Progressions Committee. (November 2019 - Present).
- Committee member, Test Review Committee. (November 2019 - Present).
- Committee Member, UTHSC CON BSN Admission Interview Committee. (July 2019 - Present).
- Committee member, ATI Steering Committee. (June 2019 - Present).
- Committee member, Admissions Committee for Criteria for BSN Program. (July 2019 - October 2019).
- Committee member, Peer Review Committee. (February 2019 - June 2019).
- Interviewer, University of Tennessee Health Science Center College of Nursing. (February 1, 2019 - February 11, 2019).

Public Service

- Volunteer, UTHSC CON Day of Service. (May 12, 2021).
- Member, Memphis COVID Surge Committee, Memphis, TN. (January 1, 2021 - April 9, 2021).
- Chief Nursing Officer at Alternate Care Site, Governor of State of Tennessee; UTHSC, Memphis, TN, United States. (April 5, 2020 - April 2, 2021).
- Volunteer, University Health Services. (January 9, 2021).
- Volunteer, Missions of Mercy, Memphis, United States. (January 25, 2019).

Mentoring

- Amanda Matthaei (Graduate Student).

RESEARCH AND OTHER EXTERNAL SUPPORT

PEER-REVIEWED JOURNAL ARTICLES

1. Stewart, T. L. Development of a COVID-19 alternate care site from ground zero: A nursing perspective. *Public Health Nursing*(37), 889-894. <https://doi.org/10.1111/phn.12812>.

PRESENTATIONS

Invited

1. Stewart, T. L., Oral Presentation. Presenter, Symposium at UTHSC CON: Leading Amidst Crisis: Nursing Through a Pandemic, "What It Takes to Create an Alternative Care Facility," UTHSC College of Nursing. (June 25, 2020).
2. Stewart, T. L., Invited Lecture. Presenter, University of Memphis Executive Leadership MSN Class, "Development of an Alternate Care Site from a Nurse Leader Perspective," University of Memphis. (May 2, 2020).

Janet Adams Tucker, PhD, RNC

Education:

University of Alabama at Birmingham	Birmingham, Ala
PhD April, 2016	
University of Memphis	Memphis, TN
MSN August, 2010	
University of Memphis	Memphis, TN
BSN May, 1985	
Methodist Hospital School of Nursing	Memphis, TN
RN May, 1979	

Experience:

University of Tennessee Health Science Center Memphis, TN	
College of Nursing	
Assistant Professor	July 1, 2019-present
University of Memphis	
Loewenberg College of Nursing	Memphis, TN
Assistant Professor	1/17-6/19
LeBonheur Children's Hospital	Memphis, TN
Program Director-Fetal Center	2/11-1/17
LeBonheur Children's Hospital	Memphis, TN
Nurse Coordinator-Fetal Center	5/09-1/11
University of Memphis	Memphis, TN
Clinical Adjunct Faculty	1/11-4/11
Regional Medical Center	Memphis, TN
Staff Nurse-Labor & Delivery	3/08-1/11

Publications:

Tucker, J.A. (In press) "Assessment of High-Risk Pregnancy." In Lowdermilk, Perry, Cashion, Alden, & Olshansky (Eds.) Maternity & Women's Health Care (13th ed). St. Louis: Elsevier

Tucker, J.A. & Norris, M.A. (In press) "Alteration in Nutritional Status" In Norris (Ed.), Porth's Pathophysiology: Concepts of Altered Health Status (11th ed). Philadelphia: Wolters Kluwer.

Tucker, J. A. (2021). Pass it on. *Nursing for Women's Health*, 25(3), 236-238, <https://doi.org/10.1016/j.nwh.2021.03.001>

Tucker, J. (2020) Just take one course and see what you think. *Tennessee Nurse* 83(4) pg. 16

Davis, M., Scroggins, I., Bellflower, B., Tucker, J., Rhodes, L., & Knight, T. (2019) Sacred Cow University: Revealing the evidence about intramuscular injections by pediatric nurses in a tertiary care pediatric hospital. *Journal of Pediatric Nursing*, 48.

Tucker, J.A. (2019) "Assessment of High-Risk Pregnancy." In Lowdermilk, Perry, Cashion, Alden, & Olshansky (Eds.) *Maternity & Women's Health Care* (12th ed). St. Louis: Elsevier

Tucker, J.A. & Norris, M.A. (2019) "Alteration in Nutritional Status" In Norris (Ed.), *Porth's Pathophysiology: Concepts of Altered Health Status* (10th ed). (pp.1154-1172). Philadelphia: Wolters Kluwer.

Tucker, J. & Christian, B. (2017) Mothers' distress regarding sharing a diagnosis of a fetal anomaly. (Abstract). *Journal of Obstetric, Gynecologic & Neonatal Nursing*, 46(3) (Suppl.), S43.

Tucker, J. (2017, October 27). Myths about working on a graduate degree. (Blog post) <https://awhonnconnections.org/2017/10/27/5-myths-about-working-on-a-graduate-degree/>

Tucker, J.A. (2016) "Assessment of High-Risk Pregnancy." In Lowdermilk, Perry, Cashion, & Alden (Eds.) *Maternity & Women's Health Care* (11th ed). St. Louis: Elsevier.

Presentations:

Waller, M., Tucker, J., Bradford, J., Xing, K., & Britt, T. (Jan. 2022) *Exploring cognitive load perception in baccalaureate nursing student participant and observation roles using a participant proxy simulation design*. 22nd International Meeting on Simulation in Healthcare. Los Angeles, Ca.

Waller, M. & Tucker, J. (Dec, 2021) *Addressing Social Determinants of Women's and Newborns' Health: Shifting the Focus toward Health Promotion for Accelerated BSN Students in a Concept-Based Curriculum*. AACN Transform 2021. Dallas, TX.

Tucker, J. & Waller, M. (October, 2021) *A New World: The Experience of the Nurses and Certified Nurse Midwives Providing Care during the COVID-19 Pandemic*. Podium Presentation National Convention Association of Women's Health, Obstetric & Neonatal Nurses. Virtual.

Webb, S. & Tucker, J. (Dec. 2020). *Disruptive Innovation: Use of the Patient Voice to Meet the Challenge of ABSN Course Development in a New Concept-Based Curriculum*. AACN's Fall Faculty Forum. Virtual

Tucker, J. & Christian, B. (October 2020). *Mothers' Perceptions Following a Prenatal Diagnosis of Fetal Anomaly through Postpartum: What Mothers Value in the Neonatal Period*. Podium presentation National Association of Neonatal Nurses Annual Conference. Virtual

Tucker, J. & Christian, B. (June 2019). *Pregnancy Forever Changed: Expectant Mothers' Experiences Following a Diagnosis of Fetal Anomaly*. Podium presentation Association of Women's Health, Obstetric and Neonatal Nurses National Conference. Atlanta, GA.

Tucker, J. & Christian, B. (June 2019). *Impact of Prenatal Fetal Anomaly Diagnosis on Mothers during the Neonatal Period*. Poster presentation Association of Women's Health, Obstetric and Neonatal Nurses National Conference. Atlanta, GA.

Tucker, J. (Oct, 2018). *The Experience of the Expectant Mother following a diagnosis of a Fetal Anomaly*. Nursing Leadership Council. LeBonheur Children's Hospital. Memphis, TN

Preiss, R., Tucker, J., & Arterberry, K. (Oct. 2017). *Development and Evaluation of a Shared Decision-Making tool for Contraceptive Counseling*. Poster presentation at Sigma Theta Tau International Biennial Convention, Indianapolis, Indiana

Tucker, J. & Christian, B. (June, 2017). *A Fetal Anomaly Diagnosis: Mothers' distress at sharing the news*. Podium presentation at the annual National Association of Women's Health, Obstetric and Gynecologic, and Neonatal Nurses conference. New Orleans, LA.

Tucker, J. (June, 2016). *The Experience of the Expectant Mother following a diagnosis of a Fetal Anomaly*. Innovative Practice Council. LeBonheur Children's Hospital. Memphis, TN

Bellflower, B., Davis, M., Rhodes, L., Scroggins, I., & Tucker, J. (April, 2016). *Sacred Cow University: Revealing the Evidence about IM Injections by Pediatric Nurses in a Tertiary Care Pediatric Hospital*. Podium presentation at the annual National Society of Pediatric Nurses Convention. Minneapolis, MN

Tucker, J. (Nov., 2015). *The Experience of a Fetal Anomaly Diagnosis*. Presented to Obstetric and Gynecologic Residents at UTHSC. Memphis, TN.

Tucker, J. (2015, June). *The experience of the expectant mother following a diagnosis of a fetal anomaly*. Poster session presented at UAB School of Nursing PhD Intensive, Birmingham, AL.

Crystal M. Walker, Ph.D., DNP, FNP-C
Date of Preparation: 4/20/22

CURRICULUM VITAE

Crystal M. Walker, Ph.D., DNP, FNP-C
 Assistant Professor
 University of Tennessee Health Science Center – College of Nursing
 Department of Health Promotion and Disease Prevention
 874 Union Ave, 301
 Memphis, TN 38163
 Office: 901-448-4142
 Email: cmarti47@uthsc.edu

EDUCATION:

<u>Institution</u>	<u>Degree</u>	<u>Date of Degree</u>
University of Mississippi Oxford, MS	BS- Biology	05/09
University of Tennessee Health Science Center (UTHSC) Memphis, TN	MSN-Clinical Nurse Leader	05/11
University of Tennessee Health Science Center Memphis, TN	Ph.D. Nursing Science	05/15
University of Tennessee Health Science Center Memphis, TN	DNP-FNP	05/16

HONORS/AWARDS:

DNP Nurse Alumni Award, UTHSC DNP Program	05/16
UTAA Outstanding Teaching Award, UTHSC	04/17
Dean's Leadership Fellowship, UTHSC College of Nursing	05/17
SGAEC Excellence in Teaching Award, UTHSC	04/18
Excellence in Service Award, Beta Theta Chapter of STT	05/19
Tennessee Rising Star Nurse Leader, Top 40 Under 40, Memphis, TN	02/21

NURSING LICENSURE:

<u>Issue Date</u>	<u>Expiration Date</u>	<u>Status</u>	
TN- Registered Nurse	07/19/11	10/31/22	Active
TN- Advanced Practice Nurse	07/06/16	10/31/22	Active

UNIVERSITY (and COLLEGE) APPOINTMENTS:

<u>Type/Rank</u>	<u>Institution</u>	<u>Date (mo/yr)</u>
Graduate Assistant	University of TN Health Science Center College of Nursing	08/11-05/14
Instructor	University of TN Health Science Center College of Nursing	08/14-12/15
Assistant Professor	University of TN Health Science Center College of Nursing	01/16-present

Crystal M. Walker, Ph.D., DNP, FNP-C
Date of Preparation: 4/20/22

HOSPITAL/CLINICAL APPOINTMENTS:

- 08/11-08/14 **Methodist University Hospital**, Memphis, TN
Staff Nurse, Surgical Oncology
- 10/16-present **Regional One Hospital**, Memphis, TN
Advanced Practice Registered Nurse, Adult Special Care Clinic

TEACHING EXPERIENCE:

- 08/11-05/14 **University of TN Health Science Center College of Nursing**
Graduate assistant
- 08/14-12/15 **University of TN Health Science Center College of Nursing**
Instructor
- 01/16-present **University of TN Health Science Center College of Nursing**
Assistant Professor

PEER REVIEWED PRESENTATIONS:

1. Walker, C. & Likes, W. (2015). *Anal cancer risk factor management practices from the HIV primary care provider's perspective*. Poster presentation at the Southern Nursing Research Society Annual Conference. Tampa, FL, February 25-28, 2015.
2. Walker, C., Anderson, A., Bernard, M., & Norwood, J. (2018). *Minimizing Risk by Maximizing Knowledge: A Pilot Study of the Effectiveness and Feasibility of an HPV and Anal Disease Educational Tool in an HIV Outpatient Clinic Setting*. Poster Presentation at the 2018 STD Prevention Conference sponsored by the Centers for Disease Control and Prevention. Washington, D.C., August 27-30, 2018.
3. Turner, M., Walker, C., & Bernard, M. (2019). *Hepatitis C virologic response at 8 and 12 weeks into treatment with Ledipasvir and Sofosbuvir in a Black co-infected population*. Podium presentation at the Association of Nurses in AIDS Care Conference. Portland, OR, November 2019.
4. Walker, C. (2021). *CoNGo: A workplace initiative to commit to be fit: Perceptions, experiences, and recommendations*. Podium presentation at the Creating Healthy Work Environmental Virtual Conference, February 18-20, 2021.
5. Walker, C., Williams, L. A., & Bowdre, T. (2021). *Community Health Workers: A differing perspective on bridging the gap to improve ART adherence*. Poster presentation at 16th International conference on HIV treatment and prevention adherence. Hybrid Conference, Orlando, FL, November 7-9, 2021.
6. Walker, C., Clark, R., & Neal, A. (2021). *Using laboratory and clinical settings in baccalaureate nursing education to enhance purpose of and comfort with collecting comprehensive health histories*. Poster Presentation at the Transform 2021 AACN Conference, Dallas, TX, December 2-4, 2021.

ADDITIONAL PRESENTATIONS:

1. Walker, C. (2018). You are the key to HPV cancer prevention: An Update. Guest speaker at the Tennessee Nurses Association District 1 meeting sponsored by The National AHEC organization and Southern Kentucky AHEC. Memphis, TN
2. Walker, C. (2018). Caring for yourself as you transition: Taking an active role in your sexual health. Guest speaker at the Legal clinic for survivors of domestic violence. Memphis, TN
3. Walker, C. (2020). The evolution of HIV care and barriers to U=U. Guest speaker for UTHSC Unite. Memphis, TN
4. Walker, C. (2020-ongoing). HIV and the concept of Immunity. Guest speaker for Concepts II course in Accelerated Baccalaureate Nursing Program, UTHSC, Memphis, TN
5. Walker, C. (2021). Ending the HIV epidemic could start with us: Increasing knowledge and decreasing stigma. Guest speaker at the Chi Chi Chi Chapter, Inc. of Chi Eta Phi Sorority meeting. Memphis, TN
6. Walker, C. (2021). Increasing HIV knowledge and decreasing stigma. Guest speaker at the Oxford Alumnae Chapter of Delta Sigma Theta Sorority, Inc. meeting. Oxford, MS
7. Walker, C. (2021). World AIDS Day 2021. Guest speaker for the "That's Healthful" podcast. November 25, 2021. <https://www.spreaker.com/episode/47653387>

Crystal M. Walker, Ph.D., DNP, FNP-C
Date of Preparation: 4/20/22

PEER REVIEWED PUBLICATIONS:

1. Walker, C., Likes, W., Bernard, M., Kedia, S., & Tolley, Elizabeth. (2016). Risk of anal cancer in people living with HIV: Addressing anal health in the HIV primary care setting. *Journal of the Association of Nurses in AIDS Care*, 27(5), 563-573.
2. Williams, A. & Walker, C. (2020). Faculty-created competition to enhance scholarly writing for students in a baccalaureate nursing program. *Nurse Educator*. doi:10.1097/NNE.000000000000087
3. Kodidela, S., Kumar, A., Gerth, K., Kumar, S., & Walker, C. (2020). Lessons learned from health disparities among African Americans in the HIV epidemic: What to expect for COVID-19 and potential approaches to mitigate health disparities. *Emerging Infectious Diseases and Diagnosis Journal*, 2(3).
4. Kumar, A., Kodidela, S., Tadrous, E., Cory, T.J., & Walker, C. (2020). Extracellular vesicles in viral replication and pathogenesis and their potential role in therapeutic intervention. *Viruses*, 12(8), 887. <https://doi.org/10.3390/v12080887>
5. Cernasev, A., Walker, C., Armstrong, D., & Golden, J. (2021). Changing the PrEP a narrative: A call to action to increase PrEP uptake among women. *Women*, 1, 120-127. <https://doi.org/10.3390/women1020011>
6. Walker, C., Williams, L. A., & Bowdre, T. (2021). Lessons learned in abruptly switching from in-person to remote data collection in light of the COVID-19 pandemic. *The Qualitative Report*, 26(8), 2382-2389. <https://doi.org/10.46743/2160-3715/2021.4745>
7. Walker, C. (2022). Promoting health and active learning with social media: A teaching tip. *Nurse Educator*, 47(5). In-press

ADDITIONAL PUBLICATIONS:

1. Walker, C. (2019). HIV awareness. *Tennessee Tribune Newsletter*. www.tntribune.com
2. Walker, C., Humphrey, S., & Chandler V. (2021). Promoting workplace health and wellness within nursing academia. *Tennessee Nurse Newsletter*, 84(3), p. 10. <https://www.nursingald.com/publications/2302>

ACADEMIC SERVICE:

1. Journal reviewer for PLOS ONE, December 2021

FUNDING:

1. Johnson, R., Porter, K., Bowdre, T., & Walker, C. Using barbers and barbershops to provide sexual health promotion in young adult black males. UTHSC Dean's Fellowship Award, \$3,000, 4/15-4/17 (Co-Investigator).
2. Turner, M., Walker, C., Bernard, M., & Norwood, J. Hepatitis C Virologic Response at 8 and 12 weeks into treatment with Ledipasvir and Sofosbuvir in a black co-infected population. Beta Theta At-Large Chapter, Sigma Theta Tau International, \$1400, 5/17-5/18 (Co-Investigator).
3. Kumar, S., Walker, C., Likes, W., Risley, C., & Robinson, W. The role of extracellular vesicles in HPV induced HIV pathogenesis. The University of Tennessee Health Science Center CORNET (Collaborative Research Network) Award, \$65,000, 1/21-1/22 (Co-Principal Investigator).
4. Walker, C., Williams, L. A., & Bowdre, T. Insights about antiretroviral adherence from the perspective of community health workers. UTHSC Dean's Fellowship Award, \$3,000, 1/21-1/22 (Principal Investigator).

Date of Preparation: January 7, 2022

CURRICULUM VITAE

Dr. Sherry Webb, DNSc, CNL, NEA-BC

swebb14@uthsc.edu
(901) 448-4148

EDUCATION

Undergraduate

BSN, Nursing. University of Memphis 1988

Graduate/Professional School

MSN, Nursing. The University of Tennessee Health Science Center 1992

DNSc, Nursing Administration. The University of Tennessee Health Science Center, December 2006

BOARD CERTIFICATION

Nurse Executive, Advanced, American Nurses Credentialing Center (ANCC). Date Obtained: June 28, 2012. Expiration Date: October 13, 2026.

Clinical Nurse Leader, American Association of Colleges of Nursing (AACN). Date Obtained: June 28, 2012. Expiration Date: December 31, 2022.

LICENSURE

Registered Nurse, TN Nursing Board. Scope: Multi-State. License Number: 32487, Status: Active

Date Obtained: August 13, 1971

Expiration Date: February 29, 2024

HONORS/AWARDS

Teaching

Nominated for: Student Government Executive Council Excellence (SGAEC) in Teaching Award, UTHSC Student Government Executive Council. (2014 - 2015).

UT College of Nursing Alumni Outstanding Teacher Award, College of Nursing. (2014 - 2015).

Student Government Executive Council Excellence (SGAEC) in Teaching Award., UTHSC Student Government Executive Council. (2012 - 2013).

UNIVERSITY (AND COLLEGE) APPOINTMENTS

University of Tennessee Health Science Center

Department Chair, Nursing, Acute and Tertiary Care, None. (October 2016 - Present).

Associate Professor, College of Nursing, Acute and Tertiary Care. (July 1, 2015 - Present).

Assistant Professor, College of Nursing, Acute and Tertiary Care. (July 1, 2007 - June 30, 2015).

Instructor, College of Nursing, Acute and Tertiary Care. (December 1, 2005 - June 30, 2007).

TEACHING EXPERIENCE

UTHSC Course Instruction

2021 UTHSC Summer

NSG 453 - Care Coord & Trans Mgmt. Instructor of Record. 55 credit hour(s).

2021 UTHSC Fall

NSG 453 - Care Coord & Trans Mgmt. Instructor of Record. 3 credit hour(s).

2020 UTHSC Summer

NSG 453 - Care Coord & Trans Mgmt. Instructor of Record. 3 credit hour(s).

NSG 456 - Nursing Internship: Ldshp&Mgmt. Additional Instructor. 3 credit hour(s).

2020 UTHSC Spring

NSG 419 - Internship. Additional Instructor. 2 or 4 credit hour(s).

COMMITTEES AND OFFICES HELD

University Service

Committee Chair, Faculty and Staff Development Strategic Implementation Committee. (2017 - 2018).

Member, Faculty and Academic Affairs Work Group (FAWG). (2018 - Present).

Member, Faculty Affairs Work Group (FAWG). (January 14, 2020 - December 2020).

Internal Reviewer for Promotion, UTHSC College of Health Professions. (November 1, 2019 - November 28, 2019).

BOOK CHAPTERS

Norris, T. L., Webb, S. (2016). A Case Study. Preceptor Use of Portfolios for Career Advancement. *Initiating and sustaining the clinical nurse leader role: A practical guide.*

PEER-REVIEWED JOURNAL ARTICLES

1. Paton, B., Wicks, M., Rhodes, L., Key, C., Day, S., Webb, S., Likes, W. (2022). (in Press) Journey to a new era: An Innovative academic-practice partnership. *Poster Presentation-Virtual*, American Association of Colleges of Nursing (AACN), (December 2020).
2. Stewart, T. L., Day, S. W., Russell, J. H., Wilbanks, C. C., Likes, W. M., Webb, S., Haushalter, A. R., Cashion, A. K. (2020). Development of a COVID -19 alternate care site from ground zero: A nursing perspective. *Journal of Public Health Nursing*, 37(6), 889-894.
2. Webb, S. (2018). Applying Leadership Theory to Practice Using a Structured Clinical Journal. *The Journal of nursing education*, 55(10), 599. PMID: 27688743

PRESENTATIONS

Invited

1. Webb, S., Tucker, J. Disruptive Innovation: Development Challenges in a Care Coordination and Transition Management Course.
2. Webb, S., Lynch-Smith, D., Panel Discussion. Panel Member, Panel Member, 2020 William T. Cashdollar Distinguished Visiting Professorship, "Ethical and Human Challenges of Coping with COVID-19," UTHSC College of Nursing, Virtual conference, Memphis, TN, United States. (November 2020).

Cory Wilbanks, DNP, APRN, AGACNP-BC, FNP-C, CNL, CNE
Date of Preparation: February 2022

CURRICULUM VITAE

Cory Wilbanks, DNP, APRN, AGACNP-BC, FNP-C, CNL, CNE
Assistant Professor
University of Tennessee Health Science Center
College of Nursing
874 Union Ave., Suite 203
Memphis, TN 38163
Ofc: 901-448-7377
Email: cwilban1@uthsc.edu

EDUCATION:

<u>Institution</u>	<u>Degree</u>	<u>Date of Degree</u>
University of Tennessee Health Science Center Memphis, TN	Doctor of Nursing Practice	May 2018
University of Tennessee Health Science Center Memphis, TN	Master of Science in Nursing, CNL	May 2015
University of Mississippi University, MS	Bachelor of Arts Biology, Psychology	May 2013
Walnut Attendance Center Walnut, MS	Diploma	May 2007

HONORS/AWARDS:

Nursing Leadership Award, 2021, TN 40 Under 40
2022 Leadership Fellow
TN 40 Under 40: Tennessee Rising Star Nurse Leader, 2021
Nominee, The DAISY Award for Extraordinary Faculty, 2020
Top Educator of America, 2019
UTHSC DNP Alumni Award, 2018
Nursing Star, Methodist University Hospital, 2018

BOARD CERTIFICATION:

CNL	12/08/2016	12/31/2026	Active
FNP-C	06/28/2018	06/27/2023	Active
AGACNP-BC	09/29/2019	02/21/2024	Active
BLS	05/24/2019	04/31/2023	Active
CNE	08/18/2020	12/31/2025	Active

LICENSURE:

	<u>Issue Date</u>	<u>Expiration Date</u>	<u>Status</u>
RN, TN #250524	12/2020	07/31/2023	Active
RN, MS #900804	06//2015	12/31/2022	Inactive
APRN, TN #24555	07//2018	07/31/2023	Active

SOCIETY MEMBERSHIPS/ORGANIZATIONS:

National Headache Foundation - Present
Tennessee Nurses Association District 1- Present
American Nurses Association (2015-Present)
Tennessee Simulation Alliance (2019-Present)
National League for Nursing (2019-Present)
American Association of Nurse Practitioners (2018-Present)

Cory Wilbanks, DNP, APRN, AGACNP-BC, FNP-C, CNL, CNE
Date of Preparation: February 2022

Imhotep Society
 UT Alumni Board Elected Member, At Large (2016-2018)
 Sigma Theta Tau International Honor Society, Beta Theta-At-Large (2014-Present)

UNIVERSITY (and COLLEGE) APPOINTMENTS:

<u>Type/Rank</u>	<u>Institution</u>	<u>Date</u>
Assistant Professor	UT Health Science Center Department of Acute and Tertiary Care, College of Nursing, BSN Program	1/19-Present
Adjunct Clinical Instructor	UT Health Science Center College of Nursing, BSN Program	1/17-12/18

PRACTICE/PROFESSIONAL EXPERIENCE:

10/19 – Present	Pro Health Clinic <i>Lead Nurse Practitioner, FNP/AG-ACNP</i> General wellness, primary care, urgent care, certified BOTOX® injector	Memphis, TN
7/18 – 10/18	Aileen Garcia-Gayoso, MD, PLLC Methodist University Hospital <i>Rounding Nurse Practitioner-Hospitalist</i>	Memphis, TN
6/15 – 7/18	Methodist University Hospital 8A Tower, Stroke / Medical-Surgical Unit <i>Staff Nurse, Rotating Charge</i>	Memphis, TN

TEACHING EXPERIENCE:

UT Health Science Center, College of Nursing

(2020-present)	NSG 824 (DNP) Advanced Health Assessment NSG 449 Evidence-Based Practice – Concepts of Scientific Inquiry and Evaluation RN-BSN (IOR) NSG 417 Acute Care Skills III NSG 432 Acute Care / Gerontology NSG 464 Nursing Concepts III: Care for Adult Patients with Acute/Complex Health Problems NSG 466 Nursing Internship: Nursing Leadership and Management Practice NSG 442 Health Assessment Across the Lifespan ACNP 811 Advanced Clinical Assessment: Adult Gerontology ACNP NSG 441 Pathophysiology Across the Lifespan NSG 445 Clinical Reasoning (IOR)
(2019)	NSG 410 Professional Issues NSG 431 Acute Care / Gerontology NSG 442 Health Assessment Across the Lifespan NSG 446 Nursing Concepts III

COLLEGE COMMITTEES HELD:

Cory Wilbanks, DNP, APRN, AGACNP-BC, FNP-C, CNL, CNE
Date of Preparation: February 2022

Progressions Committee (2021-2023)
Practice Committee (2021-2023)
All College Faculty Committee, Secretary (2020-2022)
Curriculum Committee (BSN/DNP) (2020-2022)
Evaluation Committee, *ex officio* (2020-2022)
ABSN Admissions Subcommittee (2019-2021)
ABSN Curriculum Concept Subcommittee (2019-Present)

UNIVERSITY COMMITTEES HELD:

UTHSC CHIPS Simulation Advisory Committee (2019-Present)
UTHSC Safety Committee (2021-Present)

UNIVERSITY SERVICE:

UTHSC NSGA Faculty Advisor, Appointed (2021-Present)

PROFESSIONAL SERVICE:

Tennessee Action Coalition West TN Regional Co-Lead (2022-2024)
CNC CNL Item Writer and Exam Development Committee Member (2020-2023)
Invited Journal Reviewer/Referee Public Health Nursing (October 2020)
TNA District 1 Board Member, Elected (2021-2022)
TNA District 1 Nominating Committee, Chair, Elected (2021-2022)
TNA District 1 Membership Council, Appointed (2021-2022)
TNA District 1 Practice Affairs Council, Appointed (2021-2022)

EDITORIALS:

Wilbanks, C. (2020). Fighting the pain: The burden of chronic migraine and the role of nurse practitioners. *Tennessee Nurse*, 83(4), 8. <https://www.nursingald.com/publications/2163>

Wilbanks, C. (2021). Fighting the pain: The burden of chronic migraine and the role of nurse practitioners. *Alabama Nurse*, February, March, April 2021, 18-19. <https://www.nursingald.com/publications/2203>

Wilbanks, C. (2021). Take out your phones! Using QR codes in a health assessment course to overcome social-distancing obstacles. *Tennessee Nurse*, 84(2), 19. <https://www.nursingald.com/publications/2253>

Wilbanks, C. (2021). More than a headache: A brief overview of pseudotumor cerebri. *Tennessee Nurse*, 84(4), 8. <https://www.nursingald.com/publications/2358>

Wilbanks, C. (2022). Exploring diversity in nursing. *Tennessee Nurse*, 85(1), 6. <https://www.nursingald.com/publications/2412>

PEER-REVIEWED PUBLICATIONS:

Stewart, T., Day, S. W., Russell, J., Wilbanks, C., Likes, W., Webb, S., Haushalter, A., & Cashion, A. K. (2020). Development of a COVID-19 alternate care site from ground zero: A nursing perspective. *Public Health Nursing*, 37(6), 889-894. doi: <https://doi.org/10.1111/phn.12812>

Wilbanks, C. (2022). Migraine in adult primary care. *The Journal for Nurse Practitioners*, 18(4), 366-369. 10.1016/j.nurpra.2022.01.018

PEER-REVIEWED PRESENTATIONS:

Wilbanks, C., Williams, L. A., & Cavallo, C. *Revision of Clinical Reasoning Course to Align Across Concept-based Clinical Courses and Improve Clinical Judgment*. Poster presentation at NurseThink® for Nurse Educators NEXT GEN LEARNING: Fundamentals, NCLEX®, and Beyond Conference. Lake Buena Vista, FL. February 16-19, 2022.

Loretta Alexia Williams
January 2022

CURRICULUM VITAE

Loretta Alexia Williams, PhD, RN
7462 Wintergreen Lane
Cordova, TN 38018
901-591-0524
Email: lwili97@uthsc.edu

EDUCATION

Shelby State Community College Memphis, Tennessee Major: Nursing	ASN	4/1994
Union University Germantown, Tennessee Major: Nursing	BSN	12/2010
University of Tennessee Health Science Center Memphis, Tennessee Major: Nursing Science	PhD	12/2015

AWARDS AND HONORS

Dean's Research Fellowship, 2020, *The Grief Experience of Nurses on the Frontlines during the COVID-19 Pandemic*
Dean's Research Fellowship, 2020, *Insights about Antiretroviral Adherence from the Perspective of Community Health Workers*
Dean's Research Fellowship, 2016, *Experiences of Male Caregivers of Stroke Survivors: A Qualitative Study*
Summa Cum Laude Graduate, University of Tennessee Health Science Center, 2015
University of Tennessee Health Science Center Dissertation Grant Recipient, 2014
Sigma Theta Tau Beta Theta Chapter At-Large Grant Recipient, 2014
Tennessee Nurses Association District One Post-Graduate Scholarship, 2013
UTHSC College of Graduate Health Sciences Travel Awards/John Autian Student Enrichment Fund, 2013
UTHSC Jonas Nurse Leadership Scholar, 2012-2014
Sigma Theta Tau International Honor Society, Union University, 2010
Summa Cum Laude Graduate, Union University, 2010
Alpha Sigma Lambda Honor Society, Union University, 2009
Academic Excellence Award, Shelby State Community College, 1994
Florence Nightingale Award Recipient, Shelby State Community College, 1994
Summa Cum Laude Graduate, Shelby State Community College, 1994
Phi Theta Kappa Honor Society, Shelby State Community College, 1992
Academic Excellence Award, Shelby State Community College, 1992

Loretta Alexia Williams
January 2022

<u>NURSING LICENSURE</u>	Date Issued	Expiration Date	Status
Registered Nurse, Tennessee Active	April 30, 1994	April 30, 2022	
<u>PRINCIPAL POSITIONS HELD</u>			
Practice/Professional Positions			
Undergraduate/Graduate Assistant Professor University of Tennessee Health Science Center Memphis, Tennessee		2014-Present	
Adjunct Mental Health Clinical Faculty University of Tennessee Health Science Center Memphis, Tennessee		2012-2013	
Staff Nurse, Orthopedic Medical-Surgical Unit 3-Pavilion Medical-Surgical Unit Methodist Germantown Hospital Germantown, Tennessee		2011-2013	
Nurse Marketer/Clinical Liaison Grace Healthcare Memphis, Tennessee		2010-2011	
Charge/Staff/Pool Nurse, Cardiac Medical-Surgical and Rehabilitation Units; Diabetic and Renal Units; Orthopedic Medical-Surgical and Rehabilitation Units; Gastrointestinal Unit; Acute Psychiatric and Geriatric Units; Postpartum St. Francis Hospital Memphis, Tennessee		2002 – 2010	
Charge Nurse Transformed Life Psychiatric Unit; Chemical Dependency Unit; Acute Mental Health Unit; Geriatric Psych Unit Delta Medical Center Memphis, Tennessee		1996 – 2002	
Staff Nurse, Neuro-Trauma Intensive Care Unit; Pulmonary Medical-Surgical Unit; Ventilator Rehabilitation Unit Methodist Central Hospital Memphis, Tennessee		1995 – 1996	
Staff Nurse, Neuro-Surgical and Surgical Intensive Care Units Baptist Central Memorial Hospital Memphis, Tennessee		1994 – 1995	

Loretta Alexia Williams
January 2022

TEACHING EXPERIENCE:

Doctoral Courses

HOPN877 Health Care Economics (Online), 2016-2021

NSG960 Directed Study (Hybrid), 2017

Undergraduate Courses

NSG449 Evidence-based Practice: Concepts of Scientific Inquiry, 2019-2022

NSG460 Mental Health Nursing Concepts, 2019-2022

NSG452 Population Health Nursing Concepts, 2021-2022

NSG440 Professional Nursing Practice Concepts, 2019-2022

NSG406 Mental Health Nursing, 2018

NSG416 Adult Health Nursing Clinical, 2016-2018

NSG430 Transition to Professional Nursing (Online), 2015-2019

NSG410 Professional Issues in Nursing (Online), 2015-2016; 2018-2019

NSG412 Adult Health Skills III, 2015-2017

NSG412 Adult Health Skills II, 2014-2017

NSG410/510 Professional Issues (Hybrid), 2014, 2017

NSG421 Pathophysiology (Online), 2014-2015

NSG406/506 Mental Health Nursing Clinical, 2012-2018

Date of Preparation: July 29, 2021

CURRICULUM VITAE

Y'Esha Williams-Click, PhD, MSN, RN
 874 Union Ave., Room 241
 Memphis, TN 38163 901.448.3772
 yvclick@uthsc.edu

EDUCATION:

Institution	Degree	Major	Year
The University of Mississippi	B. A.	Biology	2004-2008
The University of Tennessee Health Science Center	MSN	Nursing	2010-2012
The University of Tennessee Health Science Center	Ph.D.	Nursing	2012-2016
Dissertation: " <i>Examining Associations between Depression, Obesity, and Physical Activity Self-Efficacy in African American Mother-Child Dyads</i> "			
Committee Chair: Dr. Carolyn Graff			
Defense Date: March 24, 2016			
HONORS/AWARDS:			
The DAISY Award for Extraordinary Nurses			December 2020
U of M First Time Principal Investigator Award			November 2019
Southern Nursing Research Society			February 2017
Top Student Poster Presentation			
3 rd Place Podium Presentation			February 2017
Southern Research Society			
Southern Regional Education Board Doctoral Scholarship \$20,000 per year			2013-2016
Robert Wood Johnson Foundation Scholarship (\$10,000)			2010-2011
Sigma Theta Tau International Honor Society of Nursing			2012
Greenwood High School Teacher of the Year			2009-2010
LICENSURE: Registered Nurse, Tennessee/Multistate, 189655, Expires January 2024			
CURRENT PROFESSIONAL MEMBERSHIPS:			
Sigma Theta Tau- Beta Theta Chapter			
American Nurses Association Tennessee Nurses Association			
American Psychiatric Nurses Association			
UNIVERSITY APPOINTMENTS:			
Assistant Professor, The University of Tennessee Health Science Center			Present
Clinical Associate Professor, The University of Memphis Loewenberg College of Nursing			2020-2021
Assistant Professor, The University of Memphis Loewenberg College of Nursing			2016-2020
PRACTICE/PROFESSIONAL EXPERIENCE:			
Charge Registered Nurse Parkwood Behavioral Health Hospital			2013-2016
OTHER ACADEMIC APPOINTMENTS:			
Adjunct Faculty, The University of Tennessee Health Science Center			2014-2015
TEACHING EXPERIENCE:			
NSG 460 Mental Health Nursing Concepts The University of Tennessee Health Science Center			2021-Present
NSG 452 Population Health Nursing Concepts The University of Tennessee Health Science Center			2021-Present

Date of Preparation: July 29, 2021

<i>NURS 3127 Mental Health Nursing</i>	2018-2021
The University of Memphis Loewenberg College of Nursing	
<i>NURS 3129 Mental Health Clinical Coordinator</i>	2019-2021
The University of Memphis Loewenberg College of Nursing	
<i>Mental Health vSim and Simulation Coordinator</i>	2019-2021
The University of Memphis Loewenberg College of Nursing	
<i>NURS 2129 Mental Health Nursing Practicum</i>	2019-2021
The University of Memphis Loewenberg College of Nursing	
<i>NURS 7990 Scholarly Synthesis</i>	2016-2021
Graduate School	
The University of Memphis Loewenberg College of Nursing	
<i>NURS 3006 Professional Nursing Seminar</i>	2019-2021
The University of Memphis Loewenberg College of Nursing	
<i>HCL 3060 Interdisciplinary Communications in Health Care</i>	2017-2019
<i>*Course Developer/Creator</i>	
The University of Memphis	
<i>NURS 3005 Introduction to Professional Nursing</i>	2016-2019
The University of Memphis Loewenberg College of Nursing	
<i>NURS 3000 Pharmacology RN-BSN</i>	2017-2018
The University of Memphis Loewenberg College of Nursing	
<i>NURS 3106 Foundations Nursing Skills Lab</i>	Fall 2016
The University of Memphis Loewenberg College of Nursing	
<i>Mental Health Clinical Adjunct Instructor</i>	Fall 2015
The University of Tennessee Health Science Center	Fall 2014
<i>Nursing Skills Lab I</i>	Fall 2015
The University of Tennessee Health Science Center	Fall 2012
<i>Adult Nursing Skills Lab II</i>	Spring 2015
The University of Tennessee Health Science Center	Spring 2014
<i>Pediatric Community Health Clinical Instructor</i>	Spring 2013
The University of Tennessee Health Science Center	
<i>Health of Populations Clinical Instructor</i>	Fall 2012
The University of Tennessee Health Science Center	
<i>RWJF Pre-Entry Immersion Program Assistant</i>	2012-2013
The University of Tennessee Health Science Center	
Greenwood Highschool, Teacher	2009-2010
VISITING PROFESSORSHIPS AND INVITED LECTURES:	
<i>"Trends in Med-Surg Patient Care- Recognizing Mental Illness"</i>	2016, 2018
Methodist University Hospital	
COMMITTEES AND OFFICES HELD:	
<i>Dean's Leadership Council</i>	2021
The University of Memphis Loewenberg College of Nursing	
<i>Co-Chair Undergraduate Committee</i>	2021
The University of Memphis Loewenberg College of Nursing	
<i>Admission's Committee</i>	2021
The University of Memphis Loewenberg College of Nursing	
<i>Technology Committee</i>	2021
The University of Memphis Loewenberg College of Nursing	
<i>LCON Search Committee</i>	2021
The University of Memphis Loewenberg College of Nursing	
<i>Arts and Health Subcommittee</i>	2019- 2021
The University of Memphis	
<i>Faculty Sick Leave</i>	2018-2021

Date of Preparation: July 29, 2021

The University of Memphis <i>Traffic & Parking University Committee</i>	2018-2021
The University of Memphis <i>Evaluation Committee</i>	2016-2020
The University of Memphis Loewenberg College of Nursing	

PEER-REVIEWED JOURNAL ARTICLES:

- Williams, Y., Cowan, P., & Graff, J. (2020). Examining the associations among depressive symptoms, body mass index (BMI) z-scores, and physical activity self-efficacy in African American (AA) children. *The Journal of Child and Family Studies*, 1-10. Advance online publication. <https://doi.org/10.1007/s10826-020-01761-x>
- Wittenberg, E., Goldsmith, J., Williams, Y. (2018). Caring for Family Caregivers: A Pilot Test of an Online COMFORT Communication Training Module for Undergraduate Nursing Students. *Journal of Cancer Education*, 1-6.
- Cowan, P., Weeks, Y., Wicks, M. (2015). Promoting ethnic minority and male success in an accelerated, entry-level master's in nursing program: The sustain program. *Journal of Nursing Education*, 54(

RECENT PRESENTATIONS:

- Lee, S., Singarella, I., Jin, S., Bertz, C., Elswick, S., Hicks, K., & Williams, Y. (2021, February). *Community Health Needs Assessment via Public Library and University Partnership during the COVID-19 Pandemic*. Virtual Presentation at the Southern Nursing Research Society 35th Annual Conference.
- Williams, Y., Cowan, P., Graff, C., Wicks, M., & Tolley, E. (2017, April). *Associations among depressive symptoms, body mass index (BMI) z-scores, and physical activity self-efficacy in African American (AA) children*. Podium presentation at the Arkansas Research Day Conference, Little Rock, AR.
- Williams, Y., Cowan, P., Graff, C., Wicks, M., & Tolley, E. (2017, February). *Associations among depressive symptoms, body mass index (BMI) z-scores, and physical activity self-efficacy in African American (AA) children*. Poster and podium presentation at the Southern Nursing Research Society 31st Annual Conference, Dallas, TX.
- Williams, Y., Cowan, P., Graff, C., Wicks, M., Hare, M., & Tolley, E. (2016, June). *Associations among depressive symptoms and body mass index in mother-child dyads*. Poster and podium session presented at the Community-Campus Partnership Conference to Address Health Disparities, Little Rock, AR.
- Hitt, J., Cowan, P., Williams, Y. (2014, October). *A relationship of mutual benefit: Integrating doctoral students into the new careers in nursing program*. New Careers in Nursing Summit, Chicago, IL.
- Cowan, P., Williams, Y., Hitt, J. (2013, October). *Choosing doctoral education: Factors influencing pursuit of doctoral education by previous new careers in nursing scholarship recipients*. New Careers in Nursing Summit, Washington D.C.

RESEARCH AND OTHER EXTERNAL SUPPORT:

- COVID-19 Health Information Outreach Award, Improving Accessibility of Health Information during the COVID-19 Pandemic: Health Education for Living During the Pandemic-US (Help US Project)*
- | | | |
|--|-------------|-----------------|
| NIH Grant: \$18,975 | Role: Co-PI | Date: 2021 |
| University of Memphis CoRS (Communities of Research Scholars) Grant: \$5000 yearly | | |
| University of Memphis Grant: \$5,000 | Role: Co-PI | Date: 2018-2021 |
- Examining Associations between Depressive Symptoms, Body Mass Index, and Physical Activity Self-Efficacy in African American Mothers and Adolescents*
- | | | |
|---|----------|-----------------|
| Sigma Theta Tau International Research Grant Funded: \$1895 | Role: PI | Date: 2019-2020 |
|---|----------|-----------------|
- UTHSC Dissertation Award*
- | | | |
|----------------------|--------------------------|-----------------|
| UTHSC Funded: \$2000 | Role: PhD Candidate (PI) | Date: Fall 2015 |
|----------------------|--------------------------|-----------------|

Appendix D: Course Syllabi

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER COLLEGE OF NURSING

NSG 441

COURSE TITLE: **Pathophysiology Across the Life Span**

CREDIT HOURS: 3 (3-0-0)

INSTRUCTOR OF RECORD (IOR): **Randall Johnson, PhD, RN**

PREREQUISITES: None

COREQUISITES:

ACCELERATED BSN STUDENTS:

NSG 444 Nursing Concepts I

NSG 442 Health Assessment across the life span

NSG 443 Pharmacology across the life span

NSG 445 Clinical Reasoning

Withdrawal from NSG 441 will require withdrawal from NSG 444 Nursing Concepts I.

PLACEMENT IN CURRICULUM: First Term

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Randall Johnson	222	By Appointment	(901)448-6137	rjohn181@uthsc.edu
Cory Wilbanks	203	By Appointment	(901)448-7377	cwilban1@uthsc.edu

Additional information about the faculty teaching this course is located in the Bb course.

COURSE DESCRIPTION: This course focuses on concepts related to common diseases across the lifespan. Interrelated concepts affecting morbidity and mortality are examined.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Use clinical reasoning to associate disruptions of physiologic processes to the development of disease across the lifespan.
2. Understand the influence of multifactorial risk factors for disease development as the basis for providing safe, evidence-based, and holistic care.
3. Identify the relationship of wellness promotion and illness prevention lifestyle choices to selected pathologies.

SPECIFIC TEXT FOR THIS COURSE:

Huether, S. E. & McCance, K. L. (2020). *Understanding pathophysiology*. (7th ed.). St. Louis: Elsevier. ISBN: 978-0-323-63908-8

Huether, S. E. & McCance, K. L. (2020). *Study guide: Understanding pathophysiology*. (7th ed.). St. Louis: Elsevier. ISBN: 978-0-323-68170-4

Caputi L. (2018). *Think Like a Nurse*. (1st ed.). Rolling Meadows: Windy City Publishers.

Giddens, J. F. (2021). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.

Vallerand A. H. & Sanoski, C. A. (2019). *Davis drug guide*. (16th ed.). [Mobile application software].

Retrieved from <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

Harding, M. & Hagler, D. (2022). *Conceptual nursing care planning*. St. Louis: Elsevier

SUGGESTED TEXTS:

None

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Assessment Technologies Institute (ATI) <https://www.atitesting.com/>

(ATI not used in this course)

UTHSC Blackboard, (Proctor U, Zoom, Exemplify/ExamSoft, etc.)

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet.

<http://courses.uthsc.edu/>

Elsevier/Evolve: <https://evolve.elsevier.com/cs/store?role=student>

Evolve Elsevier is a textbook publisher that provides online links for eBooks. If the student has eBooks, they will be available once logged in, click on vital source link or Pageburst link.

Zoom may be used for class sessions; the link will be provided in the course for the sessions.

Proctor U may be used for exam proctoring during remote testing.

TEACHING STRATEGIES/COURSE STRUCTURE:

This course is offered hybrid for accelerated BSN students. The course will consist of modules with interactive activities. These may include team-based learning activities, lecture with discussion, reading, quizzes, case studies and flipped classroom activities. Each module will present a specific concept, with representative exemplars.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments , Assessments, Activity	Total Points	% of Grade
Assignments: study guide, quizzes, and case studies		30
Exam 1		20
Exam 2		20
Final Exam		30
Totals		100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of "W" is 02/25/22

Drop Date with the grade of "WF/WP" is 03/25/22

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an "F" in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

COURSE SCHEDULE

Modules on Next Page; See Dates in Blackboard

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

NSG 441 Pathophysiology Across the Life Span

Concept Organization:

Module /Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
		Introduction	Course overview Pathophysiology definition Medical Terminology	Review course Define Pathophysiology
1 Wk1	Stress & Coping	Stress systems Stress regulation Hypothalamic-pituitary-adrenal axis and cortisol Negative effects of stress Coping and interventions	Giddens pgs 291 – 292 Physiologic process Giddens pgs. 293 – 294 Variations and Consequences of stress Giddens pgs. 295 – 297 Clinical management and coping process Concept pg 298 Figure 30.4 Huether & McCance Chapter 10, Stress background pg 210 Stress systems pgs 211 – 213; Stress regulation pgs. 213 – 220, negative effects of stress pg. 221 Coping and interventions pgs 221-223 Huether & McCance Chapter 10, Table 10.1 on pg. 211	Overview of stress and coping Assignment and Activity in Blackboard
2 Wk 2	Thermoregulation*	Hypo & Hyperthermia	Giddens: Thermoregulation pgs 84 – 91 Huether & McCance Temperature regulation Chapter 15, pg 333-335	Presentation of thermoregulation concept Assignment and activity in Blackboard
3 Wk 2	Immunity*	Innate immunity	Giddens Immunity pgs 209 – 218	Presentation Immunity Concept Assignment and Activity in Blackboard

Module /Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
		Adaptive immunity Allergic response Autoimmune response Alloimmune response Exaggerated immune response Suppressed immune response	Huether & McCance Role of Immune system Chapt 10 pg 217 - 220 Innate Immunity Chapt 6 pgs. 133 - 135 Adaptive Immunity Chapt 7 pgs 156 - 171 Hypersensitivity: Allergic response, autoimmunity, alloimmunity chapt 8 pgs 174 - 186 & anaphylaxis Chapt. 26 pgs 629 - 630 Suppressed immune: Immune deficiencies Chapt 8 pgs 186 - 194	
4 Wk 3	Inflammation*	Chronic, Acute, Autoimmune	Giddens pgs 220 - 228 Huether & McCance Chapt 6 pgs second line of defense 135 - 146 Acute and chronic inflammation pgs 146 - 147	Presentation of concept Inflammation Assignment and activity in Blackboard
5 Wk 3	Tissue integrity	Immunologic disorders Infections Infestations Lesions Thermal or radiation injury Trauma/injury /wounds	Giddens: variations and consequences pgs 250 - 252 Huether & McCance Skin Infections Chapt 44 pg 1046 - 1050 Clinical manifestations of skin dysfunction, wounds, lesions, and infection chapt 43 pgs 1016 - 1031 Burns and cold injury chap 43 pgs 1034 - 1038	Overview of tissue integrity concept Assignment and activity in Blackboard

Module /Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
			Huether and McCance Chapt 6 wound healing pgs 148 - 152	
6 Wk 4	Sensory perception	Alterations in: Hearing Vision Taste/smell Somatosensory perception	Giddens Sensory perception pages 262 - 264 Huether & McCance Vision Chapter 15 pg 338 - 342 Hearing Chapter 15 pg 342 -344 Taste/smell Chapter 15 pg 344 - 345 Somatosensory perception Chap.15 pgs 345-346	Overview concept Sensory perception, hearing vision, taste/smell, somatosensory Assignment and activity in Blackboard
7 Wk 4	Pain	Mixed headaches Neuropathic: phantom pain Somatic: laceration Visceral: Appendicitis	Giddens Pain pgs 272 - 280 Huether & McCance Headaches Chapt 17 pg. 400 - 401 Pain Neuropathic, somatic, visceral, phantom, Chapt 15 pgs 327 - 333 Appendicitis chapt 39 pg 895	Overview of concept pain Assignment and activity in Blackboard

Module / Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
8 Wk 5	Fluid and electrolyte Balance*	Distribution of fluids and electrolytes Alterations in Potassium and other electrolytes	Giddens: Fluid and Electrolytes pgs. 60 – 71 Huether & McCance Chapter 5, Fluid distribution pg. 111 – 115 Sodium, chloride and water pgs. 115 – 120 Potassium and other electrolytes pgs. 120 – 123	Presentation of fluid and electrolyte concept Assignment and activity in Blackboard
9 Wk 5	Sexuality	Disorders affecting sexual response Sexually transmitted infections	Giddens Sexuality variations and context, and consequences pgs 201 – 202 Concept pg 205 Figure 21.3 Huether & McCance Disorders Female Chapt 35 pgs 780 – 787 & 805 – 806 Disorders male Chapt 36 pgs 830 – 838 & 850 – 852 Sexual transmitted infections (STI's) Chapt 36 pgs 853 – 856 Currently recognized Sexually transmitted infections Table 36-1	Overview concept sexuality Assignment and activity in Blackboard
10 Wk 6	Infection*	Urinary tract infection Respiratory tract infections Upper Respiratory tract infections	Giddens pgs 230 – 238 Huether & McCance Urinary tract infection Chapt. 32 pgs 734 - 740 Respiratory tract infections Chapt 29 pgs 686 – 688	Presentation of concept infection Assignment and activity in Blackboard

Module /Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
		Infection/inflammation of central nervous system	Upper Respiratory tract infections Chapt 30 pg 697 – 699 Infection and inflammation of the central nervous system Chapt 17 pg 401 – 403	
11 Wk 6	Nutrition	Nutritional deficiency Nutritional excess	Giddens Nutrition variations and context, & consequences pgs. 144 – 146 Concept Figure pg. 152 Huether & McCance Chapt. 21 pgs. 476 – 481	Overview concept Nutrition Assignment and activity in Blackboard
12 Wk 7	Gas Exchange*	Impairments of ventilation Impairments of transportation Impairments of perfusion	Giddens Gas Exchange pgs. 179 – 188 Huether & McCance Chapt 29 Ventilation pgs 670 – 676 Transportation pgs 676 – 686 Pulmonary vascular pgs 689 – 690	Presentation Gas Exchange Concept Assignment and activity in Blackboard
13 Wk 7	Elimination	Urinary control & retention GI motility disorders & obstructions Inflammation of GI/GU system Infections of GI/GU system	Giddens Normal physiological process, variations and context, and consequences pgs 154 – 158 Concept pg 163 figure 17.5 Huether & McCance Chapt 32 Urinary tract pgs 728 – 733 & Chapt 33 structural abnormalities pgs 751 – 754 Chapt 38 GI motility 879 – 893 Inflammation pgs 893 – 896	Overview concept elimination Assignment and activity in Blackboard

Module / Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
			Infection (Hepatitis) pgs 903 – 904	
14 Wk 8	Hormonal regulation	Pituitary gland alterations Thyroid alterations Parathyroid alterations Adrenal gland alteration	Giddens Normal Physiological process, variations and context, and consequences pgs 124 – 126 Concept pg. 129 Figure 14.3 Huether & McCance Chapt 20 Pituitary pgs 447 – 452 Thyroid pgs 452 – 455 Parathyroid pg 456 – 457 Adrenal Gland pgs 467 – 470	Overview concept hormonal regulation Assignment and activity in Blackboard
15 Wk 8	Glucose Regulation	Hypo & Hyperglycemia	Giddens Variations and context pgs 133 – 135 Concept pg 140 figure 15.3 Huether & McCance Diabetes Mellitus chapt. 20 pgs 457 – 466	Overview concept Glucose regulation Assignment and activity in Blackboard
16 Wk 9	Perfusion	Central perfusion Tissue perfusion Cardiac arrhythmias Valvular Heart diseases	Giddens Normal physiological process, variations and context and consequences pgs 165 – 167 Concept pg 174 figure 18.3 Huether & McCance Chapt 26 Tissue perfusion pgs 591 – 596 Central perfusion 596 – 602 Cardiac arrhythmias 602 – 611 Valvular disease pgs 614 – 620	Overview concept perfusion Assignment and activity in Blackboard

Module / Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
17 Wk 9	Acid-Base Balance*	Acidosis and alkalosis/ metabolic vs respiratory ABGs uncompensated	Giddens Acid-base balance pgs 73 – 82 Huether & McCance Buffers chapt 5 pg 123 – 125 Acid base imbalance acidosis and alkalosis chapt 5 pgs 125 – 130 pH balance and ABG basics https://www.uofmhealth.org/health-library/hw2343#hw2402	Presentation acid-base balance concept Assignment and activity in Blackboard
18 Wk 10	Mobility	Congenital defects Neuromuscular defects Skeletal, muscular, joint and connective tissue defects Trauma and injury	Giddens Mobility variations and context, and consequences pgs 241 – 242 Concept pg 246 Figure 25.3 Huether & McCance Congenital defects Chapt 42 pgs 999 – 1001 Neuromuscular Chapt 16 pgs 370 – 380 Trauma Chapt 41 pgs 955 – 959 Connective tissue chapt 41 pgs 959 – 964 Bones Chapt 41 pgs 964 – 972 Joint Chapt 41 pgs 973 – 984 Skeletal muscular chapt 41 pgs 984 – 990	Overview concept mobility Assignment and activity in Blackboard
19 Wk 11	Cognition	Delirium Neurocognitive disorders and conditions	Giddens variations and context, and consequences pgs 322 – 323 Concept pg 328 figure 33.4 Huether & McCance Chapt 16 Delirium pgs 359 – 361 Neurocognitive disorders pgs 362 – 365	Overview concept cognition Assignment and activity in Blackboard

Module /Wk	Concept	Exemplars	Learning Activities Reading	Class activities/assessments
20 Wk 11	Intracranial Regulation	Degenerative conditions Disorders of brain conduction Disorders of brain perfusion Inflammatory conditions	Giddens Intracranial regulation variations and context, and consequences pgs 115 – 117 Concept pg. 122 Figure 13.5 Huether & McCance Alterations in cognition Chapt 16 pgs. 351 – 359 Brain disorders conduction (seizures) chapt 16 pgs 365 -367 Brain perfusion and inflammation chapt. 16 pgs 367 – 370	Overview concept Intracranial regulation Assignment and activity in Blackboard
21 Wk 12	Cellular Regulation	Cellular adaptation Malignant tumors Benign tumors	Giddens Cellular regulation variations and context, and consequences pgs 104 – 105 Concept pg 110 Figure 12.2 Huether & McCance Cellular adaptation Chapter 4, pg 73 – 90 Malignant and Benign tumors chapt 11 pgs 227 – 229	Overview concept cellular regulation Assignment and activity in Blackboard

ASSIGNMENTS BY CONCEPT

Concept	Assignment
Introduction	Non graded intro discussion board/ syllabus quiz
Stress & coping	Study guide Chapt 10 Questions 1-17 and 21 - 35
Thermoregulation	No submission on exam for ABSN
Immunity	Case Study Chat 8 in study guide questions 39 through 45
Inflammation	Quiz Inflammation
Tissue Integrity	Study Guide Chapt 43 Q 11-31 and Chapt 44 Q 5-18
Sensory Perception	Study Guide Chapt 15 Q 1-6 and 27-30
Pain	Quiz Pain
Fluid and Electrolyte	Case Study Document in Module
Sexuality	Quiz Sexuality
Infection	Quiz Infection
Nutrition	Review vitamin table no submission
Gas Exchange	Study Guide Chapt 29 Q 30-52
Elimination	Case Study Chapt 38, Q 64-70
Hormonal Regulation	Study Guide Chapt 20 Q 9-26
Glucose Regulation	Case Study Chapt 20 Q 52-61
Perfusion	Study Guide Chapt 26 Q 8-24
Acid-Base balance	Quiz ABGs
Mobility	Study Guide Chapt 41 Q 1-27 & 39-50
Cognition	Study Guide chapt 16 Q 1-8
Intracranial regulation	Study Guide Chapt 16 Q 9-46
Cellular Regulation	Case Study Chapt 11 Q 58-63

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 441-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.2(\text{Exam 1}) + 0.2(\text{Exam 2}) + 0.30(\text{Final Exam}) = X/.70$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. The **weight of the missed exam will be added to the final exam/project**. (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 15% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 45%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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 make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

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

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers on an exam key that will be posted in the testing area. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

Assessment Technologies Institute (ATI) Testing is not a part of NSG 441.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 2 business days if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 441: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty**, Randy Johnson Office: 901-448-6137 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); or via email rjohn181@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director, Associate Dean for Academic Affairs, and the student's advisor regarding the course change. The advisor and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs, his or her advisor, and the option coordinator to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course.

Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five percentage points per day will be subtracted from an assignment grade for any late assignment. Assignments not submitted within one week of due date will receive a zero (0).
EXAMPLE: If the assignment is worth 10 points 0.5 points will be deducted per day.
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class, and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

Zoom is our virtual classroom.

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.

- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Course specific policies

If a module is online, please follow the directions for completion of the assignment.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by January 14, 2022.**

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 443

COURSE TITLE:	Pharmacology Across the Lifespan
CREDIT HOURS:	3 (3-0)
INSTRUCTOR OF RECORD (IOR):	Dr. Jacqueline Rosenjack Burchum
PREREQUISITES:	None
COREQUISITES:	Withdrawal from this course will require withdrawal from NSG 444 Nursing Concepts I: Foundations of Professional Nursing Care
PLACEMENT IN CURRICULUM:	Trimester Term 1

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. J. Burchum	Distance faculty	By appointment	901.734.8176 (emergencies only)	jburchum@uthsc.edu (preferred method of contact)

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION

This course builds a foundation for the provision of safe and effective pharmacotherapy for patients and families across the lifespan.

COURSE OUTCOMES

Upon completion of the course, the student will be able to:

1. Incorporate pharmacologic principles in clinical reasoning regarding drug therapy for individuals across the lifespan; (Program Outcome [PO]1)
2. Apply evidence-based principles of pharmacotherapeutics to ensure safe and effective pharmacotherapy; (PO2)

3. Evaluate the credibility of medication information sources; (PO4)
4. Identify optimal communication skills for providing patient/family-centered medication education; and (PO5)
5. Use professional nursing standards of care and state and federal statutes, rules, and regulations to address moral, ethical, and legal issues related to medications. (PO6)

SPECIFIC TEXT FOR THIS COURSE

Burchum, J. R., & Rosenthal, L. D. (2018). *Lehne's Pharmacology for Nursing Care* (10th ed.). St. Louis, MO: Elsevier.

ShadowHealth. (2020). Digital Clinical Experience. *Pharmacology*. Available at app.shadowhealth.com. PIN: xxxx-xxxx-xxxx-xxxx

Assessment Technologies Institute. (2019). *RN Pharmacology for Nursing* (8.0). Leawood, KS. Author.

REQUIRED BSN PROGRAM TEXTBOOKS:

Caputi L. (2020). *Think Like a Nurse*. (2020 ed.). Rolling Meadows: Windy City Publishers.

Giddens, J. F. (2021). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.

Vallerand A. H. & Sanoski, C. A. (2020). *Davis drug guide*. (17th ed.). [Mobile application software]. Retrieved from <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

Harding, M. & Hagler, D. (2022). *Conceptual nursing care planning*. St. Louis: Elsevier

APPLICATIONS AND WEB-BASED TECHNOLOGY

Blackboard

Blackboard (Bb) is a web-based learning management system (LMS) that we use at UTHSC to provide course content to students. Because it is web-based, your course is available 24 hours a day and can be accessed over the internet from anywhere you can access the internet. Access and Bb support links are listed below.

- [Blackboard login page](#)
- [Blackboard student tutorials](#)
- [Blackboard videos](#)
- [UTHSC Blackboard support](#)

Vital Source

Vital Source is a digital textbook platform that provides online and downloadable access to your required textbook. This program allows you to read your instructor's highlights and notes, make your own highlights and notes (and share them with your student colleagues), have the book read to you, and develop flashcards.

- [Vital Source login page](#)
- [Instructions for using VitalSource](#)

- [VitalSource support](#)

Shadow Health

Shadow Health is an educational software program that provides students the opportunity to interact with virtual patients through Digital Clinical Experiences™ (DCEs).

- [Shadow Health login page](#)
- [Shadow Health student tutorial](#)
- [Shadow Health support](#)

Microsoft PowerPoint

PowerPoint is part of the Microsoft Office Suite. This software is available to students at no cost.

- [Office 365 login page](#) (use UTHSC NetID and password)
- [Office 365 training tutorials](#) (Click the desired icon for tool-specific training.)
- [Office 365 videos](#)
- [UTHSC Office 365 support](#)

Assessment Technologies Institute

Assessment Technologies Institute (ATI) is a nursing resource used in most courses throughout your BSN program. For this course, the *Pharmacology Made Easy* video series is an optional lecture resource for those of you who prefer to supplement your learning with traditional lectures. Although other pharmacology resources (e.g. flashcards) are available, I do not recommend them due to multiple errors.

- [ATI's Pharmacology Made Easy login page](#)
- [ATI student tutorials](#)
- [ATI support](#)

Elsevier's Evolve Website

At Elsevier's Evolve website, you will find free supplemental information for your textbook. I encourage you to look through the other resources and use whatever you find fits well with your learning style preference.

- [Evolve resources for *Lehne's Pharmacology for Nursing Care* login page](#)
- [Evolve student tutorials](#) (Click on Evolve Resources in the left column.)
- [Evolve support center](#)

Exemplify

You will take your section and final examinations in Exemplify, an Examsoft product. You will need to install Exemplify Instructions for program installation are on the Examsoft login page below.

- [Examsoft login page](#)
- [Exemplify student tutorials](#)
- [Exemplify support](#)

Proctor U

Students will be proctored virtually during test-taking using the Proctor U program.

- [Proctor U account registration](#)
- [Scheduling an exam with Proctor U](#) (Note: Scheduling must be done at least 72 hours in advance of an exam.)
- [Proctor U support](#)

TEACHING STRATEGIES/COURSE STRUCTURE

Pharmacology Across the Lifespan is an asynchronous fully online. Course content is organized by modules that center on nursing concepts. Teaching strategies are selected to promote active learning. Active learning engages students in the learning process. Research shows that active learning, unlike passive learning (e.g., lecture-based courses), promotes critical thinking and increases retention.

Active learning strategies will focus on learner-content, learner-learner, and learner-instructor engagement. Some of the ways these will be used are:

Learner-Content Engagement

- Reading assignments
- Interactive teaching sessions
- Interactive case studies
- Virtual clinical scenarios
- Pharmacology games

Learner-Learner Engagement

- Medication education informatic
- Discussions

Learner-Instructor Engagement

- Ask Me Drug Questions! discussion forum
- Assignment feedback
- Communication by email, discussion board, and announcements

EVALUATION METHODS OR GRADING PLAN

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, Assessments, Activity	Total Points	% of Grade
Medication Education Infographic	N/A	15%
Section Exam 1	N/A	15%
Section Exam 2	N/A	15%
Section Exam 3	N/A	15%
Comprehensive Final Exam	N/A	20%
Shadow Health Focused Exams (average of 4 scores)	N/A	20%
Shadow Health Concept Labs (required to pass course)	N/A	0%
Totals	N/A	100%

Grading System

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of “W” is February 25.

Drop Date with the grade of “WF/WP” is March 25.

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “F” being recorded as the permanent grade.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

* *The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

Course Schedule

(High stakes activities that count >10% of grade in bold font)

Week	Dates	Modules, Assignments, Quizzes, and Examinations*
1	08.30-09.03	Course Orientation completed by 08.31 at 11:59 p.m.
		Syllabus Test due 09.03 by 11:59 p.m.
		Module 1: Core Principles in Pharmacology
		Part 1 of Discussion Assignment: Introduce Yourself due 09.03 by 11:59 p.m.
2	09.07-09.10 ^x	Module 2: Drug Legislation, Safety, and Individualized Therapy Needs
		Part 2 of Discussion Assignment: Introduce Yourself due 09.07 by 11:59 p.m.
3	09.13-09.17	Module 3: Drugs for Mental Health Conditions
		Exam 1 over Modules 1 & 2 on _____, available 00:00 x.m. – 00:00 x.m.

Week	Dates	Modules, Assignments, Quizzes, and Examinations*
4	09.20-09.24	Module 4: Drugs Affecting Cellular Regulation
		Module 5: Drugs for Inflammation
		Module 6: Drugs for Pain
		Shadow Health Focused Exam Basic Patient Case due 09.24 by 11:59 pm
		Shadow Health Concept Lab: Analgesics due 09.24 by 11:59 p.m.
5	09.27-10.01	Module 7: Drugs Affecting Immunity
		Module 8: Drugs for Infection
		Shadow Health Concept Lab: Anti-infectives due 10.01 by 11:59 p.m.
6	10.04-10.08	Module 9: Drugs Affecting Gas Exchange
		Shadow Health Concept Lab: Anti-Asthmatics due 10.08 by 11:59 p.m.
7	10.11-10.15	Module 10: Drugs Affecting Perfusion
		Exam 2 over Modules 3 - 9 on _____, available 00:00 x.m. – 00:00 x.m.
		Shadow Health Focused Exam Intermediate Patient Case due 10.15 by 11:59 p.m.
8	10.18-10.22	Module 10: Drugs Affecting Perfusion (continued)
		Shadow Health Concept Lab: Antihypertensives due 10.22 by 11:59 p.m.
9	10.25-10.29	Module 11: Nutrition and Nutritional Supplements
		Module 12: Drugs Affecting Elimination
		Last day to submit Infographic Content for Review (optional) on 10.29 at 11:59 p.m.
10	11.01-11.05	Module 13: Drugs Affecting Mobility
		Module 14: Drugs Affecting Hormonal Regulation
		Shadow Health Focused Exam Unguided Patient Case due 11.05 by 11:59 p.m.
11	11.08-11.12	Module 15: Drugs Affecting Glucose Regulation
		Module 16: Drugs Affecting Reproduction and Sexuality
		Exam 3 over Modules 10 - 13 on _____, available 00:00 x.m. – 00:00 x.m.
		Shadow Health Concept Lab: Antidiabetics due 11.12 by 11:59 p.m.
12	11.15-11.19	Module 17: Drugs for Intracranial Regulation
		Module 18: Drugs Promoting Tissue Integrity
		Module 19: Drugs Affecting Sensory Perception
		Team Project Infographic for Grading due 11.19 at 11:59 p.m.
13	11.22-11.24 ^x	Course Wrap-up
		Shadow Health Focused Exam Complex Patient Case due 11.24 by 11:59 p.m.
14	00.00	Final Exam on ____ (), available from 00:00 a.m. – 00:00 noon.

*Early submission is encouraged for assignments

^xShort week due to University holiday.

Exams

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.99% or lower, a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores for this course is as follows:

$$0.15(\text{Exam 1}) + 0.15(\text{Exam 2}) + 0.15(\text{Exam 3}) + 0.20(\text{Final Exam}) = X/.65$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams as scheduled. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. **The weight of the missed exam will be added to the final exam.** (Example: Suppose the student misses an exam because of illness and that exam is worth 10% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 10% of the exam will be added to the weight of the final exam. If the final exam normally is worth 15% of the total course grade, then, for this student, the final exam weight will be 25%.) The College of Nursing final exams are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Section and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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 make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

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

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

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In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

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- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.

- Use spell check!

E-Mail messages from students to course faculty

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG443: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

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Student Academic Support Services and Inclusion (SASSI)

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in-person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has

approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

3. 901-448-2222, option 1; continental US toll-free 800-413-7830
4. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

Blackboard Support

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Dr. Burchum** Office: 901-734-8176 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); insert jburchum@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **BB support**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

ExamSoft/Examplify Support

ExamSoft/Examplify support is available 24/7 at +1 (866)429-8889, ext. 3

A chat feature is available. You can also send an email to support@examsoft.com if an answer is not needed promptly.

Shadow Health Support

Contact Shadow Health with any questions or technical issues regarding Shadow Health **before** contacting your instructor.

Support is available at <http://support.shadowhealth.com>

ProctorU Support

Proctor U support is available 24/7 at <https://support.proctoru.com/hc/en-us>

The online chat support offers the most immediate assistance. Your instructor is unable to fix ProctorU problems, so contact ProctorU for assistance before contacting your instructor.

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATIONS

Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES

Attendance and Class Participation

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five points per day will be subtracted from an assignment grade for any late assignment. Assignments not submitted within one week of due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Syllabus** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Syllabus section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by the end of the first week of classes.**

COURSE SPECIFIC POLICIES

Module Opening

Classes occur Monday through Friday. Upcoming modules open on the preceding Friday at 5:00 PM in advance of their Monday start date.

Self-Assessment Quizzes

Self-assessment quizzes are open book and do not count as part of your grade. Quizzes are taken from a pool of questions, so each quiz will be different. You may take these as often as you like.

Medication Education Infographic

Teams will work together to develop a medication education infographic. Instructions are provided under Assignment Submission in the Blackboard Course Menu. An optional opportunity to review infographic content in advance of infographic development is offered.

Shadow Health

Shadow Health assignments consist of both concept labs and focused exams. Shadow Health assignments must be completed on your own without consultation. Deadlines are strict; however, you may complete these in advance of the due date to allow you to schedule around other courses and obligations.

If you are unhappy with any focused exam score, you may retake the focused exam as long as you do it *before* the due date. If retaken, your grade will be an average of your first attempt score and your highest attempt score.

The concept labs do not count as a percentage of the final grade (perfect scores are always earned if completed correctly), but they must be completed in order to receive a final grade in this course.

Exams

Section exams consist of 50 multiple choice and multiple answer questions. The comprehensive final exam has 100 multiple choice and multiple answer questions. Exams will be proctored virtually using a program called ProctorU.

Log-In Expectations

Students are expected to log in to the course at least every 48 hours Monday-Friday to check for new announcements and discussion posts. Students are expected to read all announcements and discussion posts.

Email Expectations

Students are expected to check their UT email accounts daily and respond to faculty contact within 24 hours. Students should manage the email account to ensure that messages are not bounced because mailboxes are full.

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 451

COURSE TITLE:	Social, Environmental, and Genomic Determinants of Health
CREDIT HOURS:	3 (3-0-0)
INSTRUCTOR OF RECORD (IOR):	Dr. Christie Manasco
PREREQUISITES:	None
PLACEMENT IN CURRICULUM:	Trimester Term II

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Christie Manasco	874 Union Ave. Office 339	By appointment & as scheduled	90-448-3488 731-616-9383*	cmanasco@uthsc.edu
Dr. Ansley Stanfill	874 Union Ave. Office 120I	By appointment & as scheduled	901-448-1176 404-434-0511*	Astanfi4@uthsc.edu

**This is my personal cell phone number. You are welcome to use it for questions or problems, but ONLY between the hours of 9 a.m.-5 p.m. CST Monday-Friday. Email is acceptable at any time.*

Additional information about the faculty teaching this course is located in the Blackboard course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course focuses on concepts related to the constellation of social, environmental, and genetic factors that work together across the health and illness continuum. The course examines sociodemographic, cultural, spiritual, political, legal, ethical, historical and global environmental factors that affect human health.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Demonstrate an understanding of social, environmental, and genomic determinants of health to advocate for individuals, families, groups, communities, and populations.

2. Apply knowledge of social, environmental, and genomic determinants of health to inform population-focused wellness promotion and illness prevention strategies.
3. Use knowledge of social, environmental, and genomic determinants of health to inform personal and professional standards of moral, ethical, and legal conduct.
4. Use knowledge of social, environmental, and genomic determinants of health to develop the necessary leadership principles for improving patient outcomes across healthcare systems.
5. Use knowledge of social, environmental, and genomic determinants of health to guide a commitment to lifelong learning.

SPECIFIC TEXT FOR THIS COURSE:

This course does not have a specific textbook. At times, you may want to refer to books used in other courses, such as:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Caputi L. (2020). *Think Like a Nurse*. (Revised ed.). Rolling Meadows: Windy City Publishers.

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.

Vallerand A. H. & Sanoski, C. A. (2020). *Davis drug guide*. (17th ed.). [Mobile application software]. Retrieved from <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

Harding, M. & Hagler, D. (2022). *Conceptual nursing care planning*. St. Louis: Elsevier

APPLICATIONS AND WEB-BASED TECHNOLOGY:

UTHSC Blackboard

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>. Synchronous class sessions will be conducted via Zoom, and a webcam or device with a built-in camera will be required for these sessions.

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a hybrid course with modules in social, environmental, and genomic determinants of health. Both synchronous and asynchronous online class sessions will be scheduled. The course will incorporate team-based learning, lectures, discussion, oral presentation, case studies, readings and quizzes to achieve the course outcomes.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments , Assessments, Activity	Total Points	% of Grade
In-Class Learning Activities	100 each	10
Online Assignments	100 each	20
Social Determinants of Health - Assignment	100	15
Environmental Determinants of Health – Assignment	100	15
Genomics Determinants of Health – Blackboard Quiz	100	15
Multifactorial Determinants of Health – Assignment	100	25
Totals		100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of “W” is 02/25/22

Drop Date with the grade of “WF/WP” is 03/25/22

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “F” being recorded as the permanent grade.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

COURSE SCHEDULE

Please see the weekly schedule for course assignments, assessments and activities for each week, as well as the points assigned to each graded activity.

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 451-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

While there are no major exams in this course, online quizzes will be administered.

This course has a **no make-up quiz policy**. Students are expected and required to take complete quizzes as scheduled. Course specific policies will apply to quizzes.

All quizzes will be time-limited, closed-booked, and reflective of individual effort. The testing format used in quizzes is consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. The LN will send an email to the IOR upon completion of the meeting with the student, to inform the IOR that this meeting confirmed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, the IOR will meet with the student a second time. The LN will reach out to the student for ongoing follow-up and support.

If a student scores below 75% on a unit exam after the withdrawal date of "WP" "WF" the IOR may either schedule a meeting with the student or directly refer them to the LN if time allows.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director

Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Assessment Technologies Institute (ATI) Testing

ATI Testing is not a part of NSG 451.

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Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

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The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

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For Blackboard-related support, contact the following:

4. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty**, Dr. Christie Manasco: 731-616-9383 8am-5pm CT Monday through Friday); cmanasco@uthsc.edu.
5. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
6. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Assignments not submitted by the due date will receive a five point deduction from the assignment grade for each day the assignment is late. Assignments not submitted within one week (7 days) of due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.
4. There are no extra credit assignments.
5. Assignments may not be resubmitted once they have been graded. Student may request to resubmit an assignment if it has not been graded or the due date has not passed.
6. Quizzes must be completed during the assigned period. There are no make-up quizzes.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.

- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by 01/20/22 at 1159pm.**

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 442

COURSE TITLE: Health Assessment Across the Lifespan

CREDIT HOURS: 3 (2-1-0)

INSTRUCTOR OF RECORD (IOR): Crystal Walker, PhD, DNP, FNP-C (Memphis)
Gennifer Baker, DNP (Pulaski)

PREREQUISITES: None

PLACEMENT IN CURRICULUM: Trimester Term I

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Crystal Walker	874 Union Ave Memphis	By appt.	901-448-4142	Cmarti47@uthsc.edu
Dr. Gennifer Baker	433 West Madison St. Pulaski Rm. 207	By appt.	931-424-7371	Gbaker21@utsouthern.edu

Additional information about the faculty teaching in this course is located in Blackboard for this course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course focuses on concepts related to performing a holistic, comprehensive health assessment across the lifespan. The influence of normal and abnormal health assessment variations is introduced.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Use basic clinical reasoning to collect health assessment cues, process information, and develop an understanding of a patient's problem or situation.
2. Perform a comprehensive physical examination.
3. Incorporate safe, evidence-based, compassionate, and holistic patient and family-centered factors into the health assessment of individuals.
4. Promote wellness and illness prevention strategies across the lifespan.

5. Use effective communication skills to interact with patients, families, and healthcare team members and to document assessment findings.
6. Assume accountability for personal and professional behaviors when performing health assessments of individuals.

SPECIFIC TEXT FOR THIS COURSE:

1. Wilson, S. F. & Giddens, J. F. (2022). *Health assessment for nursing practice*. (7th ed.) St. Louis, MO: Elsevier
2. Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Shadow Health

Students will use Shadow Health, a software program for digital clinical experiences, to practice health assessment skills when not physically present on campus. Shadow Health provides a clinical simulation designed to improve students' assessment skills in a safe learning environment.

UTHSC Blackboard

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

ExamSoft

ExamSoft is the software used to take exams in this course.

TEACHING STRATEGIES/COURSE STRUCTURE: This hybrid course primarily includes synchronous e-learning or in-person learning. Asynchronous e-learning may be included as needed. Teaching strategies include lectures, discussions, and team-based learning. Discussion boards and class activities will also be used to promote learning. This course also includes laboratory skills practice that will occur either virtually or in a campus laboratory environment. Manikins and standardized patients will be utilized to practice skills and promote learning.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C

70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale for didactic:

Assignments , Assessments, Activity	% of Grade
Exam 1	20%
Exam 2	20%
Exam 3	20%
Final Exam	30%
Quizzes	10%
Totals	100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of “W” is 10/14/22

Drop Date with the grade of “WF/WP” is 11/04/22

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

The lab component of the course is graded as pass/fail. Students who fail the lab component will receive an “F” in the course.

COURSE SCHEDULE

Session/ Week	Topic(s)	Reading	Assignment/Assessment
1	Introduction Assessment Techniques General Inspection Measurement of Vital Signs Height/Weight	Refer to Blackboard: Look under course modules in the Blackboard course menu and select course module 1 for pre-class readings (This only includes pre-class readings). Readings for the entire module (pre-class and post-class readings) are located in the course schedule in the column labeled didactic content details. The course schedule is located by looking under the course information in the Blackboard course menu for week 1.	Refer to the course schedule for assignments/assessments. The course schedule is located by looking under the course information in the Blackboard course menu for week 1.
2	Assessment of Pain Symptom Analysis Health Promotion	Follow the same instructions above for week 2	Follow the same instructions above for week 2
3	Health History	Follow the week 1 instructions above for week 3	Follow the week 1 instructions above for week 3
4	The Cultural Assessment	Follow the week 1 instructions above for week 4	Follow the week 1 instructions above for week 4
5	The Assessment of the Hair, Skin, and Nails	Follow the week 1 instructions above for week 5	Follow the week 1 instructions above for week 5
6	The Assessment of the Head, Eyes, Ears, Nose, Throat The Nutritional Assessment	Follow the week 1 instructions above for week 6	Follow the week 1 instructions above for week 6

7	The Assessment of the Lungs and Respiratory System	Follow the week 1 instructions above for week 7	Follow the week 1 instructions above for week 7
8	The Assessment of the Cardiovascular and Peripheral Vascular Assessment	Follow the week 1 instructions above for week 8	Follow the week 1 instructions above for week 8
9	The Assessment of the Abdomen and GI system	Follow the week 1 instructions above for week 9	Follow the week 1 instructions above for week 9
10	The Assessment of the Musculoskeletal System The Assessment of the Neurologic System	Follow the week 1 instructions above for week 10	Follow the week 1 instructions above for week 10
11	The Assessment of the Breasts and Axillae The Assessment of the Reproductive System	Follow the week 1 instructions above for week 11	Follow the week 1 instructions above for week 11
12	No new content		
13	No new content		
14	Final Exam	n/a	n/a

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

**Course modules will open on Blackboard the preceding Friday at 5pm. For example, your week 2 module for the course will be available on the Friday of week 1 at 5pm. The same applies for your lab modules. Modules are opening on a weekly basis to avoid overwhelming you/providing you with too much information at one time.*

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

4. The Course ID goes first, followed by a dash.
5. Use your first initial and last name, followed by a dash.
6. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 442-JStudent-TeachingBrochure

Assignments not following this convention will be graded as late unless indicated otherwise in the assignment rubric.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.20(\text{Exam 1}) + 0.20(\text{Exam 2}) + 0.20(\text{Exam 3}) + 0.30(\text{Final Exam}) = X/.90$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. **The weight of the missed exam will be added to the final exam/project.** (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 15% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 45%. The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

Unit Exams

There will be three (3) unit exams in the didactic portion of the course based on assigned module content.

Comprehensive Exam

The comprehensive exam, the 4th and final exam in the course, is based on all assigned module content covered over the course of the semester. Students earning an average of at least 83% (without rounding) on the three (3) unit exams may opt out of the final exam. If a student misses one or more unit exams, the student *does not* have the option to opt out of the final exam, and the weight of the missed exam(s) will be added to the final exam (as indicated in the exam policy starting on pg. 6). For those who opt out of the final exam, the average of the unit exams (with rounding to the 10th place) will substitute for the final exam weight in determining the final grade.

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 make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

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

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers on an exam key that will be posted in the testing area. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

Assessment Technologies Institute (ATI) Testing

ATI Testing is not a part of NSG 442

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Questions related to exam content will not be answered once an exam is open. Questions related to exam content will be answered when the exam has closed, and responses will be based on the preceding paragraph.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 442: Requesting a private meeting.

3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

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Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

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2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
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1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five points per day will be subtracted from the final percentage of an assignment grade for any late assignment in the didactic portion of the course. Assignments not submitted within one week of due date will receive a zero (0).
3. One point per day will be subtracted from the final percentage of a lab assignment grade for any late assignment in the lab portion of the course. Assignments not submitted within three days of due date will receive a zero (0). This does not apply to assignments that are included in the lab participation points or assignments in which due date points are part of the rubric. For assignments that are included in the lab participation points, refer to the lab participation rubric on Blackboard. For assignments in which due date points are part of the rubric, refer to the rubrics for these assignments.
4. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants. Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs. Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.

- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

COURSE SPECIFIC POLICIES:

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the same place that you located the syllabus on Blackboard. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the syllabus section of the course on blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by the designated date or access to the course will be removed. **Complete the Syllabus Test by 9am on Monday, August 29, 2022**

TECHNOLOGY & PRIVACY STATEMENTS:

In Course Information --> Technology, Resources, Requirements, Assistance --> **Technology**

Accessibility:

Name: ProctorU Accessibility Statement

URL: <https://www.proctoru.com/accessibility-statement>

Text: Please click the link to view.

Name: ShadowHealth Accessibility Statement

URL: <https://support.shadowhealth.com/hc/en-us/articles/360004578473-Accessibility-Standards>

Name: Exemplify/ExamSoft Accessibility Statement

URL: https://procurement.uark.edu/_resources/documents/VPAT_ExamSoft_Exemplify.pdf

In Course Information --> Technology, Resources, Requirements, Assistance --> **Privacy Statements:**

- ProctorU <https://www.proctoru.com/privacy-policy>
- Exemplify/ExamSoft <https://examsoft.com/privacy-policy>
- ShadowHealth <https://www.shadowhealth.com/privacy>

Quizzes

Quizzes are worth 10% of the total didactic grade. Students may have weekly open or closed book group or individual quizzes based on pre-class reading assignments, so students are encouraged to read all pre-class readings for each weekly module and come to class prepared.

There are no make-up quizzes. If a student misses one quiz, the average of the final quiz grade will take the place of the missed quiz. However, if a student misses a second quiz, a grade of 0 will be assigned for quiz 2 and any additional quizzes that are missed.

Computerized and/or pencil and paper quizzes may be given. Quizzes will be time-limited. The quizzing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

LAB INFORMATION:

Students are expected to watch assigned videos *prior to scheduled lab time* and/or as needed each week and be *prepared to practice* weekly health assessment skills. Students are expected to **participate in hands-on physical examinations** with peers, faculty, manikins, and standardized patients. Faculty oversee lab practice to ensure that students are performing assessments correctly.

Lab Preparation:

Students are expected to view the 'Preparing for Lab' file in Blackboard prior to the first laboratory experience. This file is accessed by opening the following in Blackboard: Lab Information >>> Lab Preparation and Lab Outline >>> Preparing for Lab

Lab Requirements:

Students are expected to be present, awake and alert during the lab experience. Students will complete documentation or course-specific requirements for each laboratory experience. Instructions for these activities are available in the weekly lab modules. Access weekly lab modules by opening the following in Blackboard: Lab Information >>> Weekly Lab Modules

Laboratory Tardiness and Absences:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A laboratory absence will result in an alternative assignment and/or a make-up lab. Three or more laboratory absences will result in an evaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Laboratory Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

Failure to adhere to the dress code for lab will result in a dismissal from lab. You are not allowed to return to lab until the following week and the missed laboratory experience will result in an alternative assignment and/or a make-up lab. Three or more laboratory absences will result in an evaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Laboratory Assignments, Assessment, and Activities:

The laboratory portion of the course consists of a final checkoff, vital signs checkoff, a comprehensive health history assignment, Shadow Health assignments, lab participation points, and video submission points. The grade for the laboratory portion of health assessment is PASS or FAIL. To pass the laboratory portion of health assessment, the student must have a minimum cumulative score of 75 points on laboratory assignments/coursework AND the student must successfully pass the final comprehensive checkoff. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place.

Comprehensive Health History: 6.5 points

Students will submit a written comprehensive health history based on an interview with a patient in the Concepts I clinical setting or with a friend or family member over the age of 50. It is worth 6.5 points of the laboratory grade. Refer to Blackboard for assignment details: Lab Information >>> Lab Assignments and Rubrics >>> The Comprehensive Health History

Laboratory Participation: 3.5 points

Each student will start with 3.5 lab preparation, participation, documentation, and professionalism points. The rubric for these points can be accessed by opening the following in Blackboard: Lab Information >>> Lab Assignments and Rubrics >>> Lab Participation Rubric.

Shadow Health Assignments: 10 points

Students will examine digital patients throughout the course that are accessible online 24/7. There are 5 shadow health assignments worth 2.0 points each. Students must achieve an 80% passing rate on each shadow health assignment and submit by the due date and time to obtain 2.0 points for each assignment. Refer to Blackboard for additional assignment details: Lab Information >>> Lab Assignments and Rubrics >>> Shadow Health Assignments

Video Submissions: 10 points

Students will submit a total of 4 videos throughout the semester that will demonstrate an understanding of various health assessment skills and the verbalization of health assessment findings. Each video is worth 2.5 points each for a total of 10 points. Refer to Blackboard for additional assignment details: Lab Information >>> Lab Assignments and Rubrics >>> Video Submissions

Vital Signs Check-off: 25 points

During the week of vital signs checkoffs, students are expected to be able to accurately perform a vital signs assessment on two manikins. It is worth 25 points of the laboratory grade. The grading rubric for this assignment is located on Blackboard. Refer to Blackboard for the checkoff details: Lab Information >>> Lab Assignments and Rubrics >>> The Vital Signs Checkoff

Failure: You must score at least 75% to pass your vital signs check off.

No rounding will occur to determine vital signs check-off grade. A grade of 74.9% is not passing. Failure to pass the vital signs check off on the first attempt will require you to check off the following week. This 2nd attempt will be your last attempt at the midterm vital signs check off. If you pass the second attempt, the highest grade you can receive is 75% which is equivalent to 18.75 out of 25 points. If you fail the second attempt, the grade you receive will be the grade that you make. For example, if you score 60% on the second attempt, the grade entered for you will be 60% of 25 points which is 15 points.

Comprehensive Check-off: 45 points

At the end of the course, students are expected to perform a comprehensive physical examination that integrates the individual modules taught throughout the semester. It is worth 45 points of the laboratory grade. The student will be graded on the oral description of findings during the examination, the examination techniques used during the exam, and the accuracy of findings. Because it is imperative that a nurse be able to perform an accurate physical exam, ***the student must score a 75% or better on performance of the physical examination. A score below 75% is considered failure.*** The grading rubric for this assignment is located on Blackboard. Refer to Blackboard for comprehensive check-off details: Lab Information >>> Lab Assignments and Rubrics >>> The Final Checkoff

Failure: You must score at least 75% to pass your comprehensive check off. No rounding will occur to determine the comprehensive check-off grade. A grade of 74.9% is not passing. Failure to pass the comprehensive check off on the first attempt will require you to check off the following week. This 2nd attempt will be your last attempt at the midterm vital signs check off. If you pass the second attempt, the highest grade you can receive is 75%. If you fail the 2nd attempt, you will fail the course.

Failure to pass the laboratory portion of this course will result in failure of the course. As a result of lab failure, the student will receive a grade of “F” for the final grade in this course.

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 445

COURSE TITLE:	Clinical Reasoning
CREDIT HOURS:	2 (2-0-0)
INSTRUCTOR OF RECORD (IOR):	Cory Wilbanks, DNP, APRN, CNL, CNE
PREREQUISITES:	None
COREQUISITES:	NSG 441 Pathophysiology across the life span NSG 442 Health Assessment across the life span NSG 443 Pharmacology across the life span NSG 444 Nursing Concepts I: Foundations of Professional Nursing Care
	Withdrawal from this course will require withdrawal from NSG 444 Nursing Concepts I: Foundations of Professional Nursing Care

PLACEMENT IN CURRICULUM: Trimester Term 1

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Cory Wilbanks	874 Union Ave, Room 203	By appointment only	901-448- 7377	cwilban1@uthsc.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course focuses on concepts and cognitive skills foundational for nursing practice. Students learn the process by collecting cues, processing information, and formulating an understanding of patient problems or situations. This course forms the basis for the thinking process applied throughout nursing courses.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Examine the process of clinical reasoning to make decisions regarding safe, effective, and efficient patient/family-centered care across the continuum of care.
2. Apply critical thinking skills and strategies used in clinical reasoning to make patient-centered care decisions.

SPECIFIC TEXT FOR THIS COURSE:

Caputi L. (2020). *Think like a nurse: A handbook* (Revised edition). Windy City Publishers.

Giddens, J. F. (2021). *Concepts for nursing practice* (3rd edition). Elsevier

Potter, P.A., Perry, A. G., Stockert, P. A., & Hall, A. M. (2021) *Fundamentals of nursing* (10th edition). Elsevier.

SUGGESTED TEXTS / Optional:

None.

APPLICATIONS AND WEB-BASED TECHNOLOGY:**Assessment Technologies Institute (ATI)-**

<https://www.atitesting.com/>

UTHSC Blackboard

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

Institute for Healthcare Improvement

www.ihp.org

Zoom

Zoom will be used as the cloud platform for videoconferencing class meetings. Zoom is a video conferencing tool that allows groups to meet together online. You will need a functioning webcam or camera on your computer or mobile device. A headset is recommended for optimizing communication.

<https://tennessee.zoom.us/>

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced course that consists of modules in NSG 445. For example, group activities, class discussions, web-based exercises, oral presentation, internet searches, and case studies will be used.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignment	Possible Points	Percentage of final grade
Quizzes (4)	400; 100 points each	40% (10% each)
IHI assignment (1); ATI assignments (3) (averaged)	400; 100 points each	10% (averaged)
In-Class activities/ participation	20 points each	10% (averaged)
Reflections (2)	200	40% (20% each)
Totals	1000 + class participation	100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of “W” is 02/25/22

Drop Date with the grade of “WF/WP” is 03/25/22

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “F” being recorded as the permanent grade.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

* *The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

COURSE SCHEDULE (See Blackboard for additional information)

Session/ Week of:	Concept(s)	Exemplars
1 Module 1	Course Introduction	<i>See Blackboard</i>
2 Module 2	Clinical Reasoning	<i>See Blackboard</i>

3 Module 3	Clinical Reasoning	<i>See Blackboard</i>
4 Module 4	Clinical Reasoning	<i>See Blackboard</i>
5 Module 5	Clinical Reasoning	<i>See Blackboard</i>
6 Module 6	Clinical Reasoning	<i>See Blackboard</i>
7 Module 7	Clinical Reasoning	<i>See Blackboard</i>
8 Module 8	Clinical Reasoning	<i>See Blackboard</i>
9 Module 9	Clinical Reasoning	<i>See Blackboard</i>
10 Module 10	Clinical Reasoning	<i>See Blackboard</i>
11 Module 11	Clinical Reasoning	<i>See Blackboard</i>
12 Module 12	Clinical Reasoning	<i>See Blackboard</i>

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 445-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS/QUIZZES:

There are no major exams in this course. There are four quizzes. Quizzes will be available in Blackboard and must be taken during the scheduled time. Be sure to review the course schedule for dates. **There are no make-up quizzes.**

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 make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

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

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam /Quiz Review

A quiz review will be available once the quiz has expired.

Assessment Technologies Institute (ATI) Testing

ATI Testing is not a part of NSG 445

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 445 Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI

office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Dr. Keevia Porter** Office: 901-448-**6134** or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); kporter6@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

*If personal problems or situations interfere with you attending class or completing course work, it is the student's responsibility to communicate those difficulties to the instructor of record (IOR) immediately. The IOR will make reasonable accommodations to help you be successful. Retroactive considerations will not be possible or made available.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five points per day will be subtracted from an assignment grade for any late assignment. Assignments not submitted within one week of due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.
4. In-class assignments or activities cannot be made up. Additional assignments may be assigned for makeup only for extenuating/unforeseeable circumstances.

5. Assignments may not be resubmitted once they have been graded or it is past the assignment's due date. Student may request to resubmit an assignment if it has not been graded or the due date has not passed.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:

None

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by the end of the first week of class 1/14/2022 11:59PM.**

THE IOR RESERVES THE RIGHT TO MAKE REVISIONS AS NEEDED. STUDENTS WILL BE PROPERLY NOTIFIED IF AND WHEN UPDATES OCCUR.

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING

NSG 444

COURSE TITLE:	Nursing Concepts I: Foundations of Professional Nursing Care
CREDIT HOURS:	7(4-3)
INSTRUCTOR OF RECORD (IOR):	Christie Cavallo, MSN, RN, EdD(c), CNE, CNEcL (Memphis) Randi McElhaney, DNP, FNP-BC (Pulaski)
PREREQUISITES:	Admission into BSN program
COREQUISITES:	ACCELERATED BSN STUDENTS NSG 441 Pathophysiology across the life span NSG 442 Health Assessment across the life span NSG 443 Pharmacology across the life span NSG 445 Clinical Reasoning Withdrawal from any of these courses requires withdrawal from NSG 444 Nursing Concepts I These courses may be taken prior to NSG 444
PLACEMENT IN CURRICULUM:	Trimester Term 1

For NSG 441 Pathophysiology, NSG 442 Health Assessment, and NSG 443 Pharmacology, NSG 445 Clinical Reasoning; the following statement will be added with corequisites.
Withdrawal from this course will require withdrawal from NSG 444 Nursing Concepts I: Foundations of Professional Nursing Care

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Christie Cavallo	874 Union Ave #229 Memphis, TN 38163	By appointment	901-448-2177	ccavallo@uthsc.edu
Ashley Neal	874 Union Ave #445 Memphis, TN 38163	By appointment	901-448-2049	abolden1@uthsc.edu
Anita Settles-Seymour	874 Union Ave #305 Memphis, TN 38163	By appointment	901-448-2720	asettles@uthsc.edu

Randi McElhaney	433 West Madison St Pulaski, TN 38478 #203	By appointment	931-424- 2020	rmcelha1@utsouthern.edue
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Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course provides the conceptual, theoretical, and clinical foundation for professional nursing practice. Students are provided opportunities to apply clinical reasoning skills to explore professional values and the role of the professional nurse, apply the nursing process, and deliver safe, evidence-based, quality, patient-centered nursing care. Foundational concepts and skills for the nurse's professional role are applied in the adult clinical setting.

COURSE OUTCOMES:

Upon completion of this course, the student will be able to:

1. Interpret data from relevant sources to provide safe, holistic patient/family-centered nursing care to individuals.
2. Apply the nursing process in the provision of safe evidence-based, holistic, and compassionate patient/family-centered nursing care.
3. Describe the nurse's professional role as a patient advocate engaging as a health educator, counselor, and health team member.
4. Implement health promotion and illness prevention strategies with individuals.
5. Apply communication and collaboration theories to effectively communicate and collaborate with individuals, families, and the interprofessional healthcare team in the delivery of patient/family-centered care for diverse populations.
6. Provide patient/family-centered nursing care that incorporates moral, ethical, and legal standards.
7. Examine the quality improvement process as the basis for improving patient outcomes.
8. Describe the foundational principles of leadership as they relate to improving patient outcomes.
9. Assume accountability for self-evaluation and lifelong learning.

SPECIFIC TEXTS FOR THIS COURSE:

Caputi L. (2020). *Think Like a Nurse. (2nd ed.)*. Windy City Publishers.
Giddens, J. F. (2020). *Concepts for nursing practice. (3rd ed.)*. Elsevier.

Harding, M. & Hagler, D. (2022). *Conceptual Nursing Care Planning*. Elsevier.
 Ignatavicius, D. & Workman, L. (2020). *Medical-Surgical nursing (10th ed.)* Elsevier- Mosby.
 Pagana, K. D. & Pagana, T. J. (2020). *Mosby's diagnostic & laboratory test reference. (15th ed.)*. Elsevier.
 Potter, P.A., & Perry, A. G. (Eds.) (2022). *Fundamentals of nursing (11th ed.)* Elsevier-Mosby.
 Vallerand A. H. & Sanoski, C. A. (2022). *Davis drug guide. (18th ed.)*. [Mobile application software].
 Retrieved from <https://www.drugguide.com/ddo/>

OTHER REQUIRED SUPPLIES:

- UTHSC CON Skills bag
- ATI Testing Fundamentals of Nursing RN Edition 10.0 Content Mastery Series
- Vsim for Nursing/Fundamentals (Next Generation) Wolters Kluwer.

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet <http://courses.uthsc.edu/>. Examsoft will be used for on campus computerized testing. Elsevier/Vitalsource will be the platform for electronic books used in this program www.evolve.elsevier.com.

ATI testing will be used for online learning modules and standardized testing www.atitesting.com. VSim will be used for simulation to stimulate clinical reasoning www.lww.thepoint.com/vsim. IHI (Institute of Healthcare Improvement) open school free modules www.ihl.org. will be used throughout the program. Poll everywhere will be used for active learning in class and online <https://www.polleverywhere.com/>.

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a concept-based hybrid course featuring didactic, clinical, lab, simulation, and medication calculations. Clinical simulation, clinical practicum, pre- and post-clinical group conferences, web-based exercises, case studies, medication calculations, collaborative learning and online/virtual skills labs are the teaching methods used in this course.

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

Percentage	Grade
92% – 100%	A
83% – 91%	B

75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments , Assessments, Activity	Total Points	% of Grade
Assignments (IHI module, quizzes, learning activities)	10	10% *
Exam I	15	15%
Exam II	15	15%
Exam III	15	15%
Comprehensive Final	30	30%
ATI Mastery Test	10	10%
Professionalism (Punctual, Polite, Participates, Prepared, & Positive)	5	5% *
Medication Calculations Final (Pass/Fail)	0	P/F
Skills Lab (Pass/Fail)	0	P/F
Clinical (Pass/Fail)	0	P/F
(Must pass all listed above in this chart to pass this course.)		
Totals		100%

*Assignments with an asterisk are not included in the final grade unless a weighted exam average of 75% or greater is earned. (See the Exams section of this syllabus for more information.)

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of "W" is October 14, 2022

Drop Date with the grade of "WF/WP" is November 4, 2022

The designation of "I" (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of "I" will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of "F" being recorded as the permanent grade.

The clinical, skills lab, simulation and math component of the course is graded as pass/fail. Students who fail any component of this course will receive an "F" in the course. To pass the course, satisfactory performance on all competencies outlined in the course evaluation instrument is required at the final end-of-term evaluation. Clinical, skills lab, simulation and math attendance is required.

CON DIVERSITY STATEMENT:

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

COURSE SCHEDULE

Week	Topic(s)	Reading (Potter)	Assignment/Assessment *
1	Professional Identity	Chapter 1 and 5	TCPS requirements

	Ethics	Chapter 22 and 23	Syllabus Test Discussion Board Lab-pre and post work Math Module and Post test
2	Culture Safety	Chapter 9 Chapter 27	Quiz 1 Professional Identity Lab-pre and post work Med-Math Module and Post test
3	Collaboration Informatics	Chapter 27 and 31 Chapter 26	Concepts 1 Exam 1 Pre-Vsim-Sarah Lin Documentation Exercise Lab-pre and post work Med Module and Post test
4	Fluid Balance Caring	Chapter 42 Chapter 7 and 8	Quiz 2 Informatics Pre-Vsim-Rashid Ahmed Lab-pre and post work Med Math Module and post test
5	Tissue Integrity Pain	Chapter 48 Chapter 44	Pre:Watch video on fluid balance and draw diagrams as ticket to class Pre Vsim- Josephine Morrow Quiz 3 Fluid Balance Lab-pre and post work Med Math Exam
6	Sensory Perception Nutrition	Chapter 49 Chapter 45	IHI modules x 2 Quiz 4 Pain Pre-Vsim-Christopher Parish Clinical orientation paperwork
7	Gas Exchange Patient Education	Chapter 41 Chapter 25	Exam 2 Pre-Vsim -Mona Hernandez Discussion Board-Patient Education Clinical paperwork
8	Elimination Family Dynamics	Chapter 46 and 47 Chapter 10	Pre-Vsim Marvin Hayes Quiz 5 Gas Exchange Clinical paperwork
9	Perfusion Infection	Chapter 29 Chapter 28	Pre:Watch video before class on infection and bring in filled out listening guide Pre:Vsim-Jarrood Griffin Clinical paperwork
10	Sleep Self-Management	Chapter 43 Chapter 7 (Giddens)	Quiz 6 Infection Pre:Vsim-Kim Johnson Level 1 Concept ATI Practice A Clinical paperwork
11	Development Mobility/Functional Mobility	Chapter 11 Chapter 38-39	Exam 3 Pre:Vsim-Edith Jacobsen Clinical paperwork
12	Leadership Spirituality	Chapter 1 and 2 Chapter 35	Quiz 7 Mobility/Functional Mobility Pre:Vsim-Vernon Russell Level 1 Concept ATI Exam Clinical paperwork Pharmacy IPEC Pre work
13	Health Systems Review for Final	Chapter 2 and 3	ATI Exam RN Fundamentals

14	Final Exam		Final Exam

**This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice. This table only covers the theory portion of this course. There are assignments in skills lab, simulation, medication calculations, and clinical to complete, also. Consult course information in BB for full assignments for didactic.*

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 444-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.15(\text{Exam 1}) + 0.15(\text{Exam 2}) + 0.15(\text{Exam 3}) + 0.10(\text{ATI Concept Exam}) + 0.30(\text{Final Exam}) = X/0.85$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. **The weight of the missed exam will be added to the final exam/project.** (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 15% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 45%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

ATI Assessments are part of the ongoing assessment within the program. Therefore, if a student must miss the scheduled assessment due to illness or another emergency the ATI assessment will be rescheduled as soon as possible.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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 make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

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

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

Assessment Technologies Institute (ATI) Testing

All pre-licensure students are required to take nationally normed tests throughout the curriculum and make a satisfactory score on these tests. Those who have already passed NCLEX are exempt from this requirement.

The Assessment Technologies Institute (ATI) exams are used to provide feedback to students and educators to predict competency and success on the RN licensure exam, and to guide focused review. The ATI Proctored assessments will count for 10% of the course grade. Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or “cut score”.

- Level 3 Proficiency or Cut Score will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score will receive a grade of 74 (D).
- Non-completion of Practice Exam and Remediation will receive a grade of 0.

ATI Guidelines

Students will have course specific ATI reading assignments, activities and individualized remediation plans. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ATI Practice Assessments

Students will be required to complete Practice Assessment A. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation. Students will complete the Practice Assessment A which will be pass or fail. Remediation will be completed based on the Practice Assessment score. Students will complete required remediation as outlined under “Topics to Review”.

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual courses and on the NCLEX exam. Required remediation individualized Focused Review will be generated following completion of practice assessments using links to ATI eBooks, media clips, or active learning templates. Remediation

is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. Remediation will be based on the Practice A score using the above ATI resources. A score of 75-85% (2hrs), 86-95% (1hr), and 96-100 (no remediation).

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required. **Specific requirements per course will be included in your course syllabus. If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

**If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).

ATI Proctored Assessment

ATI exams offer an assessment of the student’s basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The Proctored assessment will count for 10% of the course grade.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Zoom Etiquette (when needed)

Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session. For Zoom, cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures. Appropriate attire must be worn, and no distracting or offensive background may be used. To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion. Phones and other distracting devices should be put aside during the class.

Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously. ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 444: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Christie Cavallo**. Office: 901-448-2177 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); ccavallo@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five points per day will be subtracted from an assignment grade for any late assignment. Assignments not submitted within one week of due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Electronic Devices

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

5. Electronic devices should be turned off in the classroom.
6. Electronic devices are not allowed in the room while an exam is being given.
7. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
8. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:

The student will be required to have their temperature checked before entering a building on campus. While the student is on campus, they must wear a facemask that covers both the nose and mouth and practice social distancing of at least 6ft apart. A student should not enter the building or classroom if they have a temperature (above 100.4 F). The students should stay home if they have any symptoms of Covid 19: fever, sore throat, loss of taste and smell

Severe headache, cough or difficulty breathing. This policy may change at any time in accordance with state and federal health guidelines.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to insure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by 9/5/22**

CLINICAL INFORMATION:

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** - round to the nearest whole tablet. Round up or down depending on the calculated dose i.e.: *1.1 - 1.4 tablets, give 1 tablet; 1.5- 1.9 tablets, give 2 tablets.*
 Scored tablets may be broken in half. If scored, tablets should be rounded to the nearest half tablet. *Example: 1.4 scored tablets= 1 ½ tablets*
**Capsules are not scored.*
2. **Liquid (Oral)** - round to the nearest tenth. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup.
3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).
Milliliters

- Volumes less than 1-round to the nearest hundredth *i.e.*: = 0.75mL
- Volumes greater than 1-round to the nearest tenth *i.e.*: 1.25mL -1.3mL

Syringes

- Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
- Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*

4. Intravenous (Basic Fluid/Piggyback Infusions) - round to the nearest

whole number. This applies to flow rates calculated in **drops/min or mL/hr** *i.e.*:

15.4 drops/min= 15 drops/min

5. Intravenous (Medicated/Dose-Based Flow Rates) - round to the nearest tenth. *i.e.*: 0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min

6. Pediatrics - use the same rounding rules applied to adult medications depending on type.

Calculating Dosage

- Round to the nearest tenth. *i.e.*: 5.35mg = 5.4mg

Calculating Weight

- Kilograms - round to the nearest tenth.
- Body Surface Area - round to the nearest hundredth.

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example:

Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example:

Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example:

Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

Clinical Preparation:

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations during week 1 of clinical. Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.

Clinical Requirements:

Students are expected to be present, awake and alert during the clinical experience and any laboratory experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

CLINICAL -SPECIFIC POLICIES: CLINICAL INFORMATION:**Clinical Preparation:**

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations during week 1 of clinical. Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.

Clinical Requirements:

Students are expected to be present, awake and alert during the clinical experience and any laboratory experiences. **Students must attend all clinical experiences.**

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

The final clinical grade is Pass/Fail. A 75% average on all clinical paperwork/assignments is required for passing. Clinical paperwork is expected to be completed by midnight of the student's clinical day. Late submissions will have a 5% deduction after midnight each day it is late starting with after midnight of clinical day. Clinical paperwork turned in after 7 calendar days will receive a grade of 0.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the **course coordinator** for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student is considered non-professional conduct and will result in referral to the BSN Program Director and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course objectives and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Attendance/Participation Policy

Students are expected to follow the attendance/participation policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

Clinical Evaluation Tool

Attendance and participation in clinical activities, preparation, case study assignments, and other assigned activities are required to pass clinical. Clinical must be passed to complete the entire course. The Clinical Evaluation Tool is used to evaluate clinical performance using data from your clinical performance, participation, professionalism, and graded paper work. Clinical is a pass/fail activity.

Students will be evaluated weekly using the "Weekly Clinical Rubric"-The Weekly Clinical Rubric is located under Clinical Information link in Blackboard.

- A total of 2 Unsatisfactory (U's) warrants an academic counseling with the clinical instructor.
- A total of 3 Unsatisfactory (U's) will require the student to meet with the course coordinator.
- A total of 4 Unsatisfactory (U's) will require the student to meet with the BSN Program Director regarding progression in program.

— A total of 6 Unsatisfactory (U's) will result in failure of the clinical component of this course. The student will evaluate themselves weekly after clinical using a Weekly Clinical Rubric. The student will also keep a list of skills performed in clinical and get it signed by their clinical instructor to upload in the course.

Clinical Guidelines: Below are basic clinical guidelines that will be expected during the course of the term. Please rely on clinical orientation and your clinical instructor for expectations of each week's clinical experience.

Students should have the following items with them at all times during the clinical day: pen light, scissors, pen, stethoscope, iPad Mini, clinical forms as directed.

Medication administration

DO NOT ADMINISTER ANY MEDICATION WITHOUT YOUR CLINICAL INSTRUCTOR. Prepare a list of medications using your medication data sheet and be able to discuss the following for each drug you are to administer: classification, rationale for why your patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) prior to time of administration. *If you are not prepared with this information, you will not be permitted to administer medications to your patient and may receive an unsatisfactory in medication administration for the day. You may refer to an appropriate resource for medication information.*

Documentation on the Electronic Medical Record (EMR) and Medication Administration Record (MAR)

Charting may include, but not limited to, assessments, vital, I & O, nutrition, education, care given, procedures, clinical notes, vitals, medications, reporting off at end of shift, and patient safety documentation.

Lunch

A 30-minute lunch break will be given during the clinical day.

Procedures

CONSULT WITH YOUR CLINICAL INSTRUCTOR BEFORE DOING ANY PROCEDURE. Skills done on the unit will be documented by the student and verified by the instructor on the skills check off sheet.

Post-Conference

Post conference will be conducted by the clinical instructor. Be prepared to discuss the following: pathophysiology, medical history, care plan revisions, outcomes results, unexpected issues or changes, personal learning or growth. Additional activities may be assigned. Active participation in post conference is required.

Summary of Clinical Paper Work

All clinical paperwork must be printed and brought to clinical as directed. Clinical paperwork is located on Blackboard.

Clinical paperwork is due at the conclusion of the clinical day or by midnight of the clinical day. Clinical paperwork received after this time will receive 25 % off for each day unless approved by the clinical instructor.

EQUIPMENT	Pen Light iPad Mini Scissors Protective Equipment (surgical mask and face shield)	Pen/Pencil Stethoscope Personal
DOCUMENTATION	Care Plan Paperwork IPad with resources	

Clinical Attire :Students should wear their approved scrubs/shoes/lab coats for all community clinical experiences and all school related activities. Lab coat and visible UT ID are mandatory at all times. Your ID badge is to be worn on the collar.

What to do during clinical...

1. Obtain the patient's medical and nursing bedside record when not in use.
2. Complete all sections of the top portion of the care plan including pathophysiology and significant findings.
3. Locate the Medication Administration Record and verify all drugs that are to be given between 0700 and 1500. (You are responsible for knowing about each medication to be given during this time.) You should use your medication data form
4. Identify and create a comprehensive problem list that you need to address in your nursing care. This list does not need to be in NANDA format.
5. Prioritize these problems and select at least 2 nursing diagnoses that coincide with your problem list in correct NANDA formatting.
6. Develop relevant nursing interventions for the nursing diagnoses.
7. Develop relevant short/long term outcomes for your nursing care.
8. Complete abnormal lab sheet with rationales.

The Clinical Day:

Shift report...*Be present on the clinical unit no later than 0600. If you arrive to the clinical area late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent please contact your clinical instructor by 0615 and call the unit. Please find the night shift nurse (by looking at the assignment board) and make sure you are with him/her when report is given to the day shift oncoming nurse. Be ready and prepared to take notes on your patient during report which begins promptly at 0600.*

Pre-Conference... Be prepared to discuss diagnoses, brief history, pertinent diagnostics, plan of care, patient activities, medications and possible issues. *If the clinical instructor deems that you are not prepared for clinical by not meeting any of the requirements in this paragraph, you will be dismissed from the clinical area, incurring a clinical absence.*

Medication administration...*Do not administer any medication whatsoever without consulting with your clinical instructor first. Prepare a list of medications using your medication data sheet and be able to discuss the following for each drug you are to administer: classification, rationale for why your patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) prior to time of administration. If you are not prepared with this information, you will not be permitted to administer medications to your patient. You may refer to an appropriate resource for medication information.*

Charting... Charting may include, but not limited to, assessments, I & O, education, care given, procedures, clinical notes, vitals, medications, reporting off at end of shift, and patient safety documentation.

Lunch... You must notify your nurse and clinical instructor if you leave the unit for any reason. Lunch times will be determined by your clinical instructor. *You will not be permitted to leave the hospital campus for lunch. Because this is an 8-hour clinical, there will be no other designated breaks outside of the lunch period.*

Procedures... *Consult with your clinical instructor before doing ANY procedure.* On each day of clinical, make sure you record the skill you completed on Clinical Skills Sheet.

Post-Conference... Post conference will be conducted by the clinical instructor. Clinical paperwork will be turned in to the instructor by midnight of the clinical day. Be prepared to discuss the following: pathophysiology, medical history, care plan revisions, outcomes results, unexpected issues or changes, personal learning or growth. Additional activities may be assigned. Active participation in post conference is required.

Alternative Experiences... The alternative experience assignment should be submitted via e-mail to your clinical instructor *prior* to the next clinical day. Address each objective for the specific alternative experiences. The same standards for professionalism, absenteeism and tardiness apply to all alternative experience rotations.

(THIS FORM IS REQUIRED TO BE IN ALL CLINICAL COURSE SYLLABI)

Unit: _____

Date: _____

**University of Tennessee Center for Health Science
College of Nursing
Standard/Transmission Based Precautions/ Basic Safety**

To provide protection to other associates, patient and visitors from contracting or transmitting Hepatitis B and HIV (AIDS) and to provide infectious patients the same level and quality of services to other patients, I verify the following:

1. I have read and understand how to use standard precautions.
2. I am aware of the Health Care Agency's Infection Control Policies, Procedures, and Guidelines as they relate to standard and transmission-based precaution.
3. These supplies are on the unit, and I know where they are located.

Blood Precautions Kit _____

Disposable Gloves _____

Disposable Gowns _____

Mouth to Mouth Resuscitators _____

Plastic Bags for Transporting Specimens _____

Soiled Needle Containers _____

I know the location of the following safety equipment located on the unit.

Fire Extinguishers _____

Fire Alarms _____

Evacuation Plan including exits _____

Disaster Plan _____

MSDS (Material safety data sheets) _____

Environment of Care manual _____

Flashlights _____

Emergency Outlets _____

I understand my accountability and responsibility for compliance and the consequences of non-compliance.

Student _____ Date _____

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 452

COURSE TITLE: **Population Health Nursing Concepts**

CREDIT HOURS: **3 (2-0-1)**

INSTRUCTOR OF RECORD (IOR): **Dr. Alisa Haushalter (Memphis)
Parker Phifer, MSN (Pulaski)**

PREREQUISITES:

PLACEMENT IN CURRICULUM: **Trimester Term III**

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Alisa Haushalter	874 Union Ave Office #341	By appointment only	615-509- 9709*	ahaushal@uthsc.edu
Dr. Christie Manasco	874 Union Ave Office #339	By appointment only	731-616- 9383*	cmanasco@uthsc.edu
Patricia Jones-Purdy	874 Union Ave Office #426	By appointment only	901-448- 2195	pjonespu@uthsc.edu
Parker Phifer	433 West Madison St. #203 Pulaski, TN	By appointment	931-424- 4098	ndn621@utsouthern.edu

**This is my personal cell phone number. You are welcome to use it for questions or problems, but ONLY between the hours of 9 a.m.-5 p.m. CST Monday-Friday. Email is acceptable at any time.*

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION:

This course provides the conceptual, theoretical, and clinical foundation for population-focused nursing care. Emphasis is placed on vulnerable, underserved, and marginalized populations within communities.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Engage in clinical reasoning to deliver evidence-based nursing care for populations within the community setting.
2. Deliver safe, evidence-based, compassionate, holistic patient/family-centered care for populations within the community setting.
3. Advocate for populations within the community setting.
4. Implement population-focused wellness promotion and illness prevention strategies for populations within the community setting.
5. Communicate and collaborate with populations and the interprofessional team within the community setting.
6. Demonstrate personal and professional standards of moral, ethical and legal conduct in the care of populations within the community setting.
7. Evaluate measurable quality improvement processes to optimize safe healthcare outcomes for populations within the community setting.
8. Employ leadership principles to improve outcomes for populations within the community setting.
9. Exhibit a commitment to continuous self-evaluation and learning to improve outcomes for populations within the community setting.

SPECIFIC TEXT FOR THIS COURSE:

Rector, C., & Stanley, M.J. (2022). *Lippincott CoursePoint+ Community and public health nursing: Promoting the public's health*. (10th ed.). Wolters Kluwer. ISBN: 978-1-975178-65-9

OTHER TEXTS:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN 978-1-4338-3216

Caputi L. (2020). *Think Like a Nurse*. (2nd ed.). Rolling Meadows: Windy City Publishers.

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). Elsevier.

Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). Elsevier.

Phelps, L. (2017). *Spark's & Taylor nursing diagnosis reference manual*. (10th ed.). Wolters Kluwer

Vallerand A. H. & Sanoski, C. A. (2019). *Davis drug guide*. (16th ed.). [Mobile application software]. Retrieved from <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Required:

Assessment Technologies Institute (ATI) - NurseLogic

<https://www.atitesting.com/>

UTHSC Blackboard

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

TEACHING STRATEGIES/COURSE STRUCTURE:

With the exception of two class sessions as noted on the course calendar, this is an asynchronous, online course that consists of modules in NSG 452. Teaching strategies may include group activities, class discussions, web-based exercises, oral presentation, internet searches, and case studies.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments, Assessments, Activities	Total Points	% of Grade
Community Assessment & Public Health Campaign	100	45
Discussion Assignments	100 each	25
Online Assignments (Reflections, Case Studies, etc.)	100 each	20
Nurses on the Frontline Certificate	100	5
In Class Assignment (9/2/22)	100	5
Totals	1200	100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of "W" is **10/14/22**

Drop Date with the grade of "WF/WP" is **11/04/22**

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an "F" in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

COURSE SCHEDULE:

Please see the weekly schedule for course assignments, assessments and activities for each week, as well as the points assigned to each graded activity.

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

EQUITY & INCLUSION STATEMENT:

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your IOR, the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 452-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

There are no major exams or quizzes in this course.

Assessment Technologies Institute (ATI) Testing

All pre-licensure students are required to take nationally normed tests throughout the curriculum and to make a satisfactory score on these tests. Those who have already passed NCLEX are exempt from this requirement.

The ATI exams are used to provide feedback to students and educators to predict competency and success on the RN licensure exam, and to guide focused review. The ATI Proctored assessments will count for 10% of the course grade. Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or “cut score”.

- Level 3 Proficiency or Cut Score will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score will receive a grade of 74 (D).
- Non-completion of Practice Exam and Remediation will receive a grade of 0.

ATI Guidelines

Students will have course specific ATI reading assignments, activities and individualized remediation plans. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ATI Practice Assessments

Students will be required to complete Practice Assessment A. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation. Students will complete the Practice Assessment A which will be pass or fail. Remediation will be completed based on the Practice Assessment score. Students will complete required remediation as outlined under “Topics to Review”.

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual courses and on the NCLEX exam. Required remediation individualized Focused Review will be generated following completion of practice assessments using links to ATI eBooks, media clips, or active learning templates. Remediation is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. Remediation will be based on the Practice A score using the above ATI resources. A score of 75-85% (2hrs), 86-95% (1hr), and 96-100 (no remediation).

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required. **Specific requirements per course will be included in your course syllabus. If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

**If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).

ATI Proctored Assessment

ATI exams offer an assessment of the student’s basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The Proctored assessment will count for 10% of the course grade.

STUDENT SUCCESS PLAN:

If a student scores less than 75% on a course specific evaluation, prior to the “WP” “WF” (75% of course completion) grade date, the IOR will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, prior to the “WP” “WF” grade date, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. Meetings after the “WP” “WF” grade date may be requested if time permits.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within two weeks of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people’s ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks are not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 452: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES:

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI

office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Christie Manasco** Cell: 731-616-9383(9am-5pm CT Monday through Friday); cmanasco@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE:

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director, Associate Dean for Academic Affairs, and the student's advisor regarding the course change. The advisor and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs, his or her advisor, and the option coordinator to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to participate in each on-line class meeting. Weekly class engagement and participation make up part of the end-of-course grade.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Written Assignments not submitted by the due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.
4. There are no extra credit assignments.
5. Assignments may not be resubmitted once they have been graded. Student may request to resubmit an assignment if it has not been graded or the due date has not passed.
6. Quizzes must be completed during the assigned period. There are no make-up quizzes.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Cell Phone and Beepers

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

9. Cell phones and beepers should be turned off in the classroom.
10. Remove phone conversations from quiet places (e.g., library, nursing and computer labs).
11. Cell phones and beepers should be turned off while in the clinical area.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:**Review the Course Syllabus**

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by September 6, 2022, by 11:59pm.**

Extenuating circumstances:

If personal problems or situations are significant enough to interfere with the completion of assignments or attending class/clinical, it is the student's responsibility to communicate those difficulties and needs to the IOR as soon as possible. Documentation may be required for an extension to be granted. Retroactive consideration of grades is not possible unless there was a documented emergency situation.

CLINICAL INFORMATION:**Clinical Requirements:**

Students are expected to be present, awake and alert during the clinical experience and any laboratory experiences. Students must attend all clinical experiences.

Students will complete a course-specific requirement for each clinical experience. Instructions for these activities are available in Blackboard and will be discussed in clinical orientation.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency **in all applicable areas** of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

CLINICAL -SPECIFIC POLICIES

EQUIPMENT	Pen Light iPad Mini Paper/small notebook	Pen Stethoscope Cellphone with faculty contact information
DOCUMENTATION	Clinical assignments as assigned	

The Clinical Day:

Start of Clinical Day:

Please arrive 10 minutes prior to clinical to meet and get into each facility. If you arrive to the clinical area after the designated start time, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent, please contact your clinical instructor by the start time.

Pre-Conference... Be prepared to discuss your patient population, anticipated health needs and problems, determinants of health, medical and non-medical, epidemiology, plan of care, patient and community activities, and possible issues. *If the clinical instructor deems that you are not prepared for clinical by not meeting any of the requirements in this paragraph, you will be dismissed from the clinical area, incurring a clinical absence.*

Post-Conference... Post conference will be conducted by the clinical instructor. Be prepared to discuss the following: Community health status, problems and health hazards, education needs, community partnerships and current actions, policies and plans that support the community's health efforts, laws and regulations that protect health and ensure safety, available health services and disciplines, quality, accessibility and effectiveness of these, your insights and innovative solutions to the health problems. Additional activities may be assigned. Active participation in post conference is required.

Alternative Experiences...

Clinical experiences for this course may be offered in an alternative format. The decision to create flexible clinical learning opportunities reflects limits set by our clinical partners and programmatic decisions made by the faculty to protect students while supporting students' learning. All clinical learning approaches used in this course are designed to enhance clinical decision making and prepare students for clinical practice. Diverse assignments will be used, and students are expected to complete the assignments outlined in this course.

The clinical schedule for each course will provide the plans and due dates for the required learning experiences. Course expectations will vary based on specific outcomes established for each didactic and clinical course.

The alternative experience assignment should be submitted in Blackboard prior to the assigned due date. Address each objective for the specific alternative experiences. The same standards for professionalism, absenteeism and tardiness apply to all alternative experience rotations. It will be graded as satisfactory or unsatisfactory and is considered part of the clinical competencies.

EVALUATION OF CLINICAL

Clinical Assignments: _____ Grading (points):

Community Assessment: Windshield Survey – Subjective Data Collection	Pass/Fail
Community Assessment: Objective Data Collection	Pass/Fail
Community Assessment: Analysis and Plan	Pass/Fail
Weekly Clinical Journal Reflections (6)	Pass/Fail
Clinical Evaluation Tool	Pass/Fail
Other required clinical deliverables	Pass/Fail

(The student must score 85% on each assignment and make a cumulative 85% to pass clinical. Completion of all assignments is mandatory.)

The IOR reserves the right to make reasonable changes or updates to the syllabus. The IOR will notify students, in writing, when changes or updates occur.

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 460

COURSE TITLE: Mental Health Nursing Concepts

CREDIT HOURS: 3

INSTRUCTOR OF RECORD (IOR): L. Alexia Williams, PhD, RN (Memphis)
Gennifer Baker, DNP, FNP-BC (Pulaski)

PREREQUISITES: Admission into BSN program

PLACEMENT IN CURRICULUM: Fall Trimester

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Alexia Williams	874 Union Ave. #421	By appointment	(901) 591-0524 (C)	lwilli97@uthsc.edu
Ms. Patricia Jones-Purdy	874 Union Ave. #426	By appointment	(901) 481-9138 (C)	pjonespu@uthsc.edu
Dr. Y'Esha Williams	874 Union Ave. #241	By appointment	(662) 832-4983 (C)	yvclick@uthsc.edu
Dr. Gennifer Baker	433 West Madison St. Pulaski, TN 38478 #207	By appointment	931-424- 7371	Gbaker21@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course provides the conceptual, theoretical, and clinical foundation for providing professional nursing care that focuses on promotion of mental health and the care of patients with acute and chronic mental health problems across the lifespan.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Apply clinical reasoning to provide evidence-based, effective, and efficient patient centered care to clients with mental health problems/illness in diverse populations and across the lifespan.
2. Demonstrate assessment skills with emphasis on mental health history, mental status, and neurological function to plan safe, evidence-based holistic patient/family-centered nursing care.
3. Describe the nurse's role as an advocate for patients with mental health problems/illnesses across multiple settings.
4. Examine health promotion, risk reduction and disease prevention strategies with patients who are experiencing mental health problems/illness.
5. Select therapeutic communication techniques, including negotiation and conflict resolution, to produce positive professional working relationships.
6. Incorporate personal and professional standards, moral, ethical, and legal conduct in the delivery of nursing care in the mental health setting.
7. Describe quality improvement factors that promote a culture of safety and caring in the mental health setting.
8. Demonstrate knowledge, skills, attitudes, and values necessary for advancing nursing leadership in the mental health setting.
9. Assume accountability for personal and professional development including life-long learning.

SPECIFIC TEXT FOR THIS COURSE:

Halter, M. J. (2021). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing*, 9th Edition, St. Louis: Elsevier.

Vallerand A. H. & Sanoski, C. A. (2020). Davis drug guide. (17th ed.). [Mobile application software]. Available at <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Assessment Technologies Institute (ATI) online testing resources

ATI Mental Health Nursing RN Edition 10.0 Content Mastery Series Review Module

Wolters Kluwer, The Point vSim

UTHSC Blackboard, (Proctor U, Zoom, Exemplify/ExamSoft, etc.)

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced course that consists of modules in Mental Health Nursing Concepts. Virtual clinical excursions and simulations, post-clinical group conferences, web-based exercises, oral presentations, internet searches, case studies, and web-based medical terminology are types of strategies that may be

used in the course. Weekly assignments (such as case studies, reflective journaling, or concept mapping) are posted under the Course Modules tab.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, Assessments, Activity	Total Points	% of Grade
Module Assignments	100	10%
Exam 1	100	15%
Exam 2	100	15%
Exam 3	100	15%
ATI Practice Exam A	100	10%
Comprehensive Final Exam	100	25%
ATI Exam	100	10%
Totals		100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of "W" is **10/14/22**

Drop Date with the grade of "WF/WP" is **11/04/22**

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

The clinical component of the course is graded as pass/fail. Students who fail the clinical component will receive an "F" in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

COURSE SCHEDULE

Session/Week	Topic(s)	Reading	Assignment/Assessment
1	Communication	Halter (See Course Schedule)	Module Activity Mini-quiz*
2	Addiction	Halter (See Course Schedule)	Quiz* ATI Alcohol Video Assignment*
3	Anxiety	Halter (See Course Schedule)	Mini-quiz* ATI Anxiety Video Assignment*
4	Mood & Affect	Halter (See Course Schedule)	TBD Exam #1
5	Psychosis	Halter (See Course Schedule)	Module Activity Mini-quiz*
6	Stress & Coping	Halter (See Course Schedule)	Module Activity
7	Functional Ability	Halter (See Course Schedule)	Module Assignment Mini-Quiz* Exam #2
8	Interpersonal Violence	Halter (See Course Schedule)	Module Activity
9	Cognition	Halter (See Course Schedule)	Module Activity ATI Practice Exam B
10	Ethics	Halter (See Course Schedule)	Module Activity
11	Development	Halter (See Course Schedule)	Module Assignment ATI Practice Exam A*
12	Family Dynamics/Nutrition	Halter (See Course Schedule)	Quizzes* ATI Proctored Exam Exam #3
13	N/A	N/A	N/A
14	N/A	N/A	Final Exam

*Assignments with an asterisk are not included in the final grade unless a weighted exam average of 75% is earned. (See the Exams section of this syllabus for more information.)

This course schedule was composed in Word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.

3. Put the title of the paper that will be noted clearly for you in the assignment instructions. Here's an example: NSG 460-JStudent-TeachingBrochure

Assignments not following this convention will be graded as late, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Students must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher, additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.15(\text{Exam 1}) + 0.15(\text{Exam 2}) + 0.15(\text{Exam 3}) + 0.10(\text{ATI}) + 0.25(\text{Final Exam}) = X/.80.$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. The **weight of the missed exam will be added to the final exam/project**. (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 15% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 45%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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 make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to the Learning Navigator (LN).

Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

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

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam will not be reviewed.

Assessment Technologies Institute (ATI) Testing

All Pre-licensure students are required to take nationally normed tests throughout the curriculum and to make a satisfactory score on these tests. Students enrolled in NSG 460 Mental Health Nursing Concepts are required to complete the *Mental Health Nursing Fundamentals for Nursing Practice RN Content Mastery Exam* from Assessment Technologies Institute (ATI). This ATI exam is used to provide feedback to students and educators to predict competency in specific content areas, predict success on the RN licensure exam, and to guide focused review. The *Fundamentals for Nursing Practice RN Content Mastery Exam* will count as 10% of the course grade. Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or “cut score”.

- Level 3 Proficiency or Cut Score (100-85%) will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score (84.9-66.7%) will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score (66.6-56.7) will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score (56.6-0) will receive a grade of 74 (D).
- Non-completion of Practice Exam will receive a grade of 0.

ATI Guidelines

Students will have course specific ATI assignments. These ATI assignments, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ATI Practice Assessments

Students will be required to complete a Practice Assessment in this course. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation.

Focused Reviews/Active Learning Remediation

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. **Specific requirements per course will be included in your course syllabus. If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

**If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).

ATI Proctored Assessment

ATI exams offer an assessment of the student's basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The Proctored assessment will count for 10% of the course grade.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 460: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library. The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your course faculty, **Dr. Williams Office: 901-448-2401** or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); insert lwilli97@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Assignments not submitted by the due date and time will receive a (5) point deduction per day. Assignments are considered one day late immediately upon closure of the assignment submission box. After five calendar days from the given due date and time, a grade of zero will be entered for assignments.
3. Submission of late quizzes is not allowed in this course. Quizzes must be submitted by the specified due dates and times or a zero will be entered in the gradebook.

4. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard assignment submission box, assignment feature, discussion board, or group area.
5. All assignments must be submitted in OPEN format. Failure to submit assignments in open format will result in a loss of 2 points from the overall grade of the assignment.
6. Assignments must be submitted as MS Word documents except where indicated. Assignments are not to be converted to pdf documents unless the instructor specifically requests this format. Submission of pdf documents will result in a loss of 2 points from the overall grade of the assignment.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

12. Electronic devices should be turned off in the classroom.
13. Electronic devices are not allowed in the room while an exam is being given.
14. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
15. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:**Review the Course Syllabus**

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by Friday, September 9, 2022 at 11:59 pm.**

Course Exams

1. Course exams are done in Exemplify/ExamSoft and must not be pre-downloaded.
2. Paper or White Boards will not be allowed for any exam.
3. There is to be no writing during the exam review.
4. The only time to review the exam is immediately upon completion of the exam.
5. Any follow up meeting with the IOR will not screen share or show portions of the exam. The purpose of this meeting is to discuss methods to improve study techniques or other support needed. Discussion of exam questions will not be part of this meeting.

ATI Proctored Assessments

1. ATI will be proctoring the final ATI exam
2. ATI proctored assessments will be held on a specific date and time as identified in the course schedule.

TECHNOLOGY & PRIVACY STATEMENTS: In Course Information --> Technology, Resources, Requirements, Assistance --> **Technology Accessibility:**

- If using **ProctorU**, select Add Content --> Web Link --> Fill in as follows:
Name: ProctorU Accessibility Statement
URL: <https://www.proctoru.com/accessibility-statement>
Text: Please click the link to view.
- If using **Exemplify/ExamSoft:**
Name: Exemplify/ExamSoft Accessibility Statement
URL: https://procurement.uark.edu/resources/documents/VPAT_ExamSoft_Exemplify.pdf
Text: Please click the link to view

In Course Information --> Technology, Resources, Requirements, Assistance --> **Privacy Statements:**

- ProctorU <https://www.proctoru.com/privacy-policy>
- Exemplify/ExamSoft <https://examsoft.com/privacy-policy>

CLINICAL INFORMATION:

Clinical Preparation:

Students are expected to be prepared for all clinical assignments. Individuals who are not prepared for clinical will receive a grade of “unsatisfactory” for the clinical day and will be dismissed from clinical, thus obtaining an absence. A written clinical advisement will be placed in the student’s academic file.

Clinical Requirements:

Students are expected to be present, awake, and alert during clinical experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities will be discussed in clinical orientation and the preconference for each clinical session.

Clinical Evaluation Tool:

1. To pass the course, a satisfactory performance rating on all clinical competencies outlined in the course evaluation tool is required on the final clinical evaluation.
2. Failure to receive a satisfactory performance rating on any single item on the final evaluation will result in failure of clinical and subsequently the course.
3. A total of more than two incidents of substandard performance will result in an unsatisfactory rating for that specific item.
4. Any student receiving three unsatisfactory scores (on the same or different items) prior to the mid-clinical evaluation will automatically receive an unsatisfactory for the overall evaluation.
5. If an overall unsatisfactory score is received on the mid-term evaluation, the student will be referred to the program director to determine their eligibility to continue course participation.
6. An unsatisfactory rating on any item on the final evaluation will result in failure of the course.
7. All final course evaluation items must receive a score of satisfactory.
8. Mid-term evaluations will be conducted during week 3 of clinical.
9. Final evaluations will be conducted during the final week of clinical.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical instructor no later than ONE hour prior** to the scheduled clinical experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the IOR can be reached, a phone message should be left for the

student's assigned clinical faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

CLINICAL-SPECIFIC POLICIES:

Grading... Students must receive an average clinical grade of 85% to pass clinical. Clinical grading includes the following: onsite clinical documentation, Symptom Media video assignments, computer simulation and/or simulation attendance and assignments, and other clinical assignments as specified in Blackboard.

Except where indicated, ALL clinical assignments are to be submitted by 11:59 pm on the due date. Late clinical assignments will not be accepted. Assignments are late once the assignment submission box closes.

Students must also receive a final score of satisfactory on all items on the Final Clinical Evaluation Tool.

The Clinical Day:

Arrival Time for Facilities...*Be present at the assigned behavioral health unit no later than 0830. (Times may be changed at the instructor's discretion.) All students will meet in designated areas assigned by clinical instructors. If you arrive to the clinical area late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent, please contact your clinical instructor by 0615.*

Arrival Time for Online Clinical...*Be present for the assigned Zoom clinical session at 0830. If you arrive late to the session, you will be dismissed incurring a clinical absence. If you know you are going to be absent, please contact your clinical instructor by 0700.*

Pre-Conference... During pre-conference you will discuss patient assignments for the day. Students may use this time to ask questions and seek clarification for expectations during the clinical experience.

Medication administration:

Students are not permitted to administer medications to mental health clients.

Charting:

Students do not chart on patients' mental health charts.

Procedures... *Students will not conduct any procedures on the psychiatric units.*

Lunch... Lunch times will be determined by your clinical instructor. *You will not be permitted to leave the hospital campus for lunch. Because this is a 6-hour clinical, there will be no other designated breaks outside of the lunch period.*

Post-Conference... Post conference will be conducted by the clinical instructor. Be prepared to discuss your assigned patients. Additional activities may be assigned. Active participation in post conference is required. All clinical documents must be uploaded into Blackboard at the conclusion of each clinical day.

Alternative Experiences... The alternative experience assignment should be submitted to Bb by the timeframe designated in the assignment submission box in Blackboard. Address each objective for the specific alternative experiences according to the rubric. The same standards for professionalism, absenteeism, and tardiness apply to all alternative experiences.

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 449

COURSE TITLE:	Evidence-Based Practice – Concepts of Scientific Inquiry & Evaluation
CREDIT HOURS:	3 (3-0)
INSTRUCTOR OF RECORD (IOR):	L. Alexia Williams, PhD, RN (Memphis) Michelle Decker, DNP (Pulaski)
PREREQUISITES:	Term I courses or permission by the Associate Dean of Academic Affairs
PLACEMENT IN CURRICULUM:	Term II

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Alexia Williams	874 Union Ave., # 421	By appointment	(O) 448-2401	lwilli97@uthsc.edu
Dr. Marie Gill	874 Union Ave., #327	By appointment	(O) 448-9486	mgill6@uthsc.edu
Dr. Nina Sublette	874 Union Ave., #449	By appointment	(O) 448-1347	nsublett@uthsc.edu
Dr. Michelle Decker	433 West Madison St. Pulaski, TN 38478, #202B	By appointment	931-424-2019	mdecke10@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course focuses on how evidence is generated through the research process and the utility of scientific evidence for nursing practice. A scientific perspective will be employed to critically appraise and evaluate evidence yielded from systematic inquiry. Emphasis will also be placed on how the professional nurse translates research-based evidence from literature to address problems encountered in professional nursing practice.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Evaluate the similarities and differences in the major approaches to research.
2. Examine issues related to protecting the rights of human subjects in research.
3. Analyze research reports to determine applicability of evidence for practice.
4. Use information technology for data collection, appraisal, and reporting evidence.
5. Apply effective methods for dissemination of research findings that support nursing practice.
6. Demonstrate accountability for personal and professional behaviors.

SPECIFIC TEXT FOR THIS COURSE:

Dang, D., Dearholt, S., Bissett, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and Guidelines*. Sigma Theta Tau International.

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

Recommended Text:

Caputi L. (2020). *Think Like a Nurse*. (2nd ed.). Rolling Meadows: Windy City Publishers.

APPLICATIONS AND WEB-BASED TECHNOLOGY:

UTHSC Blackboard

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

Zoom: Zoom provides high-quality video conferencing to facilitate synchronous course meetings and includes screen sharing and breakout rooms for in-class activities. In addition, this conferencing software may be used to conduct individual meetings with course faculty. Students may install Zoom software by accessing: <https://www.uthsc.edu/its/business-productivity-solutions/training/zoom/installing-zoom.php>

Poll Everywhere: Poll Everywhere is an audience response system that will be used by students to complete various in-class activities throughout the course. Poll Everywhere activities may be used to take attendance, give quizzes, and gauge understanding of students and follow up on feedback during course lectures. Students may access the Poll Everywhere platform and create an account by accessing: <https://www.polleverywhere.com>

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced, hybrid course that consists of online modules. Teaching strategies will employ team-based learning, lectures with class discussion, flipped classroom, assigned readings, and group discussion to assist students with completion of modules, analysis of two research articles, and a group project. Web-based exercises, oral presentation, internet searches, and case studies will also be used.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments, Assessments, Activity	Total Points	% of Grade
Module Assignments	700	20%
Research Article Analysis I	100	20%
Research Article Analysis II	100	20%
EBP Poster Project	100	40%
TOTALS	1000	100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline 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.

Drop Date with the grade of "W" is **02/28/23**

Drop Date with the grade of "WF/WP" is **03/20/23**

The designation of "I" (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of "I" will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of "F" being recorded as the permanent grade.

DIVERSITY STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

* *The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

COURSE SCHEDULE

Session/Week	Topic(s)	Reading	Assignment/Assessment
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1	Intro: Evidence Based Practice: Context, Concerns, & Challenges	Dang & Dearholt – Ch 1	Student Profile/Introduction Discussion Board
2	Creating a Supportive EBP Environment	Ch 2	Discussion of Project Topics
3	JHEBP Model for Nurses & HCPs Process Overview	Ch 3	Select Project Topic
4	The Practice Question Phase	Ch 4	Module Assignment: Appendix B
5	Searching for Evidence	Ch 5	Module Assignment 1. Appendix G 2. Quantitative article 3. Qualitative article
6	Evidence Appraisal: Nonresearch	Ch 7	Module Assignment 1. Appendix F 2. Article
7	Evidence Appraisal: Research	Ch 6	Module Assignment Research Article Analysis I
8	Evidence Appraisal: Research Con't	Ch 6	Faculty Group Meetings Research Article Analysis I
9	Translation	Ch 8	Module Assignment: Research Article Analysis II
10	Developing the Scientific Poster		Article Analysis II
11	Developing the Scientific Poster		Module Assignment: Poster Project
12	Disseminating the Scientific Poster	Ch 9	EBP Group Project Presentations

Please note: This course schedule may be subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 449-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

The College of Nursing test policy does not apply in this course since no exams will be given.

Traditional tests will not be administered in this course. The course grade will be determined as outlined above by the points earned from completion of module assignments, the two research article analyses, and EBP group poster project.

Student Success Plan

If a student scores less than 75% on a course specific evaluation, prior to the “WP” “WF” (75% of course completion) grade date, the instructor of record (IOR) will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, prior to the “WP” “WF” grade date, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. Meetings after the “WP” “WF” grade date may be requested if time permits.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Assessment Technologies Institute (ATI) Testing

ATI Testing is not a part of NSG 449.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of assignments.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 449: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the

Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Dr. Alexia Williams** Office: 901-448-2401 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); email: lwilli97@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five points per day will be subtracted from an assignment grade for any late assignment. Assignments not submitted within one week of due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.
4. Assignments are not to be converted to pdf format unless expressly instructed to do so. Two points will be deducted from assignments submitted in pdf format.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Module Assignments:

There will be several topics discussed within weekly course modules and during class meetings which will be reinforced through the completion of various group activities. Students are expected to actively contribute toward completion by offering substantive contributions including responses, comments, questions, and/or feedback to classmates' perspectives that focus on the discussion questions/topics that have been posed for specific assignments. Student work will be evaluated based on its quality and completeness.

Research Article Analyses:

In an effort to critique nursing or healthcare research reports, students will be expected to analyze two different research or quality improvement articles this term. Analyses will be completed by answering specific questions that have been posed within instructions for the assignment. Student work will be evaluated based on the point allotment specified within instructions for the assignment.

Evidence Based Practice Project:

Students will be expected to complete a group project which will require preparing a scientific poster that proposes implementation of an evidence-based practice change. Completion of this project will provide the opportunity to acquire skills needed to evaluate, synthesize, and appropriately translate research for practice and effectively communicate findings and recommendations. Student work will be evaluated based on the developed rubric for grading. **Please see Blackboard to access Grading Rubric for Evidence Based Practice Group Project.**

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by Saturday, January 21, 2023, at 11:59 pm.**

Please note: Faculty reserves the right to make changes to the syllabus if circumstances require such.

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER COLLEGE OF NURSING

NSG 446

COURSE TITLE: Nursing Concepts II: Care for Adult Patients with Acute and Chronic Health Problems

CREDIT HOURS: 7 (4-3)

INSTRUCTOR OF RECORD (IOR): Trina Barrett, DNP, CNE, CCRN

PREREQUISITES/COREQUISITES: Term I courses or permission by Associate Dean for Academic Affairs
PLACEMENT IN CURRICULUM: Trimester Term II

Faculty Contact Information/Availability:

Faculty	Office Location	Hours	Phone Office/Cell)	Email Addresses
Dr. Trina Barrett	874 Union Ave. Suite #304	By appointment	(O) 901-448-1886	tbarret7@uthsc.edu
Dr. Kimberly Kennel	874 Union Ave. Suite #306	By appointment	(O) 901-448-9447 (C) 901-496-9303	kkennel1@uthsc.edu

Additional information about the faculty teaching this course is located in the Blackboard course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am-5 pm central time Monday through Friday.

COURSE DESCRIPTION:

This course provides the conceptual, theoretical, and clinical foundation for providing safe, patient/family-centered evidence-based care for adult patients with acute and chronic health problems. The course focuses on health maintenance, restoration, and the provision of comfort. Intermediate concepts and skills for the nurse's professional role in nursing situations are emphasized.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Apply clinical reasoning when making decisions and planning care for adult patients with acute and chronic health problems.
2. Apply safe, evidenced-based practice to deliver holistic patient/family-centered care to adults with acute and chronic health problems.

3. Apply strategies to advocate for adults from diverse environments and populations with acute and chronic health problems.
4. Provide health promotion and maintenance strategies for adult patients with acute and chronic health problems.
5. Apply communication and collaboration principles with individuals and the inter-professional team to deliver patient/family-centered care to adult patients with acute and chronic health problems.
6. Assume accountability for personal, ethical, and professional behaviors.
7. Use quality improvement processes to evaluate the effectiveness of nursing care in achieving quality outcomes for adults with acute and chronic health problems.
8. Apply leadership concepts, decision-making, and team coordination to provide care to adult patients with acute and chronic health problems.
9. Assume accountability for personal and professional growth through continuous learning related to the care of adults with acute and chronic health problems.

SPECIFIC TEXT/PRODUCTS FOR THIS COURSE:

Ignatavicius, D. & Workman, L. (2022). *Medical-Surgical nursing* (10th ed.). St. Louis: Elsevier- Mosby.
 Assessment Technologies Institute (ATI): ATI Adult Medical-Surgical Nursing, RN Edition, Content Mastery Series™ Review Module 11.0 (Concepts Level 11 online exam)

SUGGESTED TEXTS/Optional:

Caputi L. (2022). *Think Like a Nurse*. (Revised ed.). Rolling Meadows: Windy City Publishers.
 Giddens, J. F. (2021). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.
 Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.
 Vallerand A. H. & Sanoski, C. A. (2020). *Davis drug guide*. (17th ed.). [Mobile application software]. Retrieved from <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>
 Harding, M. & Hagler, D. (2022). *Conceptual nursing care planning*. St. Louis: Elsevier

APPLICATIONS AND WEB-BASED TECHNOLOGY: (NSG446)

UTHSC Blackboard

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

TECHNOLOGY & PRIVACY STATEMENTS:

Specific Technology links and instructions to register are located in Blackboard In Course Information --> Technology, Resources, Requirements, Assistance

This course requires access to a web camera. The camera may be installed on your PC, tablet or mobile device:

- **Zoom**
- **Assessment Technologies Institute (ATI):** ATI Adult Medical-Surgical Nursing, RN Edition, Content Mastery Series™ Review Module 11.0 (Content Mastery Level II online exam)
- **Exemplify/ExamSoft**

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced course that consists of weekly learning modules and activities. Modules and activities are posted on Blackboard. There will be pre-reading assignments per week. In-class activities will include flipped classroom with small groups, and team-based learning. **ATI products will be used for supplemental learning of concepts and exemplars.** In addition, laboratory skills practice and simulation will be in the CHIPS center. In-Hospital clinical practice will be at various hospitals.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments, Assessments, Activity	Total Points	% of Grade
Exam 1	100	17%
Exam 2	100	17%
Exam 3	100	17%
ATI Adult Health Content Mastery Exam	100	10%
Comprehensive Final Exam	100	30%
*Assignments: ATI Modules/Quizzes	After you have achieved a 75% test average	9%
Totals		100%

*Assignments with an asterisk are not included in the final grade unless a weighted exam average of 75% is earned. (See the Exams section of this syllabus for more information).

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of "W" is 2/28/23

Drop Date with the grade of "WF/WP" is 3/20/23

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an "F" in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

COURSE SCHEDULE

*See Modules in Blackboard

Naming Convention for Submission of Course Documents:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions. Here's an example: **NSG 446-JStudent-TeachingBrochure**

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be

based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.17(\text{Exam 1}) + 0.17(\text{Exam 2}) + 0.17(\text{Exam 3}) + 0.10(\text{ATI}) + 0.30(\text{Final Exam}) = X/.91$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. **The weight of the missed exam will be added to the final exam/project.** (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 15% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 45%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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 make an appointment with the IOR. The IOR will complete or email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. The LN will send an email to the IOR upon completion of the meeting with the student, to inform the IOR that this meeting confirmed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, the IOR will meet with the student a second time. The LN will reach out to the student for ongoing follow-up and support.

If a student scores below 75% on a unit exam after the withdrawal date of "WP" "WF" the IOR may either schedule a meeting with the student or directly refer them to the LN if time allows.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

All Pre-licensure students are required to take nationally normed tests throughout the curriculum and to make a satisfactory score on these tests. Those who have already passed NCLEX are exempt from this requirement.

The Assessment Technologies Institute (ATI) exams are used to provide feedback to students and educators to predict competency and success on the RN licensure exam, and to guide focused review. The ATI Proctored assessments will count for 10% of the course grade.

Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or “cut score”.

- Level 3 Proficiency or Cut Score will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score will receive a grade of 74 (D).
- Non-completion of Practice Exam and Remediation will receive a grade of 0.

ATI Guidelines

Students will have course specific ATI reading assignments, activities, and individualized remediation plans. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions.

Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ATI Practice Assessments

Students will be required to complete Practice Assessment A. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation. Students will complete the Practice Assessment A which will be pass or fail.

Remediation will be completed based on the Practice Assessment score. Students will complete required remediation as outlined under “Topics to Review”.

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual courses and on the NCLEX exam. Required remediation individualized Focused Review will be generated following completion of practice assessments using links to ATI eBooks, media clips, or active learning templates. Remediation is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. **Remediation will be based on the Practice A score using the above ATI resources. A score of below 75-85% (2hrs), 86-95% (1hr), and 96-100 (no remediation).**

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required. **Specific requirements per course will be included in your course syllabus. If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

****If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).**

ATI Proctored Assessment

ATI exams offer an assessment of the student’s basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The Proctored assessment will count for 10% of the course grade.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning.

Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people’s ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: **NSG 446:** Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments

scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library. The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk** - 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk Website - for basic technical support information : <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Dr. Barrett** Office: 901- 448-1886 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); tbarret7@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

Equity and Inclusion

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

* The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Class assignments will not be graded after the due date.
3. Each assignment provides specific details on how it is to be submitted/formatted whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate

throughout the class session.

- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Course specific policies

Attendance and Class Participation:

Students are expected to be present, alert, and actively engaged during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend every class meeting.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance.

Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by 1/20/23 11:59**

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** - round to the nearest whole tablet. Round up or down depending on the calculated dose i.e.: *1.1 - 1.4 tablets, give 1 tablet; 1.5- 1.9 tablets, give 2 tablets.* Scored tablets may be broken in half. If scored, tablets should be rounded to the nearest half tablet.
Example: 1.4 scored tablets = 1 ½ tablets
**Capsules are not scored.*
2. **Liquid (Oral)** - round to the nearest tenth. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup.
3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).
Milliliters
 - Volumes less than 1-round to the nearest hundredth i.e.: = *0.75mL*
 - Volumes greater than 1-round to the nearest tenth i.e.: *1.25mL -1.3mL**Syringes*
 - Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
 - Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*
4. **Intravenous (Basic Fluid/Piggyback Infusions)** - round to the nearest whole number. This applies to flow rates calculated in **drops/min or mL/hr** i.e.:
15.4 drops/min = 15 drops/min
5. **Intravenous (Medicated/Dose-Based Flow Rates)** - round to the nearest tenth. i.e.: *0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min*
6. **Pediatrics** - use the same rounding rules applied to adult medications depending on type.

Calculating Dosage

- Round to the nearest tenth. i.e.: 5.35mg = 5.4mg

Calculating Weight

- Kilograms - round to the nearest tenth.
- Body Surface Area - round to the nearest hundredth.

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example: Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in zero, the zero holding no value *must* be omitted.

Example: Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example: Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

COURSE SPECIFIC POLICIES:

All ATI Assignments are required. Failure to submit your ATI assignment by the specific due date and time will result in a zero.

Late assignments without request for faculty to **grant an extension prior** to the assignment due date will result in a zero

CLINICAL INFORMATION:

Clinical Preparation:

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations during week 1 of clinical. Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines). You are required to wear face mask and/or face shield per hospital policy.

Concepts II (NSG446) Clinical Requirements:

Students are expected to be actively engaged in all skill laboratory, simulation, and in-hospital clinical experiences. Students must attend all scheduled clinical experiences, all assigned virtual post-conferences and simulations. ***There are no clinical make-up days.***

Students will complete assigned written clinical learning tools/documents or **course-specific requirement** for each clinical experience. Instructions for these activities are available in the course syllabus, Blackboard content folders and will be discussed in clinical orientation. ***Please bring your clinical reference guides, electronic device, Pen Light, Scissors, and Stethoscope to each clinical experience.***

Clinical/Laboratory Absence:

Students who, cannot be present for their scheduled clinical day must notify the clinical/laboratory faculty by phone or email, no later than ONE hour prior to the scheduled clinical/laboratory experience, unless emergency circumstances prevent this, then as soon as possible.

The clinical absence will not be excused if you do not provide documentation related to the circumstance. **If the clinical/laboratory faculty cannot be reached, the student should contact the IOR for the course.** In the event that neither the clinical faculty nor the IOR can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device).

Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. More than one clinical and/or laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully progressing in the course. There are no clinical make-up days. **If you miss a clinical day, you will receive a grade of zero for the missed day.**

Clinical/Laboratory Late:

You must contact your clinical faculty if you anticipate being late. If you are late and do not contact your clinical faculty, your clinical faculty will determine, if you will be allowed to come/stay for your clinical day. If you are sent home for unprofessional behavior, you will receive a zero for the day and an unsatisfactory in professional behavior and have a **mandatory meeting with the IOR.**

CLINICAL EVALUATIONS:**GENERAL CLINICAL EVALUATION:**

The clinical component of the course is based on achieving an 75% cumulative average for all clinical assignments by the end of the clinical portion of the course and satisfactory performance based on the weekly and end-of-term clinical evaluation tool.

Specific instructions regarding assignments are located on Blackboard and a rubric is provided. All clinical learning tools/documents must be submitted on time unless the instructor provides specific instructions. There will be a five-point deduction per 24hrs for late submissions. The five points will be subtracted from your clinical assignment grade. Clinical assignments not submitted within five days of due date will receive a zero.

The clinical and skill lab components of the course are graded as pass/fail. To successfully pass the course students must achieve a 75% in the skills component and 75% in the clinical component.

To progress in the course, satisfactory performance on all clinical competencies outlined in the clinical evaluation tools are required.

IN-HOSPITAL CLINICAL EVALUATION:

Students are expected to be prepared to care for patients safely in the clinical areas. Individuals who are not prepared to provide safe patient care will receive a grade of “unsatisfactory” for the clinical day and may be dismissed from clinical area thus obtaining an unexcused absence. A written clinical advisement will be placed in the student’s academic file.

Weekly Clinical Evaluation Tool

Students will be evaluated weekly using the “Weekly Performance Evaluation Tool” - The Weekly Clinical Tool is located under Clinical Information tab in Blackboard.

- A total of 2 Unsatisfactory (U’s) warrants an academic counseling with the clinical instructor.
- A total of 3 Unsatisfactory (U’s) will require the student to meet with the IOR.
- A total of 4 Unsatisfactory (U’s) will require the student to meet with the Associate Dean of the BSN-MSN Programs regarding progression in program.

Midterm/Final Clinical Evaluation Tool

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas on the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info tab in Blackboard.

Medication Administration Safety...*DO NOT ADMINISTER ANY MEDICATION WITHOUT CONSULTING WITH YOUR CLINICAL INSTRUCTOR FIRST.* Prepare a list of medications using your medication data sheet and be able to discuss the following for each drug you are to administer: classification, rationale for why your patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) **prior to time of administration.** *If you are not prepared with this information, you will not be permitted to administer medications to your patient. This will result in an unsatisfactory for medication administration for the day. You may refer to an appropriate resource for medication information.*

Charting... Charting may include, but not limited to, physical assessments, Intake/Output, patient education, care provided, procedures, clinical notes, vitals, medications, reporting off at end of shift, and patient safety documentation. Students will follow clinical documentation guidelines of the course.

Lunch... You must notify your nurse and clinical faculty if you leave the unit for any reason. Your clinical instructor will determine lunch times. *You will not be permitted to leave the hospital campus for lunch.*

**** Failure to notify clinical instructor prior to leaving the floor/unit will warrant an unsatisfactory and academic counseling.**

Post-Conference... Post conference will be conducted by the clinical faculty. Be prepared to discuss the following: pathophysiology, medical history, concept map revisions, patient outcomes, unexpected issues or changes, failure to rescue, reflection of personal learning or growth. Additional activities may be assigned by your clinical instructor. Attendance and active participation in post conference is required.

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER

NSG 448

COURSE TITLE:	Pediatric and Adolescent Nursing Care Concepts
CREDIT HOURS:	3 (2-1)
INSTRUCTOR OF RECORD (IOR):	N. Alise Farrell PhD, MSN, RN, CPN (Memphis) Felicia Dailey, MSN,, RN (Pulaski)
PREREQUISITES:	Term I Courses or permission by the Associate Dean of Academic Affairs
PLACEMENT IN CURRICULUM:	Trimester Term II Spring

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Farrell	874 Union Ave #224	By appointment	(O) 448-4145 (C) 573-3348	agfarrell@uthsc.edu
Dr. Miller	874 Union Ave	By appointment	(O) 448-1111 (C) 218-0333	smille76@uthsc.edu
Ms. Payne	874 Union Ave	By appointment	(O) 448-7423 (C) 268-0434	cpayne28@uthsc.edu
Ms. Felicia Dailey	433 West Madison St. Pulaski, TN 38478 #202C	By appointment	931-424-2021	fdaily@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course provides the conceptual, theoretical, and clinical foundation for providing safe, patient/family-centered, evidence-based nursing care to improve the quality of care for children and adolescents. The impact of legal, ethical, sociocultural, spiritual, political, economic, historical, and environmental factors on the health of children and adolescents is explored. Concepts related to developmental aspects associated with preventive care and health promotion of children and adolescents

along the wellness-illness continuum are examined.

COURSE OUTCOMES:

1. Apply clinical reasoning when making decisions and planning the care for children and adolescents.
2. Apply safe, evidence-based practice to deliver holistic patient/family-centered care for children and adolescents.
3. Apply strategies that advocate for children and adolescents.
4. Provide health promotion and maintenance strategies for children and adolescents.
5. Apply communication and collaboration principles with individuals and the inter-professional team to deliver patient/family-centered care to children and adolescents.
6. Assume accountability for personal, ethical, and professional behaviors.
7. Use quality improvement processes to evaluate the effectiveness of nursing care in achieving quality outcomes for children and adolescents.
8. Apply leadership concepts, clinical reasoning, and team coordination to provide care to children and adolescents.
9. Assume accountability for personal and professional growth through continuous learning related to the care of children and adolescents

SPECIFIC TEXT FOR THIS COURSE:

Hockenberry, M. J., Wilson D., & Rodgers, C. C. (2023). *Wong's Essentials of Pediatric Nursing*. (11th ed.). Elsevier.

REQUIRED RESOURCES THROUGHOUT PROGRAM: (*These items are required for most courses*)

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). Elsevier. Harding, M. &

Hagler, D. (2022). *Conceptual nursing care planning*. Elsevier.

Heuther, S.& McCance, K. (2020). *Understanding pathophysiology* (7th ed.) Elsevier.

Pagana, K. D. & Pagana, T. J. (2020). *Mosby's diagnostic & laboratory test reference*. (15th ed.).

Elsevier.

Vallerand A. H. & Sanoski, C. A. (2022). *Davis drug guide*. (18th ed.). [Mobile application software].

Retrieved from <https://www.drugguide.com/ddo/>

SUGGESTED TEXTS/ Optional:

Hockenberry, M. J., Wilson D., & Rodgers, C. (2021) Study Guide for Wong's Essential of Pediatric Nursing - Elsevier eBook on VitalSource, 11th ed Edition

Potter, P.A., Perry, A. G., Stockert, P. A., & Hall, A. M. (Eds.) (2023). *Fundamentals of nursing* (11th ed.).

Elsevier.

APPLICATIONS AND WEB-BASED TECHNOLOGY:

ATI Nursing Care of Children RN Edition 11.0 Content Mastery Series Review Modules will be used for content and testing. <https://www.atitesting.com/>

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet <http://courses.uthsc.edu/>.

Examsoft will be used for on campus computerized testing. Proctor U will be used for testing at home. Elsevier/Vitalsource will be the platform for electronic books used in this program www.evolve.elsevier.com.

Zoom will be used for online lectures, tutoring and group activities www.zoom.us. The class zoom is posted under course information.

ATI testing will be used for online learning modules and standardized testing www.atitesting.com. Poll everywhere will be used for active learning in class and online <https://www.polleverywhere.com/>.

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a concept-based hybrid course featuring didactic featuring face to face or online delivery, clinical, lab, simulation, and community experiences. Clinical simulation, clinical practicum, pre- and post-clinical group conferences, web-based exercises, case studies, medication calculations, group activities, and online/virtual skills labs are the teaching methods used in this course. Other teaching strategies that may include team-based learning, lectures-discussion, reading and quizzes, and flipped classroom with small group.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
69% and below	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments, Assessments, Activity	Total Points	% of Grade
Unit I Exam	15	15%
Unit II Exam	15	15%
Unit III Exam	15	15%

Quizzes/Activities (Class related preparation, activities, or post class work)	10	10%
Assignments	5	5%
ATI Proctored Assessment - Nursing Care of Children	10	10%
Comprehensive Final Exam	30	30%
Dosage Modules	0	P/F
Skills Lab/Simulation (Pass/Fail)	0	P/F
Clinical (Pass/Fail- Score > 75%, Satisfactory all areas of CET)	0	P/F

(Assignments are only calculated into grade average after exams and finals = 75% or greater)		
(Must pass all listed above in this chart to pass this course.)		
Totals		100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of “W” is Tuesday, February 28, 2023

Drop Date with the grade of “WF/WP” is Monday, March 20, 2023

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work

with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “F” being recorded as the permanent grade.

The clinical, skills lab, and simulation components of the course is graded as pass/fail. Students who fail the clinical component will receive an “F” in the entire course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance including inpatient, community, skills, and simulation, is required.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

** The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

COURSE SCHEDULE

Weekly	Concept/Topics-	Readings/Class Quiz Activity	Assignments Blue clinical
1 Friday	Caring Interventions (Skills) Seizure Precautions Medication administration Pain Assessment	ATI 11.0 Nursing Care of Children Chpt 8-10 Hockenberry, M. J., Wilson D., & Rodgers, C. C. (2023) pp. 74-75, 81, 85-87. 564, 571-575, 582-598 Skills quiz on-line	<u>Dosage</u> <i>5 answers attempted on arrival to skills lab</i> <u>Parking Form 1/17</u> Syllabus Test Due 1/19 11:59 pm (Weekly in class assignments or quizzes on day of class) Week 1 assignment Skills Quiz Due 1/20 11:59 pm Friday Dosage ATI. Module 1 Dosage by Wt Due 1/21
1 Friday	Immunizations Determinants of Health Culture Family Dynamics Family-Centered Care	Hockenberry et al., (2023) p. 7-10 pp. 20-23 Parenting styles & special parenting situations pp. 27-31 Determinants of health pp. 34-35 Culture pp. 35-36 Review Nex-Gen pp. 552 Consent, legal	Prep for growth and development in class presentations
2 Monday	Growth Development Infant -Toddler -Preschooler -School Age -Adolescent Communication Play Health promotion Safety Immunization Nutrition Altered Development Autism	Giddens- p. 2-11 ATI Nursing Care of Children 11.0 Ch 3,4,5,6,7 Infant Ch 9 286-300 Nutrition 302-305 Safety 306-313 Toddler Ch 11 339-350 Nutrition 350-351 Sleep 353 Safety 355-363 Preschooler Ch 12 365-374 Nutrition 374-375 Sleep 375 Safety (See Ch 11) School Age Ch 14 399-409 Nutrition Sleep 410-411 Safety etc. 413-417 Adolescent	Week 2-ATI Pediatric ASSESSMENT June 3 11:59 pm Week 2-3 Development Presentation, Submit template to BB. Friday Dosage ATI Module 2- 1/28 Pediatric Dosage Due Week <u>Simulation Reflection</u> (due 11:59 PM day of activity)
3 Friday			Week 3 Development group quiz Friday Dosage ATI Module 3 Safe Dosage Due Week 3 2/4

		Immunizations pp, 149-158, 433, 829-833	
		Class presentations	
4 Friday	Gas Exchange Upper respiratory and lower respiratory alterations Nasopharyngitis Tonsillitis Tonsillectomy Epstein Barre Croup Bronchiolitis Asthma CF	ATI 16-19; Giddens-178-180,186: Ch 21 620-628, 633-639, 676, Asthma 652-661 Cystic Fibrosis 663-669, 676 Box 21.1 Box 21.18 Class activity	Exam 1 on content Weeks 1-4 (Monday Week 6) * ALL DOSAGE MUST BE COMPLETE Complete ATI Physical Assessment of a child 2/10 <i>Weekly Clinical Work (due 11:59 PM day of activity)</i> <i>Inpatient Work Pediatric Clinical Learning Tool (4)</i> <i>(*)(due 11:59 PM day of activity)</i>
5 Friday	Intracranial Regulation Hydrocephaly- malformation Head Injury Seizure Meningitis	ATI 12, 13, 14 Giddens 115- 123 Ch 27 882-894 Head injury 894-903 Meningitis 903-908 Seizure 911-925 Hydrocephalus 926-930 Class activity or quiz	DUE ONCE ONLY - <i>Community Reflection of specified week (due 11:59 PM day of activity)</i> - <i>Alternate assignment on assigned week (due 11:59 PM day of activity)</i> - <i>Creative Patient Presentation & Skills Sheet (due in post conference last week of in-patient clinical)</i>
6 Friday	Perfusion-cardiac Congenital Heart Disease -CHD with ↑ pulmonary blood flow -CHD with ↓ pulmonary blood flow -CHD with obstructed blood flow Acquired Heart Disease -Bacterial endocarditis -Kawasaki -Shock	ATI 20 Hockenberry, M. et al. (2023) Cardiac: Ch 23 733-763, 772-779 Box 23.1 ASD, VSD, PDA Box 23.2 CoA Box 23.3 Tet Box 23.4 TGA, HLHS (not tested) Pre in-class quiz	- <i>Alternate assignment on assigned week (due 11:59 PM day of activity)</i> - <i>Creative Patient Presentation & Skills Sheet (due in post conference last week of in-patient clinical)</i> Group Developmental Project Due Feb 17 11:59 PM Exam 1 on content Weeks 1-4
7 Friday	Perfusion -cellular -Sickle Cell -Hemophilia	ATI Chpt 21 Hockenberry et al.(2023) 799-802, 785, 788-797 Class activity or quiz	* <i>Weekly Clinical Work Group Developmental Safety Project DUE Feb 17</i>

	Hormonal Regulation- Endocrine -Inborn errors of metabolism -Growth -Obesity Glucose regulation Type 1 DM	ATI 33,34, 42 (273-274) Giddens pp. 125-131 Hockenberry, et al. (2023) Ch 28 935-941 943-944 952-966 Ch 16 455-459	* <i>Weekly Clinical Work</i> (<i>due 11:59 PM day of activity</i>) <i>Inpatient Work</i> <i>Pediatric Clinical Learning</i> <i>Tool (4) (*)</i> (<i>due 11:59 PM</i> <i>day of activity</i>)
		Class activity or quiz	
8 Mobility	Mobility -Fractures -Congenital defects -DDH, Clubfoot, -Scoliosis -SCFE -MD -JIA	ATI 27, 28, 29 Giddens pp.253-254, 256-259 Hockenberry et al., (2023) Mobility Fractures 974-984 Congenital defects 985-990 SCFE 992-993 Scoliosis 993-996 JIA 998-1001 MD 1038-1042 Quiz on-line	
9 Friday	Cellular Regulation ALL/AML Neuroblastoma Wilms Osteosarcoma Retinoblastoma Pediatric end of life issues Coping	ATI 11, 38,39,40,41 Hockenberry et al., (2023) Ch 25 817-829 Leukemia 830-836 Neuroblastoma, Bones, Wilms 841-844 Retinoblastoma 847-849 Review Questions 850-852 Class Quiz pre-lecture	Exam 2 on content Weeks 5-8 <i>* Weekly Clinical Work</i>

10 Friday	Elimination GI- -Appendicitis -TEF -GER -GE (dehydration) -Cleft Lip/Cleft palate --FTT Celiac GU -AGN -Nephrotic -Reflux (urinary) -UTI	ATI 22,23, 24,25,26 Hockenberry et al., (2023) Gastrointestinal Ch 22 680, 688-689, 692- 694,696,698-706, 712-716, 724- 725 Table 22.2 Table 22.3 Table 22.4 Box 22.1 Genitourinary Ch 26 860-863, 865-866 Table 26.1 Table 26.2 Nephrotic Syndrome 868-870 Glomerular Nephritis 871-872 In class activity	* <i>Weekly Clinical Work</i>
11 Friday online	Tissue Integrity Infection –Impetigo Dermatitis-Eczema- atopic dermatitis Candidiasis Burns- Communicable Disease Conjunctivitis Otitis media	ATI 30,31,32,36 Giddens Tissue Integrity pp. 261, 266,268-26 Hockenberry et al., (2023) Integumentary 1054-1060,1062-1065, 1068- 1074, 1078-1079. 1087 Otitis Media 630-632 Table 31.5	* <i>Weekly Clinical Work</i> ATI practice A due 4/10/23 11:59 pm (Remediation due before taking ATI, 4/21 11:59 PM)
		Table 31.7 Box 31.4 Figure 31.14 Class activity on-line	
12 Friday	Stress/Coping Violence Stress anxiety Bullying ACES Poisonings Abuse SIDS NAT Injuries	ATI 43 pp. 286-288 Review Giddens 38 pp. 376-373 Hockenberry et al. (2023) Injury prevention 355-362. SIDS 330-333. Poisoning 380-388 Bullying/Violence 404,442 Stress school age 442-444 Maltreatment 389-387 Violence 453-454 Suicide and ACES 467-470 Burns 1078-1079 Activity	* <i>Weekly Clinical Work</i> <i>Clinical Portfolio & Skills List</i> <i>Due 4/13 or 4/20 if in clinical Wk 13 11:59 pm</i>

13 Friday	Collaboration Spina Bifida CP Child with special needs Cognitive Alterations Sensory Disorders	ATI 15, 29, 42 pp. 270-271 Chpt 43. Review Giddens pp. 442-443. ATI 15, 42 pp. 270-271, 44, 292-294. Review Giddens 3rd edition 421-423. Hockenberry, M. et al., (2023) Spina Bifida pp. 1016-1023 Cerebral Palsy pp. 1005-1014 Special needs pp. 995-999 Down Syndrome; pp. 510-511 Additional information ADHD Sensory, Autism 439-441, 513-525 Class Activity- online work	Exam 3 on content Weeks 9-11 (ATI remediation due before taking ATI 4/21 11:59 PM)
14			ATI 4/24/23 Finals 4/25/23

***Weekly in class preparation, assignments, or quizzes on day of class**

Clinical Assignments are in italics

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 448-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75.00 % exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75.00 % or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale. If > 1 dosage question are missed per exam, the student will meet with the IOR and be assigned remediation due prior to the next exam.

The formula to calculate averages based on weighted exam scores **for this course** is as follows: $0.15(\text{Exam 1}) + 0.15(\text{Exam 2}) + 0.15(\text{Exam 3}) + 0.10(\text{ATI}) + 0.30(\text{Final Exam}) = X/85$.

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. **The weight of the missed exam will be added to the final exam/project.** (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 15% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 45%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

Student Success Plan

If a student scores less than 75% on a course specific evaluation, prior to the "WP" "WF" (75% of course completion) grade date, the instructor of record (IOR) will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, prior to the "WP" "WF" grade date, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. Meetings after

the “WP” “WF” grade date may be requested if time permits.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN

Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales.

However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed. The honor system standards are in place for this process.

Assessment Technologies Institute (ATI) Testing

All Pre-licensure students are required to take nationally normed tests throughout the curriculum and to make a satisfactory score on these tests. Those who have already passed NCLEX are exempt from this requirement.

The Assessment Technologies Institute (ATI) exams are used to provide feedback to students and educators to predict competency and success on the RN licensure exam, and to guide focused review. The ATI Proctored assessments will count for 10% of the course grade.

Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or “cut score”.

- Level 3 Proficiency or Cut Score will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score will receive a grade of 74 (D).
- Non-completion of Practice Exam and Remediation will receive a grade of 0.

ATI Guidelines

Students will have course specific ATI reading assignments, activities and individualized remediation plans. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully

understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual

courses and on the NCLEX exam. Required remediation individualized Focused Review will be generated following completion of practice assessments using links to ATI eBooks, media clips, or active learning templates. Remediation is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. Remediation will be based on the **initial** Practice A score using the above ATI resources. A score of 75- 85% (2 hrs), 86-95% (1 hr), and 96-100 (no remediation).

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required. **Specific requirements per course will be included in your course syllabus. If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

**If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).

ATI Proctored Assessment

ATI exams offer an assessment of the student’s basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The Proctored assessment will count for 10 % of the course grade.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Zoom Etiquette (when needed)

Students are expected to attend class or zoom sessions, arrive on time, be prepared, and participate throughout the class session. For Zoom, cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures. Appropriate attire must be worn, and no distracting or offensive background may be used. To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion. Phones and other distracting devices should be put aside during the class.

Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously. ZOOM sessions will be as scheduled by the faculty in accordance

with the class schedule.

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks are not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell and grammar check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 448: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at

your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Support (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information:

<http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Alise Farrell** Office: 901- 448-4145, 901573-3348 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); insert agfarrell@uthsc.edu or ngroganf@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.

Five points (or 5 %) per day will be subtracted from an assignment grade for any late assignment.

Assignments not submitted within one week (5 business days) of due date will receive a zero.

Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)

E-mail is the official means of communication

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, “cheating,” or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text- matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:

The student will be required to have their temperature checked before entering a building on campus or clinical. While the student is on campus, they must wear a facemask that covers both the nose and mouth and practice social distancing of at least 6 feet apart. A student should not enter the building or classroom if they have a temperature (above 100.4 F). The students should stay home if they have any symptoms of COVID-19: fever, sore throat, loss of taste and smell, severe headache, cough or difficulty breathing. This policy may change at any time in accordance with facility, local, state, and federal health guidelines.

Clinical Policies

Student are expected to follow policies and procedures of clinical site including CHIPS, community sites, hospital, and healthcare systems.

Log-In Expectations

Students are expected to log in to the course at least every 24 hours Monday-Friday to check for new announcements or discussion posts. Students are expected to read all announcements, all posts and replies made to the first discussion forum, and to any assigned discussion or project groups.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams and Under the Syllabus Tab** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course

blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by January 19.**

TECHNOLOGY & PRIVACY STATEMENTS: In Course Information --> Technology, Resources, Requirements, Assistance --> **Technology Accessibility:**

- If using **ProctorU**, select **Add Content --> Web Link --> Fill in as follows:**
Name: ProctorU Accessibility Statement URL:
<https://www.proctoru.com/accessibility-statement>
- If using **Exemplify/ExamSoft**: Name: Exemplify/ExamSoft
Accessibility Statement URL:
https://procurement.uark.edu/resources/documents/VPAT_ExamSoft_Exemplify.pdf

In Course Information --> Technology, Resources, Requirements, Assistance --> **Privacy Statements:**

- ProctorU <https://www.proctoru.com/privacy-policy>
- Exemplify/ExamSoft <https://examsoft.com/privacy-policy>

COURSE SPECIFIC CLASS ASSIGNMENTS (5% of course grade)

Class assignments:

There will be several class activities and assignments completed throughout this course. A schedule of class assignments will be posted within the Blackboard course. Assignments will include an ATI practice exam and a group developmental project.

Group Developmental Project 4% (See BB Assignment for details and rubric.)

ATI Practice Assessment 1%

RN Nursing Care of Children Practice Assessment 2016 A will be assigned during the course. The ATI practice exam must be completed before taking the Mastery Exams with at least 90% accuracy. < 90 % on the first attempt will be required to take and submit evidence of one hour or remediation. The practice assessment will individually account for 1% of the course grade. Details regarding this and other assignments may be located under the specific modules and within the course information tab. Assigned remediation must be completed before you are allowed to take the course ATI. Remediation assignment is based on your initial score. Remediation will be based on the Practice A score using the above ATI resources. A score of 75-85% (2 hrs), 86-95% (1 hr), and 96-100 (no remediation).

<u>Weight</u>	<u>Assignment</u>
4%	Developmental Project (Group)
1%	<i>ATI: Nursing Care of Children Practice Assessment 2016 A</i> Assessments must be completed at a minimum 90% proficiency.

Actual score obtained will be grade given for assignment completion

Quizzes/Activities (Class related preparation, activities, or postclass work)- (10% of class grade) These are activities could be prework, in-class quizzes, post-class quizzes, activities, or discussion boards associated with learning modules. The purpose is to promote active participation in class and promote synthesis of the material. The lowest grade is dropped.

ATI Dosage Modules P/E

NSG 448 requires competency completion of the three dosage modules in ATI. They are due at the end of each of the first three weeks. An extension can be given only if needed until Week 4 with permission. These are past fail activities that need to be completed to give medications in the clinical area.

These are activities could be prework, in-class quizzes, post-class quizzes, activities, or discussion boards associated with learning modules. The purpose is to promote safe dosage calculation using weight-based dosing and ensuring doses are given that are within the safe dose. Modules include:

Week 1-Dosage by weight Week 2-

Pediatric dosage Week 3-Safe dose range.

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** – give as directed- PEDS- DO NOT ROUND TO WHOLE TAB IF NOT SCORED. ONLY GIVE HALF TAB IF THE DOSE IS CORRECT, and it is scored.
2. **Liquid (Oral)** - round to the nearest tenth **if >1 ml**. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup. PEDS-USE MULTIPLE SYRINGES IF NEEDED TO GET EXACT DOSE.
3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).

Milliliters

- Volumes less than 1-round to the nearest hundredth *i.e.: = 0.75mL*
- Volumes greater than 1-round to the nearest tenth *i.e.: 1.25mL -1.3mL*

Syringes

- Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
 - Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*
4. **Intravenous (Basic Fluid/Piggyback Infusions)** - round to the nearest whole number. This applies to flow rates calculated in **drops/min or mL/hr** i.e.: 15.4 drops/min= 15 drops/min
 5. **Intravenous (Medicated/Dose-Based Flow Rates)** - round to the nearest tenth. i.e.:

0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min

6. **Pediatrics** - use the same basic rounding rules applied to adult medications depending on type.

Calculating Dosage

- Round to the nearest tenth if **dose > 1**. i.e.: 5.35mg = 5.4mg
- Round to the nearest hundredth if < 1

Calculating Weight

- Kilograms - round to the nearest tenth.
- Body Surface Area - round to the nearest hundredth. ex- 2.54 m²

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example: Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example: Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example: Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

CLINICAL INFORMATION:

Clinical Preparation:

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations both **the general and facility specific during week 1** of clinical annually and each fall. Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.

Additional requirements:

Additional forms and requirements by facility will be assigned in BB under clinical information and under facility specific orientation in TCPS. Current documentation of CPR, immunization, TB, drug testing, and COVID testing within specified time frame and other health requirements are to be submitted as instructed for approval by the clinical facility in TCPS.

Students are also expected to be prepared for all clinical experiences. Individuals who are not prepared for clinical will receive a grade of “unsatisfactory” for the clinical day, and may be dismissed from clinical, thus obtaining an absence. A written clinical advisement will be placed in the student’s academic file.

Clinical Requirements:

Students are expected to be present, awake and alert during the clinical experience and any laboratory or simulation experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

Requirements

1. All assigned activities completed including requirements of UTHSC, TCPS, and clinical partners.
2. A minimum of 75% on all clinical learning tool and required assignments should be maintained with evidence of improvement.
3. All elements (competencies) on the Clinical Evaluation Tool (CET) must be completed at a satisfactory level.
4. Key elements of professionalism and safety must be maintained- See clinical rubric for details.
5. CET including self-evaluations must be completed at least once during the term.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience or 6 am, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the IOR can be reached, an email should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes. The student should contact the course faculty by email regarding the missed clinical day and expectations.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines) and adhere to specific facilities policies. These requirements are for all clinical activities of those course including skills lab and simulation. Surgical grade masks are required for most clinical facilities as well as face shields or goggles in direct patient care areas.

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

Clinical Evaluation Tool

Attendance and participation in clinical activities, preparation, case study assignments, and other assigned activities are required to pass clinical. Clinical must be passed to complete the entire course. The **Clinical Evaluation Tool** is used to evaluate clinical performance using data from your clinical performance, participation, professionalism, and graded paperwork. Clinical is a pass/fail activity.

Weekly Clinical Rubric (reflecting patient safety and professionalism)

Students will be evaluated weekly using the “**Weekly Clinical Rubric**”-The Weekly Clinical Rubric is located under Clinical Information link in Blackboard.

- A total of 2 Unsatisfactory (U’s) warrants an academic counseling with the clinical instructor.
- A total of 3 Unsatisfactory (U’s) will require the student to meet with the course coordinator.
- A total of 4 Unsatisfactory (U’s) will require the student to meet with the BSN Program Director regarding progression in program.
- A total of 6 Unsatisfactory (U’s) will result in failure of the clinical component of this course.

The student will evaluate themselves weekly after clinical using a Weekly Clinical Rubric as needed. The document will be used when unsatisfactory performance is observed. The student will also keep a list of skills performed in clinical and get it signed by their clinical instructor to upload in the course.

Clinical Guidelines: Below are basic clinical guidelines that will be expected during the course of the term. Please rely on clinical orientation and your clinical instructor for expectations of each week’s clinical experience.

CLINICAL -SPECIFIC POLICIES:

The following list is what you should have with you **AT ALL TIMES** during the clinical day:

EQUIPMENT	Pen Light iPad/small tablet Scissors	Pen Stethoscope <u>Watch with second hand</u>
DOCUMENTATION	Pediatric Learning Tool Medication/ Lab Information	Reference Page Assigned learning activities (as directed) Case Studies (as directed)

Clinical Attire... Students should wear their approved scrubs/shoes/lab coats for all community clinical experiences and all school related activities. Lab coat as directed and visible UTHSC and facility ID (as applicable) are mandatory at all times. Your ID badge is to be worn on the collar. Refer to the BSN

handbook for requirements. Additional requirements may be added per the clinical facility. Currently, wearing face masks at all time and face shields in patient care areas are required.

What to do for clinical...

1. Obtain the patient's fin number and access electronic medical record.
2. Complete all sections of the paperwork including pathophysiology and significant findings.
3. Locate the Medication Administration Record and verify all drugs that are to be given between 0700 and 1300 and all active PRN medications. Note when the last time each PRN medication was last given. (You are responsible for knowing about each medication to be given during this time.) You should use your medication data form.
4. Identify and create a problem list that you need to address in your nursing care that are consistent with your concept nursing care planning book.
5. Prioritize these problems and select at least 2 nursing clinical problems that are consistent with your concept nursing care planning book.
6. Develop relevant nursing interventions for the nursing diagnoses.
7. Develop relevant short/long term outcomes for your nursing care.
8. Complete abnormal lab form with rationales.

The Clinical Day:

Shift report...*Be present on the clinical unit no later than the time scheduled. If you arrive to the clinical area late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent, please contact your clinical instructor by 0600 and call the unit. For clinical experiences starting later in the day, notify at least 1 hour prior to the experience. For the community group project, also notify a designated representative of your clinical group by 1 hour prior to the time scheduled.* Please find the night shift nurse (by looking at the assignment board) and make sure you are with him/her when report is given to the day shift oncoming nurse. Be ready, prepared, and take notes on your patient during report. Refer to units' policies for official start time for report.

Pre-Conference... Be prepared to participate in patient care. During the day be ready to discuss diagnoses, brief history, pertinent diagnostics, plan of care, patient activities, medications, and possible issues. *If the clinical instructor deems that you are not prepared for clinical by not meeting any of the requirements in this paragraph, you will be dismissed from the clinical area, incurring a clinical absence.*

Medication administration...***DO NOT ADMINISTER ANY MEDICATION OR PERFORM INVASIVE PROCEDURES WHATSOEVER WITHOUT YOUR CLINICAL INSTRUCTOR OR CLINICAL TEACHER** Prepare a list of medications using your medication data sheet and be able to discuss the following for each drug you are to administer including classification, rationale for why your patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) **prior to time of administration.** If you are not prepared with this information, you will not be permitted to administer medications to your patient. You may refer to an appropriate resource for medication information.*

Documentation on the Electronic Medical Record (EMR) and Medication Administration Record (MAR) ... Charting may include, but not limited to, assessments, I & O, education, care given, procedures, clinical notes, vitals, medications, reporting off at end of shift, and patient safety documentation. **In the pediatric setting, charting the safety, I & O are every 2 hours, and IV sites are done every hour for continuous infusions.**

Lunch or Break You must notify your nurse and clinical instructor if you leave the unit for any reason. Lunch times will be determined by your clinical instructor. *You will not be permitted to leave the hospital campus for lunch. Because this is usually a 6.5-7-hour clinical, there will be no lunch except during the post conference. You may take a 15-minute break if needed.*

Procedures... *Consult with your clinical instructor before doing ANY procedure. All invasive procedures **must be done with the RN or instructor.*** On each day of clinical, make sure you record the skills you completed in skills sheet. No skills should be done that has not been previously covered. **No accuchecks, no IV removal, no IV push, no PICC or central line, no chemo, and or no blood administration skills are to be done.**

Post-Conference... Post conference will be conducted by the clinical instructor. It may be face to face, zoom, or online discussion. Clinical paperwork will be turned in to the instructor at the end of post-conference or designated time. Be prepared to discuss the following: pathophysiology, medical history, care plan revisions, outcomes results, unexpected issues or changes, personal learning or growth. Additional activities may be assigned. Active participation in post conference is required.

Other Experiences... Any type of scheduled clinical or simulation experience will need to have associated assignments complete by the day after the activity and submitted per instructions. Refer to specific objectives to guide the learning activity under clinical information. The same standards for professionalism, absenteeism and tardiness apply to all alternative experience rotations. Any missed activity may have a specific alternate activity assigned to ensure that learning objectives of clinical are met successfully. Failure to meet the assigned criteria may result in failure of the clinical course and subsequent failure of the entire course. Alternate experiences may be assigned based clinical availability during your scheduled clinical day.

PEDIATRIC/ADOLESCENT SPECIFIC

Pediatric sites and assignments include pediatric and adolescent patients. Clinical may involve labs, skills, simulation, virtual simulation, and face to face clinical.

Pediatric/Adolescent Clinical Sites

- **CHIPS Center (Simulation and Skills)**
- **Le Bonheur Children's Hospital Inpatient and Outpatient**
- **St. Jude Children's Hospital**

- **Community Site**

Preparation for Clinical

Your assigned clinical time will rotate among various clinical areas: Course orientation/ Pediatric Clinical Skills lab
 Pediatric Simulation
 Le Bonheur or St. Jude Alternate Observation
 Activity Community Project

Pediatric Skills Lab

Purpose- To prepare students for pediatric clinical by focusing on differences in pediatric skills. This will include demonstration and participation in skills pertinent to the care of the infant and child. Required assignments related to this activity must be done at least 75 % to be satisfactory. Five dosage questions are required prior to lab. The skills quiz and ATI pediatric assessment are also required related to the skills experience.

Upon completion of the Skills Lab, the student will be able to:

1. Perform a physical exam on an infant or child including vital signs.
2. Identify normal and abnormal vital signs for infants and children.
3. Monitor accurate intake and output for the pediatric population.
4. Identify appropriate urine collection for a child or infant.
5. Identify growth and development issues related to assessment and care for infants and children.
6. Describe enteral feeding for children.
7. Apply key principles to medication administration for the pediatric population.

Pediatric Simulation

Purpose- To prepare students for pediatric clinical including skills, assessment, and client interactions. Each clinical group will meet in the nursing lab for participation in a simulation involving pediatric client. The goal of this simulation is to enhance the learning for the student by using specific pediatric experiences. Required assignments related to this activity must be done at least 75 % to be satisfactory
 Upon completion of the Lab Simulation, the student will be able to:

1. Engage in developmentally appropriate communication for the child and family.
2. Perform accurate assessments and data collection.
3. Apply the nursing process to planning, application, and evaluation of interventions for the pediatric client
4. Discuss psychosocial aspects of caring for the pediatric client in reflection
5. Participate in safe pediatric patient care.

Virtual Simulation

Virtual simulations may be used instead of face to face clinical as needed.

ATI Pediatric Assessment will be class assignment worth 1%

<u>Clinical Assignments:</u>	<u>Grading:</u>
Dosage-3 ATI Dosage Modules Completed	P/F
Pediatric ATI Physical Assessment	10
Pediatric Simulation Reflection	10
Pediatric Clinical Learning Tool	40
Pediatric Clinical Portfolio	10
Pediatric Patient Presentation	10
Community Presentation (Teaching project)	10
Observational Clinical Site Assignment (APN observation)	10
Skills check off sheet	P/F
Total	100

See the instructions under the clinical information tab for assignments to be completed in clinical including skills, simulation, and health promotion activities. 75% or a grade of satisfactory “S” on all clinical paperwork must be achieved to pass clinical unless otherwise specified. If “U” unsatisfactory continues in any area of the Clinical Evaluation tool, success in the clinical portion of the course is in jeopardy.

1. Dosage Modules

- a. **Purpose-** To prepare you for safe dosage administration in clinical.
- b. **How-** ATI dosage modules required to give medications in the clinical area. Prework for skills which include 5 dosage questions should be attempted before entering. Three ATI Dosage calculation modules are required. One module is due each of the first 3 weeks of the course by Friday.
 - Dosage by Weight
 - Pediatric Medications
 - Safe Dose

2. ATI Pediatric Assessment

- a. **Purpose-** To review the basics of pediatric assessment, to assist with testing material for development.
- b. **How-** Review module Physical Assessment of a Child under ATI Skills. Complete pre-test, review material in module, complete practice challenges, and post-test. Submit certificate of completion in BB. If < 30 minutes have been spent in the module, you will need to repeat the module reviewing the videos and pediatric assessment material to receive credit.

3. Pediatric Simulation Reflection

- a. **Purpose-** To review key learning points from the simulation, assist with affective learning, and assist you with debriefing from the simulation.
- b. **How-** Refer to the details and rubric posted in the clinical information tab in Blackboard.

4. **Pediatric Clinical Learning Tool (for inpatient pediatric clinical days)-**

- a. **Purpose-** To organize safe care. To learn more about pathophysiology, medications, lab, development, fluid balance. To synthesize information to plan care for your child and family.
- b. **How-** Refer to the details and rubric posted in the clinical information tab in Blackboard. A completed **pediatric worksheet** will be due after each clinical day at a specified time. The **rubric** must be attached to the worksheet. Deficiencies in the areas

of safety and professional may constitute a clinical failure. The students may be required to remediate any failed activity for a satisfactory grade. Medication information and appropriate lab work must be complete before medication administration.

- c. **Assignments:** Students will be assigned with a Clinical Teacher or Clinical Instructor who will give the student the specific assignment the morning of clinical. Please arrive and be ready by 6:30 am.
5. **Pediatric Clinical Portfolio- Due once at the end of your inpatient weeks.**
 - a. **Purpose-** To assist you in learning skills and aspects of nursing such as quality improvement
 - b. **How-**Refer to the details and rubrics posted in the clinical information tab in Blackboard. These assignments will be completed during the clinical day at your primary clinical site. Rubrics are within the document. Only 4 activities required including QI.
 6. **Pediatric Patient Presentation Due last day of inpatient clinical rotation**
 - a. **Purpose-** To learn about unique care of unique pediatric patients and connect pertinent concepts.
 - b. **How-**Presentations will be done in groups of 2 or 3 if needed. Refer to the details and rubric posted in the clinical information tab in Blackboard with the assignment. This in depth 5-7 minute presentation will be presented on the last day of your clinical rotation at your primary clinical site.
 7. **Community Project**
 - a. **Purpose-** To learn to communicate with children, identify health and safety needs, and understand how to assess a well child population.
 - b. **How-**Refer to the details and rubric posted in the clinical information tab in Blackboard. This will be completed within the community with your assigned clinical group in addition to an individual reflection assignment.
 8. **Observational Clinical Site Assignment (ULPS- Advanced Practice Nurses)**
 - a. **Purpose-** To examine advance nursing roles, the use of the interdisciplinary team, and to learn about the unique aspects of pediatric assessment.
 - b. **How-**Refer to the details and rubric posted in the clinical information tab in Blackboard.
 9. **Skills check off sheet- Due end of inpatient clinical activity**
 - a. **Purpose** – To engage and keep track of learned skills.
 - b. **How-**Have pertinent skills signed and submitted to BB at the end of the clinical rotation.

Unless otherwise specified, clinical paperwork is to be submitted *11:59 PM* of the clinical day.

Please note: Course faculty reserves the right to make changes in the syllabus as necessary.

University of Tennessee Center for Health Science College of Nursing Standard/Transmission Based Precautions/ Basic Safety

To provide protection to other associates, patients and visitors from contracting or transmitting Hepatitis B and HIV (AIDS) and to provide infectious patients the same level and quality of services to other patients, I verify the following:

1. I have read and understand how to use standard precautions.
2. I am aware of the Health Care Agency's Infection Control Policies, Procedures, and Guidelines as they relate to standard and transmission-based precaution.
3. These supplies are on the unit, and I know where they are located.

Blood Precautions Kit _____

Disposable Gloves _____

Disposable Gowns _____

Mouth to Mouth Resuscitators _____

Plastic Bags for Transporting Specimens _____

Soiled Needle Containers _____

I know the location of the following safety equipment located on the unit. Fire

Extinguishers _____

Fire Alarms _____

Evacuation Plan including exits _____

Disaster Plan _____

MSDS (Material safety data sheets) _____

Environment of Care manual _____

Flashlights _____ Emergency Outlets _____

I understand my accountability and responsibility for compliance and the consequences of non-compliance.

Student _____ Date _____

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 447

COURSE TITLE: Reproductive, Childbearing, and Newborn Nursing Care Concepts

CREDIT HOURS: 3 (2-1)

**INSTRUCTOR OF RECORD (IOR): Janet A. Tucker, PhD, MSN, RNC-OB
(Memphis)
Parker Phifer, MSN (Pulaski)**

**PREREQUISITES: Term I courses or permission by the
Associate Dean of Academic Affairs**

PLACEMENT IN CURRICULUM: Term II

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Tucker	874 Union Ave, # 441	By appointment	(O) 448-3295	jtucke27@uthsc.edu
Ms. Burrow	874 Union Ave, # 420	By appointment	(O) 4489460	rburrow1@uthsc.edu
Ms. Madea	874 Union Ave, # 428	By appointment	(O) 448 9461	mmadea@uthsc.edu
Ms. Williams	Off campus	By appointment		twoods13@uthsc.edu
Ms. Parker Phifer	433 West Madison St Pulaski, TN 38478 #203	By appointment	931-424-4098	ndn621@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course provides the conceptual, theoretical, and clinical foundation for the delivery of patient/family-centered, evidence-based reproductive, childbearing, and newborn nursing care. Emphasis is placed on the conditions affecting the male and female reproductive tract,

the childbearing cycle, newborn healthcare, and sexual health promotion throughout the lifespan. Legal, ethical, sociocultural, economic, and historical factors influencing reproductive and infant health is explored. A holistic perspective is employed to support students in understanding the effects that culture, society, and trends may have on the expression of sexuality as a component of health.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Apply clinical reasoning when making decisions and planning the reproductive, childbearing, and newborn care for women, men, and their families.
2. Apply safe, evidence-based practice to deliver holistic patient/family-centered reproductive, childbearing, and newborn care for women, men, and their families.
3. Apply strategies that advocate for women, men, newborns, and their families.
4. Provide health promotion and maintenance strategies for women, men, newborns, and their families.
5. Apply communication and collaboration principles with individuals and the inter-professional team to deliver patient/family-centered care to women, men, newborns, and their families.
6. Assume accountability for personal, ethical, and professional behaviors.
7. Use quality improvement processes to evaluate the effectiveness of nursing care in achieving quality outcomes for women, men, newborns, and their families.
8. Apply leadership concepts, clinical reasoning, and team coordination to provide care to women, men, newborns, and their families.
9. Assume accountability for personal and professional growth through continuous learning related to the care of women, men, newborns, and their families.

SPECIFIC TEXT FOR THIS COURSE:

Durham, R., Chapman, L., & Miller, C. (2022). *Davis Advantage for Maternal-Newborn Nursing: Critical Components of Nursing Care* (4th ed.).

Caputi L. (2020). *Think Like a Nurse*. (Revised ed.). Rolling Meadows: Windy City Publishers.

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.

Harding, M. & Hagler, D. (2022). *Conceptual Nursing Care Planning*. St. Louis: Elsevier

SUGGESTED TEXTS / Optional:

Huether, S. E. & McCance, K. L. (2017). *Understanding pathophysiology*, (6th ed.). St. Louis: Elsevier Saunders.

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Assessment Technologies Institute (ATI) Testing: Students enrolled in NSG 447 Maternal Child are required to complete the *RN Maternal Newborn Nursing Mastery Exam* from Assessment Technologies Institute (ATI).

UTHSC Blackboard: Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

ExamSoft: ExamSoft is a secure testing solution that is used for high stakes tests. This software enables secure testing on computers and tablets by blocking access to programs, files, and Internet usage during the test. Students may access the ExamSoft portal at <https://ei.examsoft.com/GKWeb/login/uthscnursing>

Nursing Concepts Online for RN 2.0: Nursing Concepts Online for RN 2.0 is a compilation of conceptual learning tools grouped into one easy-to-use course format. This online course comes with an assortment of evaluative capabilities to help students hone their critical thinking skills and apply knowledge of nursing concepts and exemplars to clinical practice. Students may access Nursing Concepts Online at <https://evolve.elsevier.com/cs/store?role=student>

Proctor U: ProctorU is a live online exam proctoring service for test takers. The proctors use a three-step process to replicate the face-to-face proctoring experience over the internet. Through this process, the proctors can see the test taker, see what they are doing, and know who they are monitoring. ProctorU will be used to proctor all unit and final exams administered during this course. Students may access and schedule exams through Proctor U by accessing the **My Exams** page at: <https://go.proctoru.com/>

Zoom: *Zoom provides high-quality video conferencing to facilitate synchronous course meetings and includes screen sharing and breakout rooms for in-class activities. In addition, this conferencing software may be used to conduct individual meetings with course faculty. Students may install Zoom software by accessing:* <https://www.uthsc.edu/its/business-productivity-solutions/training/zoom/installing-zoom.php>

Poll Everywhere: Poll Everywhere is an audience response system that will be used by students to complete various in-class activities throughout the course. Poll Everywhere activities may be used to take attendance, give quizzes, and gauge understanding of students and follow up on feedback during

course lectures. Students may access the Poll Everywhere platform and create an account by accessing: <https://www.polleverywhere.com>

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced didactic course that consists of modules in NSG 447. Course lectures-discussion, oral presentation, reading and quizzes, flipped classroom with small group activity, case studies, laboratory/skills practice, high-fidelity simulation with standardized patients (CHIPS), and clinical practicum may be used.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments , Assessments, Activity	Total Points	% of Grade
Unit I Exam	100	14%
Unit II Exam	100	14%
Unit III Exam	100	14%
Quizzes	500	10%*
ATI Proctored Assessment - Maternal Newborn Nursing	100	10%
Assignments	800	8%*
Comprehensive Final Exam	100	30%
Total	1,800	100%

*Assignments with an asterisk are not included in the final grade unless a weighted exam average of 75% is earned. (See the Exams section of this syllabus for more information.)

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of “W” is **2/28/23**

Drop Date with the grade of “WF/WP” is **3/20/23**

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “F” being recorded as the permanent grade.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an “F” in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this

course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written.

If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*.

The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all.

* *The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX*

<i>Week/Module</i>	<i>Course Assignment / Assessments</i>	<i>Clinical Assignments</i>	<i>Due Date</i>
1 Module 1: Intro/Women's Health Promotion Class 1/13/23	Syllabus Test Learning Activity – on your own <i>Case Study – Sexuality</i>	TCPS Site Specific Orientation (Regional One Health & Methodist Healthcare)	Syllabus test- Due 1/20 @11:59 pm TCPS due 1/13 @ 1159 pm
2 Module 1: Intro/Women's Health Promotion (cont'd) Class 1/23/23	<i>Module 1 Quiz</i> – Health Promotion - see Blackboard	Childbearing-Newborn Dosage Calculation Quiz	Due 1/26 @1159 pm Due 1/27 @11:59 pm
3 Module 2: Women's Health: Well-woman across the lifespan Class 1/30/23		ATI Skills Module: Maternal Newborn (complete as "ticket" to Skills Lab session)	Due upon arrival to assigned Skills Lab – see schedule
4 Module 3: Women's Health: Reproductive System Concerns Class 2/6/23		Childbearing-Newborn Simulation Module - <i>Childbearing/Newborn Medication Quiz</i>	Due prior to assigned Simulation - see schedule

5 Module 4: Reproductive Physiology/ Fetal Development Class 2/13/23	EXAM 1 2/13/23 Learning Activity – on your own <i>Case Study – Katherine Cordova</i>	Weekly Clinical paperwork	
6 Module 5: Nursing Care during Pregnancy Class 2/20/23	<i>In Class Quiz</i> HESI Patient Review– Susan Wilson In-class case study –Antoinette Jones	Weekly clinical paperwork Health Promotion Assignment	HESI due 2/20 @0800 am Due 2/24 by 1159 pm
7 Module 6: High-Risk Perinatal Nursing Care Class 2/27/23	<i>In-class quiz</i> HESI Patient Review – Lily Larson <i>Mid-term Survey</i>	Weekly clinical paperwork	HESI due 2/27 @0800 am Survey due 3/3@11:59
8 Module 7: Nursing Care during Childbirth Class 3/6/23	EXAM II 3/6/23 HESI Patient Review– Susan Wilson (2)	Weekly clinical paperwork	HESI due 3/6 @0800 am
	Spring Break-Enjoy!		
9 Module 8: Childbirth Complications Class 3/20/23	<i>In-class quiz</i> ATI Real Life 3.0 – Preterm Labor	PP Teaching Plan	PP Teaching Plan due 3/25 @11:59 pm ATI due 3/24 @11:59 pm
10 Module 9: Nursing Care during the Postpartum Period Class 3/27/23	<i>In-class quiz</i>	Weekly clinical paperwork	

11 Module 10: Postpartum Complications Class 4/3/23	ATI Real Life 3.0 – Postpartum Hemorrhage Reflection Paper	Weekly clinical paperwork	ATI due 4/7 @11:59 pm Reflection due 4/8 @11:59 pm
12 Module 11: Nursing Care of the Newborn & Family Class 4/10/23	EXAM III 4/10/23 ATI Real Life 3.0 – Teaching Prenatal and Newborn Care ATI: RN Maternal Newborn Nursing Practice Assessment 2019 A	Weekly clinical paperwork	ATI Real Life due 4/14 @11:59 pm ATI Assessment Due 4/20 @ 11:59 pm
13 Module 12: Nursing Care of the High-Risk Newborn Class 4/17/23	<i>In class quiz</i> In-class case study – Cassandra Brown	Weekly clinical paperwork (if applicable)	
14 Repro ATI 4/24/23 @ Final Exam 4/26/23 @	FINAL EXAM & Maternal Newborn ATI Assessment		

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 447-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:
 $0.14 (\text{Exam 1}) + 0.14 (\text{Exam 2}) + 0.14 (\text{Exam 3}) + 0.10 (\text{ATI Exam}) + 0.30 (\text{Final Exam}) = X/.82$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. **The weight of the missed exam will be added to the final exam/project.** (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 14% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 44%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

Student Success Plan

If a student scores less than 75% on a course specific evaluation, **prior to the "WP" "WF" (75% of course completion) grade date**, the instructor of record (IOR) will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support.

Additionally, if a student has a subsequent score of 75% or less in the same course, **prior to the “WP” “WF” grade date**, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. **Meetings after the “WP” “WF” grade date may be requested if time permits.**

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

Assessment Technologies Institute (ATI) Testing

All Pre-licensure students are required to take nationally normed tests throughout the curriculum and to make a satisfactory score on these tests. Those who have already passed NCLEX are exempt from this requirement.

The Assessment Technologies Institute (ATI) exams are used to provide feedback to students and educators to predict competency and success on the RN licensure exam, and to guide focused review.

ATI Guidelines

Students will have course specific ATI reading assignments, activities, and individualized remediation plans. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work.

Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ATI Practice Assessments

Students will be required to complete Practice Assessment A. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation. Students will complete the Practice Assessment A which will be pass or fail. Remediation will be completed based on the Practice Assessment score. Students will complete required remediation as outlined under “Topics to Review”.

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual courses and on the NCLEX exam. Required remediation individualized Focused Review will be generated following completion of practice assessments using links to ATI eBooks, media clips, or active learning templates.

Remediation is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. Practice assessment A must be completed at a minimum 90% proficiency (the assessment may be repeated until this score is achieved). Remediation will be based on the first attempt Practice A score using the above ATI resources. A score of 75-85% (2hrs), 86-95% (1hr), and 96-100 (no remediation).

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required. If students do not complete the Practice Assessment or required remediation, students will not be allowed to take the required ATI proctored assessment.

In addition, if these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).

ATI Proctored Assessment

ATI exams offer an assessment of the student's basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The ATI Proctored assessments will count for 10% of the course grade. Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or "cut score".

- Level 3 Proficiency or Cut Score will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score will receive a grade of 74 (D).
- Non-completion of Practice Exam and Remediation will receive a grade of 0.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.

- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 447: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases, and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books, and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information: <http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Janet Tucker** Cell: **901-371-1592** or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); jtucke27@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Five percent per day will be subtracted from an assignment grade for any late assignment. Assignments not submitted within one week of due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared, and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

- Electronic devices should be turned off in the classroom.
- Electronic devices are not allowed in the room while an exam is being given.
- Remove phone conversations from quiet places (e.g., library, nursing, and computer labs)
- E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make childcare arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

REPRODUCTIVE, CHILDBEARING, AND NEWBORN NURSING CARE CONCEPTS IN-CLASS QUIZ POLICY

Computerized quizzes will be administered through the Blackboard course at set times or using audience response technology during scheduled class meetings. All quizzes will be time-limited and reflective of individual effort. The testing format will be consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, each question will appear on the computer screen only once and cannot be revisited. Policies related to test taking can be found in the Program Guide.

Students who do not take quizzes during the time that the quiz is available for completion **will not** have an opportunity to make up the quiz. In-class quizzes may be administered weekly using audience response technology or Blackboard. **The lowest in-class grade quiz will be dropped.**

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to insure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by Friday, January 20th, 2022.**

COURSE ASSIGNMENTS (8% of course grade)

Class activities and assignments will be completed throughout this course. A schedule of class assignments will be posted within the Blackboard course. Assignments will include:

ATI Practice Assessment A

ATI Real Life 3.0: Postpartum Hemorrhage, Preterm Labor, Teaching Prenatal and Newborn Care

HESI Patient Reviews: Susan Wilson, Lily Larson**Weight Assignment**

1%	ATI: <i>RN Maternal Newborn Nursing Practice Assessment 2019 A</i> Assessment must be completed at a minimum 90% proficiency. <i>Actual score obtained will be grade given for assignment completion.</i>
3%	ATI: <i>RN Real Life 3.0</i> Postpartum Hemorrhage, Preterm Labor, & Teaching Prenatal and Newborn Care <i>Score will be given for assignment completion.</i>
3%	HESI Patient Reviews Susan Wilson (1) – Reproduction, Lilly Larson, Susan Wilson (2) – Health Promotion <i>Actual score obtained will be grade given for assignment completion.</i>
1%	End-of-Course Reflection Paper <i>Actual score obtained will be grade given for assignment completion.</i>

TECHNOLOGY & PRIVACY STATEMENTS: In Course Information --> Technology, Resources, Requirements, Assistance --> **Technology Accessibility:**

- If using **ProctorU**, select Add Content --> Web Link --> Fill in as follows:
Name: ProctorU Accessibility Statement
URL: <https://www.proctoru.com/accessibility-statement>
Text: Please click the link to view.
- If using **Examplify/ExamSoft:**
Name: Examplify/ExamSoft Accessibility Statement
URL: https://procurement.uark.edu/resources/documents/VPAT_ExamSoft_Examplify.pdf
Text: Please click the link to view

In Course Information --> Technology, Resources, Requirements, Assistance --> **Privacy Statements:**

- ProctorU <https://www.proctoru.com/privacy-policy>
- Examplify/ExamSoft <https://examsoft.com/privacy-policy>

CLINICAL INFORMATION:

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** - round to the nearest whole tablet. Round up or down depending on the calculated dose i.e.: *1.1 - 1.4 tablets, give 1 tablet; 1.5- 1.9 tablets, give 2 tablets.*

Scored tablets may be broken in half. If scored, tablets should be rounded to the nearest half tablet. *Example: 1.4 scored tablets = 1 ½ tablets*

**Capsules are not scored.*

2. **Liquid (Oral)** - round to the nearest tenth. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup.

3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).
Milliliters

- Volumes less than 1-round to the nearest hundredth *i.e.: = 0.75mL*
- Volumes greater than 1-round to the nearest tenth *i.e.: 1.25mL -1.3mL*

Syringes

- Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
- Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*

4. **Intravenous (Basic Fluid/Piggyback Infusions)** - round to the nearest whole number. This applies to flow rates calculated in **drops/min or mL/hr** i.e.:
15.4 drops/min = 15 drops/min

5. **Intravenous (Medicated/Dose-Based Flow Rates)** - round to the nearest tenth. i.e.:
0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min

6. **Pediatrics** - use the same rounding rules applied to adult medications depending on type.

Calculating Dosage

- Round to the nearest tenth. i.e.: 5.35mg = 5.4mg

Calculating Weight

- Kilograms - round to the nearest tenth.
- Body Surface Area - round to the nearest hundredth.

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example:

Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example:

Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example:

Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

Clinical Preparation:

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations during week 1 of clinical. **Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory for clinical that week and the student not being able to attend clinical.**

Clinical Requirements:

Students are expected to be present, awake and alert during the clinical experience and any laboratory experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical or laboratory instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

- Sweatshirts, of any kind, including those embossed with UTHSC College of Nursing may not be worn in the clinical setting.

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

CLINICAL -SPECIFIC POLICIES:

EVALUATION OF CLINICAL

Clinical Assignments:	Grading (points):
Maternal Newborn ATI Skills Module	Pass/Fail
Childbearing-Newborn Dosage Calculation Quiz	10
Childbearing-Newborn Medication Quiz	10
Reproductive, Childbearing, & Newborn Health Promotion Assignment	15
Labor Progress Charting	10
Interpretation of Fetal Monitoring Strip	10
Evidenced Based Practice Discussion/Presentation	10
Postpartum Teaching Plan	15
Postpartum/Newborn Clinical Problem (2 at 5 pts each)	10
Postpartum/Newborn Clinical Data Form (2 at 5 pts each)	10
Normal Newborn Physical Exam	Pass/Fail
Clinical Evaluation Tool (Midterm and Final Evals)	Pass/Fail
<hr/>	
Total	100 points

CHILDBEARING-NEWBORN DOSAGE CALCULATION QUIZ

Students will be expected to demonstrate competence in the ability to safely administer medications within various reproductive/childbearing healthcare settings. The **Childbearing-Newborn Dosage Calculation Quiz** will be administered through the Blackboard course at set times and must be successfully completed prior to administering medication during clinical experiences. This quiz will cover dosage calculation necessary to administer medication within maternal newborn and pediatric healthcare settings. A minimum 90% level of proficiency must be achieved on medication quizzes for successful completion. Students will be given two opportunities to successfully complete the Dosage Calculation Quiz. If less than 90% is achieved on the Dosage Calculation Quiz after the first attempt, students will be given an additional opportunity toward successful completion.

CHILDBEARING-NEWBORN MEDICATION CARDS/DRUG REFERENCE

Students will be expected to create a reference to detailing the classification, indications for use, usual dosages, possible side effects and any contraindications to use for specific medications used within the reproductive/childbearing healthcare setting. Students must use the course text to identify the off-label use of these medications. Currently provided resources (iPad) may be used for Dulcolax and Colace only. Students' drug reference should be accessible and available for use during each clinical day.

Medication List:

Pitocin (oxytocin); Methergine (methylergonovine maleate); Hemabate (15-Methylprostaglandin F2); Cervidil (PGE2), Cytotec (Misoprostol), Brethine (terbutaline sulfate); Magnesium sulfate); Antenatal steroids: Betamethasone, Dexamethasone Phenergan, Demerol (Meperidine), Stadol (Butorphanol tartate), Narcan (Naloxone hydrochloride); Rhogam; Varicella/Rubella/Tdap/Influenza vaccines; Dulcolax (bisocodyl); Colace (docusate sodium); Erythromycin ophthalmic ointment Vitamin K (aquamephyton phytonadione)

CHILDBEARING-NEWBORN MEDICATION QUIZ

Students will be expected to demonstrate competence in the ability to safely administer medications within various reproductive/childbearing healthcare settings. The **Childbearing-Newborn Medication Quiz** will be administered through the Blackboard course at a set time and must be successfully completed prior to administering medication during clinical experiences. This quiz will cover assigned medication cards to be used during Maternal-Newborn clinical experiences.

The following list is what you should have with you AT ALL TIMES during the clinical day:

EQUIPMENT	Pen Light iPad Mini Scissors	Pen Stethoscope Drug Reference (Medication Cards)
DOCUMENTATION	Completed Care Plans/Concept Maps Medication/ Lab Information	Reference Page Case Studies (as directed)

The Clinical Day:

- **Shift report...***Be present on the clinical unit no later than 0645. If you arrive to the clinical area late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent please contact your clinical instructor by 0545. Be ready and prepared to take notes on your patient during report which begins promptly at 0700.*

Pre-Conference... Be prepared to discuss diagnoses, brief history, pertinent diagnostics, plan of care, patient activities, medications, and possible issues. *If the clinical instructor deems that you are not prepared for clinical by not meeting any of the requirements in this paragraph, you will be dismissed from the clinical area, incurring a clinical absence.*

Medication administration... *Do not administer any medication whatsoever without consulting with your clinical instructor first. Complete medication cards/drug reference and be able to discuss the following for each drug you/your nurse are to administer: classification, rationale for why your patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, heart rate, lab work, etc.) prior to time of administration. If you are not prepared with this information, you will not be permitted to administer medications to your patient. You may refer to an appropriate resource for medication information.*

Charting... Charting may include, but not limited to, assessments, I & O, education, care given, procedures, clinical notes, vitals, medications, reporting off at end of shift, and patient safety documentation. **In the childbearing-newborn setting, charting the safety, I & O, is done every 2 hours.**

Procedures... *Consult with your clinical instructor before doing ANY procedure.* On each day of clinical, make sure you record the skill you completed on your skills list.

Post-Conference... Post conference will be conducted by the clinical instructor. Clinical paperwork will be turned in to the instructor at the end of post-conference. Be prepared to discuss the following: pathophysiology, medical history, care plan revisions, outcomes results, unexpected issues or changes, personal learning, or growth. Additional activities may be assigned. Active participation in post conference is required.

CHILDBEARING-NEWBORN HEALTH PROMOTION CLINICAL EXPERIENCE: Health Promotion Assignment

In lieu of attending clinical experiences directed toward women and infant's health promotion, students will complete a health promotion assignment targeting a specific aspect of reproductive, childbearing, or newborn health. Students will select from topics within provided directive to complete the Health Promotion Assignment (see Blackboard). Once completed, the assignment should be submitted via the digital dropbox by **Friday February 24th, 2022.**

Please see the **Childbearing-Newborn Clinical Experience Health Promotion Assignment Rubric** for grading (see Blackboard). This assignment must be completed and is considered a clinical competency. *Please note: I reserve the right to make changes to this syllabus if circumstances require such.*

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 464

COURSE TITLE:	Nursing Concepts III: Care for Adult-Gerontology Patients with Acute/Complex Health Problems
CREDIT HOURS:	6 (4-2)
INSTRUCTOR OF RECORD (IOR):	Jami S. Brown, DHEd, MSN, RN, CNN
PREREQUISITES:	Successful completion of 1 st & 2 nd term courses or permission by the Executive Associate Dean of Academic Affairs
PLACEMENT IN CURRICULUM:	Term III

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Address
Dr. Jami S. Brown Instructor of Record (IOR)	874 Union Ave., #429	By Appointment	(O) 901-448-1939 (C) 601-454-9703	jsmit361@uthsc.edu
Dr. Trina Barrett	#304	By Appointment	(C) 901-326-8892	tbarret7@uthsc.edu
Dr. Maria Tucci	Adjunct		(C) 901-270-4176	mtucci1@uthsc.edu
Dr. Randi McElhane	433 W Madison Pulaski, #203	By Appointment	931-424-2020	rmcela1@utsouthern.edu

Additional information about the faculty teaching this course is located in the Blackboard (Bb) course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION:

This course provides the theoretical and clinical foundation for providing safe, patient/family-centered, evidence-based nursing care to adult-gerontology patients in the complex health care setting. The concepts of management of acute/complex illness and injury, promotion of health and function, provision of comfort, decision-making and error reduction, and improvement in the quality of care are

examined. Advanced concepts and skills for the nurse's professional roles in complex nursing situations with adult-gerontology patients/families are emphasized.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

6. Apply clinical reasoning in the delivery of, evidence-based nursing care for acutely ill adult-gerontology patients.
7. Apply evidence-based, safe, quality care for adult-gerontology patients with acute/complex health problems.
8. Advocate for adult-gerontology patients and families with acute/complex health problems.
9. Implement population-focused wellness promotion and illness prevention strategies for adult-gerontology patients with acute/complex health problems.
10. Effectively communicate with adult-gerontology patients and the interprofessional team in the complex healthcare delivery system.
11. Synthesize ethical and legal concepts in the provision of family-centered care for adult-gerontology patients with acute/complex health problems.
12. Evaluate realistic and measurable patient and family-centered outcomes for adult-gerontology patients with acute/complex health problems.
13. Apply leadership skills in the provision of family-centered care of adult-gerontology patients with acute/complex health problems.
14. Demonstrate a commitment to self-evaluation and learning to improve patient outcomes in adults with acute/complex health problems.

ESSENTIAL COMPETENCIES AND CONTENT/CONCEPTS

Prior knowledge, concepts, and competencies from previous courses are required in this course. In addition, concepts, topics, and skills from previous courses are essential to completing the assignments and assessments in this course.

SPECIFIC TEXT FOR THIS COURSE:

Ignatavicius, D. D. & Workman, M. L. (2018). Medical surgical nursing critical thinking for collaborative care (9th ed.). St. Louis: Elsevier Saunders.

Urden, L., Stacy, K., & Lough, M. (2018). Critical care nursing: Diagnosis and Management. (8th ed). St. Louis: Mosby.

Caputi, L. (2020). *Think Like a Nurse*. (1st ed.). Rolling Meadows: Windy City Publishers.

Giddens, J. F. (2017). Concepts for nursing practice. (2nd ed.). St. Louis: Elsevier.

https://evolve.elsevier.com/cs/promotion/Univ_of_TN_Health_Sciences_CBC

Pagana, K. D. & Pagana, T. J. (2019). Mosby's diagnostic & laboratory test reference. (14th ed.). St. Louis: Elsevier.

Phelps, L. (2017). Spark's & Taylor nursing diagnosis reference manual. (10th ed.). Philadelphia: Wolters Kluwer

Vallerand, A. H. & Sanoski, C. A. (2020). Davis drug guide. (17th ed.). [Mobile application software]. Available at <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

OTHER REQUIRED SUPPLIES:

Assessment Technologies Institute (ATI); ATI Adult Medical-Surgical Nursing, RN Edition, Content Mastery Series™ Review
Nursing Concepts Online for RN 3.0

SUGGESTED TEXTS / OPTIONAL: None

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Assessment Technologies Institute (ATI):

ATI Adult Medical-Surgical Nursing, RN Edition, Content Mastery Series™ Review and other ATI content books for the ATI exam for RN Level IV Concepts

UTHSC Blackboard, (Proctor U, Zoom, Exemplify/ExamSoft, etc.)

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

Other software and websites that may be used in the course are listed in the course in Blackboard.

TEACHING STRATEGIES:

This is a web-enhanced course with a lab/skills and clinical component that consists of modules in NSG464: Nursing Concepts III: Care for Adult-Gerontology Patients with Acute/Complex Health Problems. Modules will be posted on Blackboard. Generally, there are weekly assigned readings and activities with some additional links that are helpful for understanding the key concepts of acute care nursing. Examples of teaching strategies that will be used are (e.g. team-based learning, lectures-discussion, reading and quizzes, flipped classroom with small group, etc.

In addition, clinical excursions, laboratory/skills practice, simulation, pre- and post-clinical group conferences, web-based exercises, oral presentation with slides, internet searches, case studies/worksheets, class activities, web-based medical terminology, etc. will be used to facilitate integration of theory with clinical care.

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

Percentage	Grade
92% - 100%	A

83% – 91%	B
75% – 82%	C
70% – 74%	D
Below 69%	F

Evaluation Methods: Assignments, Assessments, Activity, etc.	% of Grade
Exam I	17%
Exam II	17%
Exam III	17%
ATI Leveled IV Concept Exam	10%
Comprehensive Final Exam	30%
ATI Learning System RN/ IHI Module	4.5%
Geriatric Quizzes/ Quizzes (Group and/or Individual)	4.5%
Total	100%
Skills	Pass/Fail
Clinical	Pass/Fail

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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 by the withdrawal deadline, 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.

Drop Date with the grade of “W” is 10/15/21

Drop Date with the grade of “WF/WP” is 11/05/21

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “F” being recorded as the permanent grade.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an “F” in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

COURSE SCHEDULE:

This course schedule can be found on Blackboard and is subject to change with notice.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	August 29 Concept: Health Promotion AND Concept: Palliative Care 8a-12p	August 30 Skills/Clinical	August 31 Skills/Clinical	September 1 Skills/Clinical	September 2
Week 2	September 5 HOLIDAY Concept: Cellular Regulation (online this week)	September 6 Skills/Clinical	September 7 Skills/Clinical	September 8 Skills/Clinical	September 9

Week 3	September 12 Concept: Acid and Base Balance AND Concept: Gas Exchange 8a-12p	September 13 Clinical	September 14 Clinical	September 15 Clinical	September 16 Concepts III Exam 1 10:15am
Week 4	September 19 Concept: Perfusion I 8a-12p	September 20 Clinical	September 21 Clinical	September 22 Clinical	September 23
Week 5	September 26 Concept: Glucose Regulation AND Concept: Hormonal Regulation 8a-12p	September 27 Clinical	September 28 Clinical	September 29 Clinical	September 30
Week 6	October 3 Concept: Mobility	October 4 Clinical	October 5 Clinical	October 6 Clinical	October 7
Week 7	October 10 Concept: Elimination (Renal) 8-10a Concepts III Exam 2 10:15a	October 11 Clinical	October 12 Clinical	October 13 Clinical	October 14
Week 8	October 17 Concept: Elimination (GI) 8a-12p	October 18	October 19	October 20	October 21
Week 9	October 24 Concept: Intracranial Regulation 8a-12p	October 25	October 26	October 27	October 28

Week 10	October 31 Concept: Tissue Integrity 8a-12p	November 1	November 2	November 3	November 4
Week 11	November 7 Concept: Immunity 8-10a Concepts III Exam 3 10:15a	November 8	November 9	November 10	November 11
Week 12	November 14 Concept: Infection AND Concept: Perfusion II 8a-12p	November 15	November 16	November 17	November 18
Week 13	November 21 Concept: Sexuality 8a-12p	November 22	November 23	November 24 HOLIDAY	November 25 HOLIDAY
Week 14	November 28 Concepts III ATI 8a Concepts III Final Exam 1p	November 29	November 30	December 1	December 2

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.

3. Put the title of the paper that will be noted clearly for you in the assignment instructions.
Here's an example: NSG464-JStudent-TeachingBrochure
Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Students must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.17 (\text{Exam 1}) + 0.17 (\text{Exam 2}) + 0.17 (\text{Exam 3}) + 0.10 (\text{ATI Leveled IV Concept Exam}) + 0.30 (\text{Final Exam}) = X/.91$$

When calculating the 75% for test averages, if the student's grades are 74.5 or higher, then the paper/projects would be added to the final grades; final grades ONLY will be rounded to the 10th place. **NO ROUNDING OCCURS UNTIL THE FINAL GRADE.**

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. The **weight of the first missed exam will be added to the final exam/project**. (Example: Suppose the student misses an exam because of illness and that exam is worth 15% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 17% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 47%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final. In the event a student misses additional exam/s, he/she will be required to meet with the BSN Program Director and the Instructor of Record (IOR) to determine if course requirements can be met.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

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 make an appointment with the IOR. The IOR will complete or email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. The LN will send an email to the IOR upon completion of the meeting with the student, to inform the IOR that this meeting confirmed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, the IOR will meet with the student a second time. The LN will reach out to the student for ongoing follow-up and support.

If a student scores below 75% on a unit exam after the withdrawal date of “WP” “WF” the IOR may either schedule a meeting with the student or directly refer them to the LN if time allows.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Students have one (1) week after grades being posted to schedule an appointment (e.g., academic counseling, exam review) with the IOR of the course.

If a student has a grade to dispute, the student must email the IOR within 3 days after grades are posted.

Exam Review

Upon completion of each exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

Additional Information regarding exams:

1. See “Student Information on Exams” in Blackboard. Students have five (5) days after grades being posted to schedule an appointment (e.g. academic counseling or exam review” with the IOR of the course
2. If a student has a grade to dispute, the student must email the IOR within 2 days after the grades are posted
3. The final exam will NOT be reviewed in Examsoft, ProctorU, etc. or afterwards with the instructor of record (IOR) and/or the BSN Director.

Assessment Technologies Institute (ATI) Testing)

Students enrolled in NSG 464 Nursing Concepts III: Care for Adult-Gerontology Patients with Acute/Complex Health Problems are required to complete the *Leveled IV Concept Exam* from Assessment Technologies Institute (ATI). This ATI exam is used to provide feedback to students and educators to predict competency in specific content areas, predict success on the RN licensure exam, and to guide focused review. The *Leveled IV Concept Exam* will count as 10% of the course grade. Students will receive the highest numerical grade for each letter grade that corresponds to that level of proficiency or “cut score”.

Students scoring at “Level 3 Proficiency or Cut Score” will earn a grade of 100 (A) on the ATI *Leveled IV Concept Exam*; Level 2 Proficiency or Cut Score will earn a grade of 91 (B); and Level 1 Proficiency or Cut Score will earn a grade of 82 (C). Students scoring less than Level 1 Proficiency, or Cut Score will receive a grade of 74 (D).

- Level 3 Proficiency or Cut Score will earn a grade of 100 (A).
- Level 2 Proficiency or Cut Score will earn a grade of 91 (B).
- Level 1 Proficiency or Cut Score will earn a grade of 82 (C).
- Less than Level 1 Proficiency or Cut Score will receive a grade of 74 (D).

ATI Guidelines

Students will have course specific ATI reading assignments, activities, etc. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.

Review Modules/Books

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features

such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ATI Practice Assessments

Students will be required to complete Practice Assessment A. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation. Students will complete the Practice Assessment A which will be pass or fail. Remediation will be completed based on the Practice Assessment score. Students will complete required remediation as outlined under “Topics to Review”.

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual courses and on the NCLEX exam. Required remediation individualized Focused Review will be generated following completion of practice assessments using links to ATI eBooks, media clips, or active learning templates. Remediation is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. Remediation will be based on the Practice A score using the above ATI resources. A score of 75-85% (2hrs), 86-95% (1hr), and 96-100 (no remediation).

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required. **Specific requirements per course will be included in your course syllabus. If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

**If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).

ATI Proctored Assessment

ATI exams offer an assessment of the student’s basic comprehension and mastery of course content and concepts. Students will obtain this score based on the level achieved on the Proctored Assessment. The Proctored assessment will count for 10% of the course grade.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS:

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. **Use your UT email address** (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 464: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.
4. Exam questions may not be included in emails.
5. When asking a question use general statements i.e., "I need clarification on diabetes."

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for

services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted, and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases, and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information ;
<http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty, Dr. Brown, Office: 901-448-1939** or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday);
jsmit361@uthsc.edu.

2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with the BSN Program 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the **due date and time**. All times reflect central time. You 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 for you in your time zone.

2. All assignments are due by specified due dates provided in the course. A grade of zero (0) will be assigned after these deadlines. No assignments will be received after due dates unless approved by the instructor.
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.
4. All assignments must be submitted in open format.

Class Dress Policy (If on campus during the term)

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class and may receive a grade of zero for any missed class assignment.

Zoom Etiquette (If class is virtual or for other meetings during the term)

Appropriate behavior is expected. In addition, to the other rules in the course syllabus, students are also expected to follow the these Zoom rules:

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- To reduce distractions, students are to be in a distraction-free and quiet environment.
- Ensure display name shows as the same name that is listed in Blackboard (first and last name).
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

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CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog, which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act, which substantially impugns the integrity of the student, is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Course Assignments

Additional details (due dates, criteria, rubrics, expectations, etc.) regarding assignments, clinical activities/paperwork, papers, etcetera, are included in Blackboard.

Reviewing the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to insure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course Blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the syllabus test by Wednesday, September 1, 2021.**

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** - round to the nearest whole tablet. Round up or down depending on the calculated dose i.e.: *1.1 - 1.4 tablets, give 1 tablet; 1.5- 1.9 tablets, give 2 tablets.*
 Scored tablets may be broken in half. If scored, tablets should be rounded to the nearest half tablet. *Example: 1.4 scored tablets= 1 ½ tablets*
**Capsules are not scored.*

2. **Liquid (Oral)** - round to the nearest tenth. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup.

3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).
Milliliters
 - Volumes less than 1-round to the nearest hundredth i.e.: = 0.75mL
 - Volumes greater than 1-round to the nearest tenth i.e.: 1.25mL -1.3mL**Syringes**
 - Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
 - Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*

4. **Intravenous (Basic Fluid/Piggyback Infusions)** - round to the nearest whole number. This applies to flow rates calculated in **drops/min or mL/hr** i.e.:
 15.4 drops/min= 15 drops/min

5. **Intravenous (Medicated/Dose-Based Flow Rates)** - round to the nearest tenth. i.e.: 0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min

6. **Pediatrics** - use the same rounding rules applied to adult medications depending on type.
Calculating Dosage
 - Round to the nearest tenth. i.e.: 5.35mg = 5.4mg**Calculating Weight**
 - Kilograms - round to the nearest tenth.
 - Body Surface Area - round to the nearest hundredth.

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example:

Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example:

Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example:

Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example:

Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example:

Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example:

Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

Note: On exams, only place the numerical number as the answer in ExamSoft. Any text such as (m, mg, mcg, tabs, etc.) will be counted as incorrect.

CLINICAL INFORMATION:

Clinical Preparation: (If in the clinical (hospital) setting during the term)

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations **by Monday, August 29th by 8am. Failure to complete TCPS orientations by the designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.** Students are also expected to complete other clinical requirements (e.g., N95 fit testing, COVID testing, etc.) during week 1 of clinical. **Failure to complete the designated clinical requirements will result in an unsatisfactory and the student not being able to attend clinical.**

Clinical Requirements:

Students are expected to be present, awake, and alert during the clinical (virtual or hospital facility) experience and any laboratory experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

Clinical (Hospital or virtual) /Skills/Simulation Absence:

Students who cannot be present must notify the **clinical or skill/simulation instructor no later than ONE hour prior** to the scheduled clinical or laboratory experience, unless emergency circumstances prevent this, then as soon as possible. If the clinical or laboratory faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. In the event that neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or skills/simulation faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). Any no-call or no-show occurrences by the student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. There is **NOT** a clinical, skills, or simulation make-up. A clinical, skills, or simulation absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical (Hospital or Virtual)/Skills/Simulation Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines). Students who arrive for clinical, skills, or simulation without proper uniform will be sent home (hospital setting) or asked to change (virtual clinical) resulting in an unexcused absence.

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

Clinical Grades

The skills and clinical component of the course is based on achieving a minimum average of 75% for clinical activities/assignments and satisfactory performance during the clinical experience by the end of the course.

Clinical Graded Assignments: Rubric

Specific designated criteria for clinical paperwork/assignments, skills, etc. are posted in Blackboard. This will include instructions and due dates.

Failure to submit any portion of the clinical paperwork/assignments and skills assignments will result in a deduction of points (see specific assignments for details) and a clinical and/or skills grade of unsatisfactory for the week.

All clinical paperwork/assignments must be submitted on time unless specific instructions are provided by the instructor. After five (5) days a grade of zero (0) will be applied to the clinical paperwork/assignments unless approved by clinical instructor.

Weekly Evaluation:

Students will be evaluated weekly using the “Weekly Clinical Rubric”-The Weekly Clinical Rubric is located under Clinical Information link in Blackboard.

- A total of 2 Unsatisfactory (U’s) warrants an academic counseling with the clinical instructor.
- A total of 3 Unsatisfactory (U’s) will require the student to meet with the course coordinator.
- A total of 4 Unsatisfactory (U’s) will require the student to meet with the BSN-MSN Program Director regarding progression in program.

Guidelines: (If in the clinical (hospital) setting during the term): Address each objective for the specific alternative experience. The same standards for professionalism, absenteeism and tardiness apply to all alternative experience rotations.

The following list is what you should have with you AT ALL TIMES during the clinical day:

EQUIPMENT	Pen Light iPad Mini (with references) Scissors	Pen Stethoscope
DOCUMENTATION	Med-Surg Critical Thinking Activity Packet/Situation-Background-Assessment- Recommendation Packet/Alternative Assignment/ Medication/ Lab Information	Reference Page

Alternative Clinical Experience (If Virtual):

Clinical experiences for this course may be offered in an alternative format. The decision to create flexible clinical learning opportunities reflects limits set by our clinical partners and programmatic decisions made by the faculty to protect students while supporting students' learning. All clinical learning approaches used in this course are designed to enhance clinical decision making and prepare students for clinical practice. Diverse assignments will be used, and students are expected to complete the assignments outlined in this course.

The clinical schedule for the course will provide the plans and due dates for the required clinical learning experiences. Course expectations will be based on specific assignments, and outcomes. The CON hopes to return to the clinical schedule as soon as it is possible.

The Clinical Day:

Shift report... *Be present on the clinical unit for shift report at 0630. If you arrive to the clinical area late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent, please page/call your clinical instructor an HOUR before clinical begins (depending on timing of clinical shift) AND then call the unit.* Please find the day shift nurse (by looking at the assignment board) and make sure you are with him/her when report is given to the day shift oncoming nurse. Be ready and prepared to take notes on your patient during report which begins promptly at 0645 or at the clinical time designated by your unit/floor.

Pre-Conference... Be prepared to discuss diagnoses, brief history, pertinent diagnostics, plan of care, patient activities, medications and possible issues. *If the clinical instructor deems that you are not prepared for clinical by not meeting any of the requirements in this paragraph, you will be dismissed from the clinical area, incurring a clinical absence.*

Medication administration... ***DO NOT ADMINISTER ANY MEDICATION WHATSOEVER WITHOUT CONSULTING WITH YOUR CLINICAL INSTRUCTOR FIRST.*** Prepare a list of medications using your medication data sheet and be able to discuss the following for each drug you are to administer: classification, rationale for why your patient is on each particular medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) **prior to time of administration.** *If you are not prepared with this information, you will not be permitted to administer medications to your patient. This will result in an unsatisfactory for medication administration for the day. You may refer to an appropriate resource for medication information.*

Charting... Charting may include, but not limited to, assessments, I & O, education, care given, procedures, clinical notes, vitals, medications, reporting off at end of shift, and patient safety documentation. Students will follow clinical documentation guidelines of assigned facility.

Lunch... **You must notify your nurse and clinical instructor if you leave the unit for ANY reason.** Lunch times will be determined by your clinical instructor. *You will not be permitted to leave the hospital campus for lunch. Because this is a 10-hour clinical, there will be no other designated breaks outside of the lunch period.*

**** Failure to notify clinical instructor prior to leaving the floor/unit will warrant an academic counseling.**

Procedures... *Consult with your clinical instructor before doing ANY procedure.* Please bring your skills sheet to be signed the day the skill is done on the unit. *Clinical skill sheet will not be signed off by your clinical instructor if you do not have your sheet the day the skill is completed.*

Post-Conference... Post conference will be conducted by the clinical instructor. Be prepared to discuss the following: pathophysiology, medical history, care plan revisions, outcomes results, unexpected issues or changes, personal learning or growth. Additional activities may be assigned. Active participation in post conference is required.

Alternative Experiences (Emergency Department): This is a graded assignment.

The alternative experience assignments should be submitted via the assigned assignment dropbox in Blackboard by 11:59pm the following day of your clinical experience. These are graded assignments. Paperwork requirements for each alternative experience will be posted on Blackboard. Please refer to these instructions when submitting any paperwork.

DISCUSSION BOARD:

This will be used to facilitate understanding of the content and post questions.

Questions related to content or assignments from this course should be posted on the discussion board. *After posting the question, the student must notify the instructor via email that a question has been posted under a specific topic.* Questions related to assignments should be asked early in the week. There is no guarantee that questions posted over the weekend will be answered before the following Monday. It is expected that you log in to the course site at least two different days each week (or more) and review the announcements and other assignments. *You are accountable for all information posted via announcements.*

*****Please note, the instructor of record (IOR) reserves the right to make changes to this syllabus as circumstances warrant.**

Unit: _____

Date: _____

**University of Tennessee Center for Health Science
College of Nursing
Standard/Transmission Based Precautions/ Basic Safety**

To provide protection to other associates, patient and visitors from contracting or transmitting Hepatitis B and HIV (AIDS) and to provide infectious patients the same level and quality of services to other patients, I verify the following:

4. I have read and understand how to use standard precautions.
5. I am aware of the Health Care Agency's Infection Control Policies, Procedures, and Guidelines as they relate to standard and transmission-based precaution.
6. These supplies are on the unit, and I know where they are located.

Blood Precautions Kit_____

Disposable Gloves_____

Disposable Gowns_____

Mouth to Mouth Resuscitators_____

Plastic Bags for Transporting Specimens_____

Soiled Needle Containers_____

I know the location of the following safety equipment located on the unit.

Fire Extinguishers_____

Fire Alarms_____

Evacuation Plan including exits_____

Disaster Plan_____

MSDS (Material safety data sheets)_____

Environment of Care manual_____

Flashlights _____Emergency Outlets_____

I understand my accountability and responsibility for compliance and the consequences of non-compliance.

Student_____ Date_____

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING

NSG 453

COURSE TITLE: Care Coordination and Transition Management

CREDIT HOURS: 3 (3-0-0)

INSTRUCTOR OF RECORD (IOR): Dr. Janet Tucker

PREREQUISITES: Successful completion of 1st & 2nd term courses

PLACEMENT IN CURRICULUM: 3rd term

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Dr. Janet Tucker	920 Madison 922	By appointment	448- 3295	Jtucke27@uthsc.edu
Dr. Sherry Webb	920 Madison 952	By appointment	448-4148	Swebb14@uthsc.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course examines transitions that occur when patients in healthcare systems are transferred to different settings or levels of care based on changes in their conditions or needs. Patient transition experiences at multiple levels with attention to patient/family-centered care and education are analyzed. Evidence-based healthcare interventions that support safety, quality, risk reduction, and health promotion are emphasized.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Engage in clinical reasoning to determine how changes in patients' health status affects their health, ability for self-care, family dynamics, and the health care system.
2. Evaluate appropriate level of care needed to ensure safe, evidence-based, patient/family - centered care.

3. Advocate for individuals and families to ensure seamless transitions among levels and settings of care.
4. Analyze care transitions and resulting disequilibrium between and across healthcare settings that promote safe patient outcomes.
5. Analyze the moral, ethical, and legal implications of care transitions.
6. Use effective communication to collaborate with the interprofessional team to ensure safe, timely, efficient, equitable and patient/family-centered care.

SPECIFIC TEXT FOR THIS COURSE:

Lamb, G. (2014). *Care coordination: The game changer*. Silver Springs, Maryland: ANA.

SUGGESTED TEXTS:

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Assessment Technologies Institute (ATI) video/scenarios related to discharge planning, respecting patient culture, families in stressful situations, professional communication (role in patient education, assessing learning needs and learning styles)

UTHSC Blackboard: (Zoom technology)

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

- **Blackboard support is available through the ITS Helpdesk**
 - Email helpdesk@uthsc.edu or call 901.448.2222 for assistance with Blackboard
 - Blackboard Chat is not available
 - *ITS Helpdesk is available Monday – Friday, 7:30 am – 5:30 pm*

TEACHING STRATEGIES/COURSE STRUCTURE:

NSG 453 Care Coordination and Transition Management is an on-line writing-intensive course with both low- and high-stakes writing assignments resulting in a significant and diverse body of written work of formal and informal writing. Weekly modules consist of assigned readings, videos, evolving case studies, individual and group written assignments, discussion board (DB) posts, and written presentations will be used.

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

Percentage	Grade
92% – 100%	A
83% – 91%	B

75% – 82%	C
70% – 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments , Assessments, Activity	Total Points	% of Grade
Group project - evolving case studies (which includes module assignments-9, final product, evaluation of self and peer)		45%
Assignments (individual) 3 assignments -5 each		15%
Discussion Board (posts & participation) 7 DB -5 each		35%
ATI Capstone		5%
Total		100%

Group Project weighted % within project:

Components	% of Grade
Module Assignments (9)	75%
Final Product	15%
Evaluation	
Self	5
Peer	5

CCTM NSG453 Discussion Board Assignment and Rubric

Six (7) Discussion Boards (DB) are scheduled worth (5 points) each for a total of 35 percent of the grade (35 points). The link to the Discussion Board may be found in the assigned Group Discussion Board. Students may access the DB when the module opens.

It is the responsibility of every student to participate in the discussions as well as facilitate and advance the week's discussions by drawing on readings, clinical and personal experience, and understanding. Faculty will provide comments and questions for consideration as part of the discussions, but the responsibility for the quality of the discussions rests with the students in each group.

You earn DB credit by:

- Posting a minimum of two (2) relevant and substantive comments linked to the week's assigned module. Posts must be on two different days 24 hours apart.
- Initial post must be made by Friday at 1159 pm and be in response to the question presented to the group. The second post is a response to a classmate.

- Substantive posts must total 400 words per discussion board.

You do not earn DB credit by:

- Posting comments that are less than substantive.
- Writing summaries/repeating text/article content without your own observations
- Agreeing with or complementing posts by others, or
- Suggesting a discussion item or question without including your comments/position

CCTM NSG453 Discussion Board Rubrics for Assessing Performance:

	Strong 4 points	Satisfactory 2-3 points	Weak 1-2 points	Inadequate 0-1 points
Number & due dates for 2 DB posts	Provides at least one (1) of two (2) required posts by end of day Friday to assist in developing & guiding DB topics/discussion; required postings completed on two different days 24 hours apart.	Provides at least two (2) posts by the end of day Sunday; required posts must be 24 hours apart.	Provides at least two (2) posts by the end of the day Sunday but both posts are within a 24 hr period.	One or two posts done all in one day.
Content of 2 posts	Expresses opinions & ideas in enough compelling detail to support statements, credible evidence, or examples necessary to effectively explain concepts & ideas.	Provides details which support statements, credible evidence, or examples necessary to adequately explain concepts & ideas.	Details inconsistently provide supporting statements, credible evidence, or examples necessary to adequately explain concepts & ideas.	Posts offer not link to Module content; or posts provided no question, content from the text or an article with no explanation/discussion by the student.
Format & mechanics	Posts are 400 words or more. No grammar/spelling errors; clear, logical development ideas & conclusions. Post in APA format.	Posts are 400 words or more. Minor errors in grammar/spelling which may detract from overall readability	Posts are 400 words or more. Readability limited by poor grammar, spelling, or word usage; logical	Posts are not 400 words in length. Major spelling and/or grammatical issues noted. APA format not used.

		but logical development of ideas and conclusions. Posts in APA format with minimal errors.	development of ideas & conclusions lacking. Major APA format errors noted.	
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GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of “**W**” is **10/15/21**

Drop Date with the grade of “**WF/WP**” is **11/5/21**

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

There is no clinical or skills lab component for this course.

COURSE SCHEDULE:

Week	Module Topic	Reading	Assignments
Week 1	Introduction to Care Coordination	Care Coordination Text	<p>View Video: "First Do No Harm"</p> <p>DB reflections: questions related to video DUE Sunday Sept 5th 11:59 pm</p> <p>Individual assignment: Write 2-3 page paper after interviewing family or friend related to an experience during a transition in care. Refer to module 1 in Bb for specific information. DUE: Sunday Sept 5th 11:59pm</p>
Week 2	Patient-centered Models	Care Coordination Text	<p>View Video: "The music of coordinated care"</p> <p>DB reflections: questions related to video DUE: Sunday Sept 12th 11:59 pm</p>
Week 3	Framework for Care Coordination	Care Coordination & Giddens Text	<p>Individual assignment: Within any population or setting, list at least 6 indicators that a patient and/or their family may have difficulty or challenges transitioning to the next level of care. DUE: Sunday Sept 19th 11:59 pm</p> <p>Group Project assignment: Evolving case study introduction and 1st assignment.</p>
Week 4	Coordinating care through Partnerships with Patients and Families (Part I)	Care Coordination Text	<p>DB question DUE: Sunday Sept 26th 11:59 pm</p> <p>Group Project assignment: Assessing your patient</p>
Week 5	Coordinating care through Partnerships with Patients and Families (Part II)	Care Coordination Text	Group Project assignment: Plan of care
Week 6	Reducing Avoidable Hospital Stays	Care Coordination Text	<p>DB question DUE: Sunday Oct 10th 11:59 pm</p> <p>Group project assignment: Barriers in care</p>
Week 7	Care Coordination Outcomes	Care Coordination Text	Group project assignment: Quality of care
Week 8	Transition into the Community	Care Coordination Text	<p>DB question DUE: Sunday Oct 24th 11:59 pm</p> <p>Group project assignment: planning for discharge</p>

ATI	Week 9	Nurse Coordinator Roles	Care Coordination Text	Group project assignment: care coordination skills
	Week 10	Care Coordination in Nursing Practice	Care Coordination Text	DB question DUE: Sunday Nov 7th 11:59 pm
	Week 11	Problems with care Coordination	Care Coordination Text	Group project assignment: reassess and revise
	Week 12	Role of Nursing Leaders in Advancing Care Coordination	Care Coordination Text	DB question DUE: Sunday Nov 21 11:59 pm
	Week 13	Influencing Public Policy	Care Coordination Text	Group project assignment: advocacy & patient satisfaction Group project assignment: <ul style="list-style-type: none"> • Post group PowerPoint presentation in dropbox • Post self-evaluation in dropbox • Post peer evaluation in dropbox DUE: Friday Nov 26th 11:59 pm
Week 14	Pulling Care coordination all together	Care Coordination Text	Individual assignment: Write 2-3 page reflection paper DUE: Sunday Nov 28th 11:59 pm	

CAPSTONE INFORMATION:

Students will work with a Coach from ATI. Each student will complete the ATI Capstone and fifty percent of Virtual ATI following the schedule. The first 7 weeks the ATI Capstone assignment must be completed by the established deadlines. The second 7 weeks students will complete the assigned Virtual ATI assignments.

During **NSG 453**, all students will be enrolled in the ATI Capstone Content Review + Virtual-ATI NCLEX Review and required to complete all components of the review.

The ATI Capstone Content Review + Virtual-ATI NCLEX Review will include:

- Proctored ATI Capstone Comprehensive A
- 7 weeks of content modules with completion of the following:
 - Prepare
 - Weekly tips
 - Review of Concepts
 - Pre-assessment quiz
 - Test
 - Weekly content assessment completed **Monday at Home**
 - Improve
 - Focused Review
 - Post-assessment assignment
 - Weekly assignments will be due on **Sunday** by midnight.
- Proctored ATI Capstone Comprehensive B
- Completion of the Virtual-ATI NCLEX Review to the **50% stage** prior to graduation

Note: *The total ATI Capstone + Virtual-ATI points will count for 5% of overall academic course grade.*

ATI Post Grad Policies

The following policies are part of ATI's Online Review Programs:

- [Site Policy Agreement](#)
- [Post Grad Civility Norms](#)

Points/Late Policy:

- Points are earned for completion of assignments by the due date posted in the ATI Capstone Content Review schedule.
- No points will be awarded for late assignments.
- Students will receive an alert within the review 24 hours prior to assignment due dates.
- ATI Educators will provide feedback on post-assessment assignments within 48 hours of submission excluding weekends and holidays.

ATI Capstone Content Review Policy and Schedule

Pre-ATI Capstone				
ATI Capstone Comprehensive Form A (to be completed prior to start of first ATI Capstone content module)			9/1/2021 Groups A, B, C, F 9/2/2021 Groups D, E	
Monday prior to start date	8/30/2021		Enrollment/Orientation Module	
Thursday prior to start date	9/2/2021		Gain access to 1st content module	
ATI Capstone				
Content review week	Content Module	Content module opens	Assessment Due Date Monday	Post Assignment Due Date (Pharmacology 2 and Med/Surg 2 assessments if applicable)
Week 1	Fundamentals	9/2/2021	9/6/2021	9/12/2021
Week 2	Pharmacology	9/9/2021	9/13/2021	9/19/2021
	Pharmacology II			5/30/2021
Week 3	Medical Surgical	9/16/2021	9/20/2021	9/26/2021
	Medical Surgical II			9/26/2021
Week 4	Maternal Newborn	9/23/2021	9/27/2021	10/3/2021
Week 5	Nursing Care of Children	9/30/2021	10/4/2021	10/10/2021
Week 6	Mental Health	10/7/2021	10/11/2021	10/17/2021
Week 7	Leadership/Community Health	10/14/2021	10/18/2021	10/24/2021
Inactivate from ATI Capstone		10/26/2021		
Post ATI Capstone				
ATI Capstone Comprehensive Form B (to be completed after final ATI Capstone content module)			10/27/2021	
Comprehensive Predictor			Will not administer	
Begin Virtual ATI			10/27/2021	
ATI Live Review	12/6/2021	12/7/2021	12/8/2021	Zoom: Non-Consecutive Dates

Points for ATI Capstone + Virtual-ATI

Points for ATI Capstone		
Assignment	Points per week	
Pre-Assessment Quiz	10 points	
Content assessment	10 points	
Post-Assessment Assignment	10 points	
<ul style="list-style-type: none"> • 5 points for all questions answered completely • 5 points for answers given in own words, not copied and pasted 		
Total Points per week	30 points X 7 Weeks = 210 Points	
Pharmacology II Assessment	10 points	
Medical-Surgical II Assessment	10 points	
Total Points for ATI Capstone	230 Points	
Points for Virtual ATI		
Stages of Review	50 Points per Module	
Beginning	NCLEX Strategies module	
25% Stage	Fundamentals module	
25% Stage	Pharmacology	
50% Stage	Beginning Medical-Surgical	
Total points for Virtual ATI	200 Points	
<i>Note: Virtual-ATI points to be awarded after completion of 4 weeks of review at the 50% stage Due 12/2/2021 by MN CDT</i>		
Total points for ATI Capstone + Virtual-ATI	430 Points	

Virtual-ATI Review Policy and Schedule

Successful engagement in the Virtual-ATI NCLEX Review includes completion of the following:

- NCLEX Strategies Module
- Fundamentals
- Pharmacology
- Beginning Medical Surgical
- Remediation in Virtual-ATI includes taking Virtual-ATI assessments and completing coach-directed individualized remediation for each content module.
- Students will be awarded up to the total points listed below.
- Students will be strongly encouraged to continue with the review to increase their chances of NCLEX success, but not required to complete Virtual-ATI in the weeks after course completion.

Educators will communicate with school faculty the student's stage and progression in Virtual-ATI through weekly progress reports and also when students have successfully completed the Virtual-ATI NCLEX Review.

Virtual-ATI will be administered as a 12-week access program. To continue the program, students will be able to purchase an additional 12-week access for a discounted rate. Students should demonstrate active engagement in the review each week.

Virtual-ATI Review Process

To begin the review:

- Graduates will receive an email to the address listed on their ATI profile with a survey to complete.
- Graduates will be enrolled into the review within 24 hours (Monday through Friday, except major holiday breaks) of completing the survey and if within 30 days of NCLEX eligibility.
- Graduates receive a welcome email upon enrollment providing directions to access the review on atitesting.com using their ATI username and password and clicking the Virtual-ATI card under the NCLEX Prep tab.
- Graduates should log in to the review:
 - Complete the Orientation module
 - Review the Virtual-ATI NCLEX Review Checklist,
 - Begin NCLEX Strategies module completion. Each content module includes steps for the graduate to prepare, assess, and remediate in the review.

Virtual ATI Process

Mile Marker	Modules	General Guidelines	Suggested Points
Pre-Graduation			
Beginning Review	Completing Virtual-ATI survey Orientation and Review Resources NCLEX Strategies Nurse Logic Advanced Assessments		
25% stage	Fundamentals		
25% stage	Pharmacology		
50% stage	Beginning Medical Surgical		
Note: Virtual-ATI points to be awarded after completion of 4 weeks of review at the 50% stage			200 Total Points
Post-Graduation			
50% stage	Medical-Surgical		
75% stage	Maternal Newborn Nursing Care of Children		
75% stage	Mental Health		
100% stage	Management Virtual-ATI Predictor Post-Predictor Review		
Green Light	Green Light Post-Green Light Review NCLEX within 3 weeks		

The recommendations are general guidelines only. ATI cannot guarantee the set schedule. Progression in Virtual-ATI is determined by individual graduate participation and performance in the review. To achieve the total Virtual-ATI points, graduates must demonstrate active participation each week on the weekly progress reports. Active engagement/participation in Virtual-ATI includes communicating with educator, taking assigned assessments, and completing assigned remediation activities and Focused Reviews under the direction of the educator.

The ATI Capstone and Virtual-ATI products are supplemental online practice resources for schools to use in providing remediation resources for their graduates. These products are not be used in a high stakes manner, as a standalone course, or as a significant portion of a course outcome. ATI Capstone and Virtual-ATI are not accredited programs and should not be the sole component of a curriculum or course. The Virtual ATI Green Light should not be tied to, or the determining factor for, any type of school requirement (graduation, course completion, BON paperwork submission) and is only a recommendation of when a graduate appears to be ready to test for the NCLEX.

The Virtual-ATI Green Light recommendation is based on a variety of factors. When anomalies* are noted with an individual's Virtual-ATI assessments results, the Green Light might not be able to be determined for that graduate. In cases where a Virtual-ATI Green Light cannot be determined for a graduate, a 100% Completion Stage can still be earned and will be the highest level that graduate can achieve. In these cases, a 100% Completion Stage indicates that the graduate has taken all of the Virtual-ATI assessments and completed suggested individualized remediation, but has not met the Green Light criteria.

*Anomalies may include, but are not limited to: numerous assessment retakes, multiple exits and re-entries into the same assessment attempt, group/cohort assessment taking, taking ATI assessments not directed by the educator, irregular or unexpectedly high total scores based on known characteristics of Virtual-ATI assessment samples (e.g., standard deviation), assessment times significantly above or below normal standard deviation times, and significant inconsistencies with content scores.

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 453-JStudent-Evolving Case Study

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Students are not tested in this on-line course. If a student has a grade to dispute, he/she must notify the course coordinator within one week after grades are posted.

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 make an appointment with the IOR. The IOR will complete or email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will refer the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed. The LN will send an email to the IOR upon completion of the meeting with the student, to inform the IOR that this meeting confirmed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, the IOR will meet with the student a second time. The LN will reach out to the student for ongoing follow-up and support.

If a student scores below 75% on a unit exam after the withdrawal date of “WP” “WF” the IOR may either schedule a meeting with the student or directly refer them to the LN if time allows.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Assessment Technologies Institute (ATI) Testing

ATI Testing is not a part of NSG 453.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 453: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For

additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information:
<http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty**, **Dr. Janet Tucker** Office: 901-448-3295 or continental US toll-free 800-733-2498 (8am-5 CT Monday through Friday);
swebb14@uthsc.edu

2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director, Associate Dean for Academic Affairs, and the student's advisor regarding the course change. The advisor and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs, his or her advisor, and the option coordinator to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to participate in each on-line class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.

2. Written assignments not submitted by the due date will receive a zero (0).
3. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Cell Phone and Beepers

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

1. Cell phones and beepers should be turned off in the classroom.
2. Remove phone conversations from quiet places (e.g. library, nursing and computer labs).
3. Cell phones and beepers should be turned off while in the clinical area.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:

Modules are designed to provide all of the information needed for successful completion of assignments.

Assignments are expected to be submitted by the due date listed. Sometimes unexpected events might occur where an assignment cannot be completed by the due date. The student is expected to notify the course faculty that the assignment cannot be completed when due **prior** to the assigned due date, and arrange a time for completion. If this does not occur, the student will receive a “0” for the assignment.

Students are expected to work individually and in groups to complete course assignments. Rubrics within Bb outline the expectations and criteria for grading.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by Friday 9/3/21.**

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 455

COURSE TITLE: Nursing Leadership and Management

CREDIT HOURS: 4 (4-0-0)

INSTRUCTOR OF RECORD (IOR): Terri Stewart, RN, MSN (Memphis)
Michelle Decker, DNP (Pulaski)

PREREQUISITES: Term 1 and Term 2

PLACEMENT IN CURRICULUM: Term III

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Terri Stewart	874 Union Ave. Suite #247	By Appointment	(901)-448-2053	tstewa27@uthsc.edu
Dr. Michelle Decker	433 West Madison St. Pulaski, TN 38478 # 202B	By appointment	931-424-2019	mdecke10@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION:

This course builds on knowledge and use of leadership and management concepts applicable to the care delivery setting.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Engage in clinical reasoning to make decisions related to leadership and management.
2. Analyze the environment to ensure safe, evidence-based, compassionate, patient/family-centered care is delivered.

3. Advocate for high-quality, safe, patient/family-centered care in healthcare delivery systems.
4. Examine effective communication and collaborative skills to lead nursing care delivery in complex healthcare systems.
5. Demonstrate accountability for personal and professional standards that ensure the delivery of safe, ethical, and legal nursing care.
6. Evaluate quality improvement processes that optimize safe healthcare outcomes for individuals, families, groups, communities, and populations.
7. Analyze leadership principles that improve patient outcomes across healthcare delivery systems.
8. Assume accountability for personal and professional behaviors including lifelong learning.

SPECIFIC TEXT FOR THIS COURSE:

- Cherry, B., & Jacob, S. R., (2023). *Contemporary nursing: Issues, trends, & management* (9th ed.). St. Louis, Mo.: Elsevier. ISBN: 978-0-323-77687-5
- Huber, D. & Joseph, M. L., (2022). *Leadership and nursing care management* (7th ed.). St. Louis, Mo.: Elsevier. ISBN: 978-0-323-69711-8
- Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.
https://evolve.elsevier.com/cs/promotion/Univ_of_TN_Health_Sciences_CBC

SUGGESTED TEXTS / Optional:

- Caputi L. (2018). *Think Like a Nurse*. (1st ed.). Rolling Meadows: Windy City Publishers.
- Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.
- Phelps, L. (2017). *Spark's & Taylor nursing diagnosis reference manual*. (10th ed.). Philadelphia: Wolters Kluwer

APPLICATIONS AND WEB-BASED TECHNOLOGY:

Assessment Technologies Institute (ATI) *Leadership and Management version 8.0 Content Mastery Review Module*.

Students will be using <http://www.ihl.org/education/IHIOpenSchool> for the IHI modules. and

For the TNA delegation module assignment, students will be using

<https://www.dropbox.com/sh/djy5f7eh892tw1m/AAA51Oly7ZGOzwrrxaW0nxBva?dl=0>.

UTHSC Blackboard and Exemplify/ExamSoft, are used in this course.

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced course that uses modules of essential nursing leadership concepts posted in Blackboard. The course is presented using web-based assignments, oral presentations with slides, video presentations with discussion, and group activities. The course presentation methods address current nursing leadership issues facing a graduate nurse. All activities require reflection and application of course content.

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

Percentage	Grade
92% - 100%	A
83% - 91%	B
75% - 82%	C
70% - 74%	D
Below 69%	F

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments , Assessments, Activity	Total Points	% of Grade
Syllabus Test	Pass/Fail	0
Cover Letter, Resume	6*	6%
IHI PS 202 Achieving Total Systems Safety online module	1*	1%
IHI L101: Introduction to Health Care Leadership online module	1*	1%
TNA Delegation on-line module	2*	2%
Exam 1	20	20%
Exam 2	20	20%
Exam 3	20	20%
Final Exam	30	30%
Totals	100	100%

*Assignments with an asterisk are not included in the final grade unless a weighted exam average of 75% is earned. (See the Exams section of this syllabus for more information.)

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of “W” is **10/14/22**

Drop Date with the grade of “WF/WP” is **11/04/22**

The designation of “I” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “I” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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, as recored in the UTHSC student handbook, will result in a grade of “F” being recorded as the permanent grade.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an “F” in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written. If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record

(IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*. The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all. * The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX

COURSE SCHEDULE

Session/Week	Topic(s)	Reading	Assignment/Assessment
1 Week 1 Module 1	Introduction; Cover Letter/Resume; Interviewing Review of Concepts for Nsg 455 Interviewing Cover Letter; Resume	Cherry & Jacob: Chapter 27	Syllabus Test Cover Letter and Resume
2 Week 2 Module 2	The Healthcare System; Leadership and Management Strategic Planning Regulatory/ Accrediting Organizations Leadership Followership Management Leadership Theories	Cherry & Jacob: Chapter 3, 17, 23 Huber & Joseph Chapter 1, 14	Leadership and Management Crossword Puzzle
3 Week 3 Module 3	Leadership and Management cont. Transformational Leadership Transactional Leadership Formal/Informal Leadership Power Performance Appraisal Disciplinary Process	Cherry & Jacob Chapter 17 Huber & Joseph: Chapter 1, 10, 23	Leadership and Management Jeopardy
4 Week 4 Module 4	Patient Safety and Risk Management Culture of Safety National Patient Safety Goals	Cherry & Jacob: Chapter 22 Huber & Joseph: Chapter 18	Fatal Drug Error Case Study

	Quality Management HCAHPS NDNQI Informatics		
5 Week 5 Module 5	Patient Safety and Risk Management cont. Risk Management Error Reporting Nursing and Patient Issues	Cherry & Jacob: Chapter 3, 8, 22 Huber & Joseph: Chapter 18, 21, 25	IHI Achieving Total Systems Safety Risk Management Case Studies Exam 1
6 Week 6 Module 6	Legal & Ethical Issues Elements of Malpractice Causes of Malpractice for Nurse Managers Employment Laws Professional Nursing Practice: Ethics	Cherry & Jacob: Chapter 8 Huber & Joseph: Chapter 7	Case Studies cont. as related to legal and ethical issues
7 Week 7 Module 7	Managing Change and Budgeting Change Budget Healthcare Reimbursement	Cherry & Jacob: Chapter 17, 18 Huber & Joseph: Chapter 2, 22	IHI Introduction to Health Care Leadership Managing Change and Budgeting Crossword Puzzle
8 Week 8 Module 8	Staffing and Scheduling & Care Delivery Models Staffing & Scheduling Care Delivery Models Patient Centered Care Case Management	Cherry & Jacob: Chapter 13, 21 Huber & Joseph: Chapter 21	Patient Assignment Group Exercise
9 Week 9 Module 9	Delegation and Supervision Five Rights of Delegation Delegation Decision-making Delegation Errors Types of Delegators Legal/Ethical Delegation Issues Supervision	Cherry & Jacob: Chapter 20 Huber & Joseph: Chapter 6	TNA Delegation Module Delegation Jeopardy; Delegation Group Activity Exam 2
10 Week 10 Module 10	Communication and Conflict Resolution Communication Communication Styles Emotional Intelligence	Cherry & Jacob: Chapter 19 Huber & Joseph: Chapter 8, 10	“Stranded on a Mountain” Conflict & Communication Activity; Communication and Conflict Crossword Puzzle; Conflict Management Styles Assessment

	Conflict		
11 Week 11 Module 11	Teams/Decision Making/Problem Solving Prioritizing & Time Management Decision-making Problem solving Prioritization Principles Time Management	Cherry & Jacob: Chapter 9, 17, 26 Huber & Joseph: Chapter 4, 5, 9	Prioritization of Nursing Care Activity
12 Week 12 Module 12	Workplace Violence; Patient Violence; Emergency Response & Preparedness Workplace Violence Emergency Response & Preparedness (EOP)	Cherry & Jacob: Chapter 16, 28 Huber & Joseph: Chapter 20, 24	Workplace Violence, Patient Violence, & ER&P Crossword Puzzle
13 Week 13 Module 13	Transition into Practice Shock Reality Final Review	Cherry & Jacob: Chapter 25 Huber & Joseph: Chapter 5	Transition into Practice Clue and Word Search Exercise Exam 3
14 Week 14	Final Exam	N/A	N/A

This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 455-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

Course grades will be determined based on exam average initially. Student's must achieve a 75% exam average; no rounding will occur to determine the exam average (74.9% exam average is not passing). If the exam average grade is 70% to 74.9%, a grade of "D" will be entered for the course. If the exam average grade is 69.9% or lower a grade of "F" will be entered for the course. If the exam average is 75% or higher additional course evaluation methods, such as quizzes, paper/projects, etc. will be added to

compute the final grade. Final grades will be based on rounding to the nearest whole number after course grades are rounded to the 10th place. The final grade is based on the BSN Program Grade Scale.

The formula to calculate averages based on weighted exam scores **for this course** is as follows:

$$0.20 (\text{Exam 1}) + 0.20 (\text{Exam 2}) + 0.20 (\text{Exam 3}) + 0.30 (\text{Final Exam}) = X/.90$$

The BSN Program has a **no make-up exam policy**. Students are expected and required to take exams or complete quizzes as scheduled. Course specific policies will apply to quizzes. Any student who will be absent from an examination must notify faculty before the exam, unless emergency circumstances prevent this, then as soon as possible. The **weight of the first missed exam will be added to the final exam/project**. (Example: Suppose the student misses an exam because of illness and that exam is worth 20% of the total grade for the course, there will be no make-up exam. When the student takes the final examination in the course, the missed 20% of the exam will be added to the weight of the final exam/project. If the final exam/project normally is worth 30% of the total course grade, then, for this student, the final exam/project weight would be 50%.) The College of Nursing final exams/projects are comprehensive so missed material will be included on the final.

Computerized and/or pencil and paper Unit and Final Exams may be given at set times. All exams will be time-limited, closed-booked, and reflective of individual effort. The testing format in both versions are consistent with that used for the NCLEX-RN exam and may contain any of the alternative testing formats. Thus, in computerized testing, each question appears on the computer screen only once and cannot be revisited.

Student Success Plan

If a student scores less than 75% on a course specific evaluation, prior to the “WP” “WF” (75% of course completion) grade date, the instructor of record (IOR) will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, prior to the “WP” “WF” grade date, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. Meetings after the “WP” “WF” grade date may be requested if time permits.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each unit exam, students will have the opportunity to review the questions and rationales for answers. It is a policy that no talking, discussing, or recording of information occurs among students while reviewing the exam. Exam review is a valuable learning experience for students and made available to help reinforce content through the review of rationales. However, if any student is disruptive or talks during the review, the student will be dismissed from reviewing the exam. All personal items/materials must remain outside the exam review area. The final exam may not be reviewed.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume. Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.

- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 455: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled

online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information:
<http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus), contact your **course faculty, Terri Stewart** Office: 901-448-2053 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); tstewa27@uthsc.edu.
2. **Blackboard support is available through the ITS Helpdesk**
 - a. Email helpdesk@uthsc.edu or call 901.448.2222 for assistance with Blackboard
 - b. Blackboard Chat is not available
 - c. *ITS Helpdesk is available Monday – Friday, 7:30 am – 5:30 pm*

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director, Associate Dean for Academic Affairs, and the student's advisor regarding the course change. The advisor and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space

constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, **students are expected to attend each and every class meeting. Students are expected to participate in class and in in-class activities.**

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Class Dress Policy

Students are expected to present a professional appearance while on campus. Attire consists of the University of Tennessee – College of Nursing (UTHSC CON) approved scrubs, visibly displaying in clear view appropriate student identification badge/s worn at eye level in the classroom setting. Approved scrubs include the clinical scrub top in hunter green with orange piping, or any regular hunter green scrub top and hunter green scrub pants.

Shoes must be closed toe appropriate for walking on campus. Hats and head coverings must meet the same requirements as clinical. If needed for warmth a white lab coat, light jacket or sweater may be worn over the scrubs.

Students that are not dressed appropriately will be dismissed from class, and may receive a grade of zero for any missed class assignment.

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing and computer labs)
4. E-mail is the official means of communication.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal

student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

COURSE SPECIFIC POLICIES:

ON-LINE MODULES:

Students complete the *IHI L101 Introduction to Health Care Leadership*, *IHI PS202 Achieving Total Systems Safety*, and the *Tennessee Nurses Association Delegation* on-line modules. Students submit a certificate of course completion to the Bb Assignment Dropbox *on or before* the date outlined in the syllabus to receive full credit for the assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Leadership students complete both individual and group work as preparation for functioning in the role of a professional nurse working with interprofessional teams. Group work promotes active engagement in learning, collaboration to achieve goals & team skills required to function as a professional. To prepare for successful transition from the role of student to that of a professional nurse, leadership students are expected to:

- **attend class each week** as this is essential to understanding and applying the content taught in class.
- be awake and alert during class.
- demonstrate professional behaviors in the classroom and clinical settings.
- **be prepared for class by completing reading assignments prior to class.**
- integrate concepts and theories learned in previous courses, and previous career experiences as they relate to nursing leadership.
- be actively engaged with one another and the course faculty as self-motivated, adult learners.

- inform faculty prior to day of class and/or assignment due date if unable to participate in class, including on-line course activities, and complete course assignments as required. Detailed explanations are unnecessary, though patterns of behavior will be addressed with students and may result in grade deductions.
- **Late assignments without request for faculty to grant an extension prior to the assignment due date, (each occurrence), results in a “0” for that assignment; this includes on-line course activities.** For example, if an on-line course certificate of completion is due November 3rd at 8:00am and is uploaded to the assignment drop box on November 3rd at 11:00am without prior faculty notification, the grade for that assignment will be a “0.”
- All assignments should be submitted to Bb as a **Microsoft Word doc**. Students submitting assignments in any other format which prevents opening by faculty in gradebook will receive a “0” for the assignment.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course. The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to insure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by September 2, 2022.**

**UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER
COLLEGE OF NURSING**

NSG 456

COURSE TITLE: Nursing Internship: Nursing Leadership and Management Practice

CREDIT HOURS: 3 (0-0-3)

INSTRUCTOR OF RECORD (IOR): Terri Stewart, RN, MSN (Memphis)
Parker Phifer, MSN (Pulaski)

PREREQUISITES: Term 1 and Term 2

PLACEMENT IN CURRICULUM: Term III

Faculty Contact Information/Availability:**Faculty**

Terri Stewart MSN	874 Union Ave. Room 247	By Appointment	Office 448-2053 Cell # 237-9672	tstewa27@uthsc.edu
Dr. Jami Smith Brown	874 Union Ave. Room 429	By Appointment	Office 448-1939 Cell # 601-454-9703	jsmit361@uthsc.edu
Dr. Cory Wilbanks	874 Union Ave. Room 203	By Appointment	Office 448-7377 Cell# 662-808-1053	cwilban1@uthsc.edu
Dr. Trina Barrett CCRN	874 Union Ave. Room 306	By Appointment	Office 448-1886 Cell # 326-8892	tbarret6@uthsc.edu
Tori Payne- Webster	874 Union Ave. Room 234	By Appointment	Office 448-7423 Cell # 268-0434	cpayne28@uthsc.edu
Christie Cavallo	874 Union Ave. Room 229	By Appointment	Office 448-2177 Cell # 662-313-9282	ccavallo@uthsc.edu
Parker Phifer	433 West Madison St. Pulaski, TN 38478 #203	By appointment	Office 931-424-4098	ndn621@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION:

This course focuses on the application of concepts related to leadership and management practice in the clinical setting.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Apply clinical reasoning in the design, provision, management, and evaluation of safe, evidence-based, culturally competent, and cost-effective nursing care.
2. Deliver compassionate, patient/family-centered, evidence-based, holistic nursing care in diverse healthcare settings.
3. Advocate for high quality and safe patient care in the complex healthcare delivery system.
4. Apply concepts of disease prevention and health promotion in the delivery of nursing care.
5. Apply effective communication skills when collaborating with patients, families and the interprofessional team.
6. Demonstrate accountability for personal and professional behavior.
7. Analyzes quality improvement and patient safety initiatives in complex health care systems.
8. Apply leadership and management skills in the delivery of nursing care for populations.
9. Apply continuous self-evaluation and life-long learning in professional nursing practice.

SPECIFIC TEXT FOR THIS COURSE:

Cherry, B., & Jacob, S. R., (2023). *Contemporary nursing: Issues, trends, & management* (9th ed.). St. Louis, Mo.: Elsevier. ISBN: 978-0-323-77687-5

Huber, D. & Joseph, M. L., (2022). *Leadership and nursing care management* (7th ed.). St. Louis, Mo.: Elsevier. ISBN: 978-0-323-69711-8

SUGGESTED TEXTS / Optional:

Giddens, J. F. (2020). *Concepts for nursing practice*. (3rd ed.). St. Louis: Elsevier.

Assessment Technologies Institute (ATI) *Leadership and Management version 8.0 Content Mastery Review Module*

Caputi L. (2020). *Think Like a Nurse*. (2nd ed.). Rolling Meadows: Windy City Publishers.

Pagana, K. D. & Pagana, T. J. (2019). *Mosby's diagnostic & laboratory test reference*. (14th ed.). St. Louis: Elsevier.

Phelps, L. (2017). *Spark's & Taylor nursing diagnosis reference manual*. (10th ed.). Philadelphia: Wolters Kluwer

Vallerand A. H. & Sanoski, C. A. (2019). *Davis drug guide*. (16th ed.). [Mobile application software].

Retrieved from <https://www.skyscape.com/product/daviss-drug-guide-for-nurses>

APPLICATIONS AND WEB-BASED TECHNOLOGY:*THIS CLINICAL COURSE DOES NOT USE ATI.*

UTHSC Blackboard is used in this course. Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet. <http://courses.uthsc.edu/>

TEACHING STRATEGIES/COURSE STRUCTURE: This is a web-enhanced course that uses assignments of essential nursing leadership concepts posted in Blackboard. The course presentation methods address current nursing leadership issues facing a graduate nurse. All activities require reflection and application of course content.

EVALUATION METHODS OR GRADING PLAN:

This clinical course is graded as pass/fail. Students who fail clinical/clinical journal will not pass the course. To pass this course, satisfactory performance on all clinical assignments and clinical competencies outlined in the course evaluation instrument is required at the final end-of-the-term clinical evaluation. Clinical attendance is required. There is no make-up clinical. Students who miss clinical jeopardize their ability to successfully meet clinical competencies.

Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments, Grading Plan	% of Grade	Due Date
Syllabus Test	Pass/Fail	Due on 6/27/22 at 11:59 PM
Clinical Schedule	10%*	Due on 6/27/22 at 11:59 PM
TCPS Hospital Specific Orientation	Pass/Fail	Due on 6/27/22 at 11:59 PM
Nursing Orientation Document	2.5%*	Due on 6/27/22 at 11:59 PM
Standard Transmission Blood Precautions and Basic Safety Document	2.5%*	Due on 7/3/22 at 11:59 PM
Journal (due weekly)	75%	End of each week (Sunday) 11:59 PM (if student works 7a-7p on Sunday, due on Monday at 11:59 PM.)
Leadership Internship Hours Log (Signed weekly by preceptor)	5%*	Mid-term; Due on 7/17/22 at 11:59 PM
Leadership Internship Hours Log (Signed weekly by preceptor)	5%*	Final Log Due on 8/7/22 by 11:59 PM

TOTAL	100%	
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*Assignments with an asterisk are not included in the final grade unless a weighted journal assignment average of 75% is earned. (See the Exams section of this syllabus for more information.)

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of “**W**” is **N/A**

Drop Date with the grade of “**WF/WP**” is **July 15, 2022**

The designation of “**I**” (incomplete) will be used when a student is unable to complete the course at the regular time because of a reason acceptable to the IOR. In such cases, arrangements will be made by the IOR for the student to complete the course requirements, and the grade of “**I**” will then be replaced by whatever grade the IOR considers the student to have earned. It is the responsibility of the student to work with the IOR 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 as recorded in the UTHSC student handbook will result in a grade of “**F**” being recorded as the permanent grade.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an “**F**” in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

EQUITY & INCLUSION STATEMENT

With an understanding that inclusion is a constant work in progress, the UTHSC CON is committed to promoting an environment that embraces and values the diversity of our students. Although intentional efforts have been made to integrate a diverse set of experiences and perspectives in this course, it is possible that some implicit and explicit biases may occur due to the lens in which many of our texts were written. If you experience any emotions during this course that are particularly troubling, uncomfortable, or that you find offensive, please discuss the situation with your Instructor of Record (IOR), the program director, the Executive Associate Dean of Academic Affairs, or with SASSI*. The CON is committed to building an environment that honors all persons in our realm of responsibility and advocates for accessible, quality education for all. * The UTHSC Policy on Sexual Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking is found at: Title IX

COURSE SCHEDULE

Session/Week	Topic(s)	Reading	Assignment/Assessment
Week 1 Leadership Module 7	Managing Change and Budgeting	Cherry & Jacob: pgs. 109-122, 315-317; 321-333 Huber & Joseph: pgs. 32-41; 447-458 ATI: pg. 24	Journal Week 1
Week 2 Leadership Module 8	Staffing and Scheduling; Charge Nurse	Cherry & Jacob: pgs. 246-248; 374-387 Huber & Joseph: pgs. 275-277, 416-440	Journal Week 2
Week 3 Leadership Module 9	Delegation and Supervision	Cherry & Jacob: pgs. 359-370 Huber & Joseph: pgs. 106-107 ATI: pgs. 7-10	Journal Week 3
Week 4 Leadership Module 10	Communication and Conflict Resolution	Cherry & Jacob: pgs. 334-357 Huber & Joseph: pgs. 132-147; 184-198 ATI: pgs. 14-17; 40	Journal Week 4
Week 5 Leadership Module 11	Teams/Decision Making/Problem Solving Prioritization Discharge Planning	Cherry & Jacob: pgs. 177-180; 313-314; 463-473 Huber & Joseph: pgs. 68-79; 85-95; 151-170 ATI: pgs. 4-7; 24	Journal Week 5
Week 6 Leadership Module 12	Disaster; Horizontal Violence Self-Reflection about Clinical Experience	Cherry & Jacob: pgs. 284-297; 448 Huber & Joseph: pgs. 400-411; 474-489	Journal Week 6 Reflection Journal week 6

	Lifelong Learning Goal	ATI: pgs. 45; 69-72	
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This course schedule was composed in word and is not written in stone. Subsequently, it is subject to change with notice.

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 456-JStudent-Journal

EXAMS:

Students are not tested in NSG466 Nursing Internship: Leadership and Management Practice because this is a clinical course. If a student has a grade to dispute, he/she must notify the IOR within one week after grades are posted.

Student Success Plan

If a student scores less than 75% on a course specific evaluation, prior to the “WP” “WF” (75% of course completion) grade date, the instructor of record (IOR) will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, prior to the “WP” “WF” grade date, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. Meetings after the “WP” “WF” grade date may be requested if time permits.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Assessment Technologies Institute (ATI) Testing

ATI testing is not a part of NSG 456 Nursing Internship: Leadership and Management Practice because this is a clinical course.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 48 hours if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning. Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) as I will only respond to emails sent from the UT email system.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 456: Requesting a private meeting.

3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is from by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases, and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library.

The library's website www.library.uthsc.edu provides access to online databases, electronic books, and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information :
<http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus), contact your **course faculty, Terri Stewart** Office: 901-448-2053 or continental US toll-free 800-733-2498 (8am-5pm CT Monday through Friday); tstewa27@uthsc.edu
2. **Blackboard support is available through the ITS Helpdesk**
 - a. Email helpdesk@uthsc.edu or call 901.448.2222 for assistance with Blackboard
 - b. Blackboard Chat is not available
 - c. *ITS Helpdesk is available Monday – Friday, 7:30 am – 5:30 pm*

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director and Associate Dean for Academic Affairs regarding the course change. The Program Director and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs and the Program Director to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Clinical Dress Policy

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines).

Zoom Etiquette

- Students are expected to attend class or zoom sessions, arrive on time, be prepared, and participate throughout the class session.
- Cameras should be on with students visible during the session unless given specific instructions or approval to turn off the camera. Still pictures may not be substituted for live camera pictures.
- Appropriate attire must be worn, and no distracting or offensive background may be used.
- To reduce distractions, microphones should be kept on mute unless asking a question or there is a discussion.
- Phones and other distracting devices should be put aside during the class.
- Attendance may be taken at various times during the class session. Adult learners are expected to conduct themselves professionally and courteously.
- ZOOM sessions will be as scheduled by the faculty in accordance with the class schedule.

Electronic Devices

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

1. Electronic devices should be turned off in the classroom.
2. Electronic devices are not allowed in the room while an exam is being given.
3. Remove phone conversations from quiet places (e.g., library, nursing, and computer labs)
4. E-mail is the official means of communication.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g., emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks is not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is in the **Syllabus** section of this course. The syllabus is an important

source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to ensure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Syllabus section on the course in blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by June 27, 2022.**

CLINICAL INFORMATION:

GENERAL DOSAGE ROUNDING RULES

The UTHSC College of Nursing dosage rounding rules will need to be appropriately applied to all dosage calculation problems. Credit will not be given for answers with incorrect rounding or those failing to adhere to other rules as directed for calculation of dosages.

1. **Tablets/Capsules** - round to the nearest whole tablet. Round up or down depending on the calculated dose i.e.: *1.1 - 1.4 tablets, give 1 tablet; 1.5- 1.9 tablets, give 2 tablets.*
Scored tablets may be broken in half. If scored, tablets should be rounded to the nearest half tablet. *Example: 1.4 scored tablets= 1 ½ tablets*
**Capsules are not scored.*
2. **Liquid (Oral)** - round to the nearest tenth. i.e.: 10.3ml of cough syrup may be given. Pour 10 mL into medicine cup; draw up the 0.3 mL in a 3 mL syringe and add to the medicine cup.
3. **Liquid (Injectables)** - round to the tenth or hundredth (depending on volume).
Milliliters
 - Volumes less than 1-round to the nearest hundredth i.e.: = *0.75mL*
 - Volumes greater than 1-round to the nearest tenth i.e.: *1.25mL -1.3mL***Syringes**
 - Use a 3 mL syringe for any dose between 1 and 3 mL. *Round to the nearest tenth.*
 - Use a 1mL (tuberculin) syringe for doses < 1 mL. *Round to the nearest hundredth.*
4. **Intravenous (Basic Fluid/Piggyback Infusions)** - round to the nearest whole number. This applies to flow rates calculated in **drops/min or mL/hr** i.e.:
15.4 drops/min= 15 drops/min
5. **Intravenous (Medicated/Dose-Based Flow Rates)** - round to the nearest tenth. i.e.:
0.45mg/min = 0.5mg/min, 0.69 milliUnits/min = 0.7 milliUnits/min
6. **Pediatrics** - use the same rounding rules applied to adult medications depending on type.

Calculating Dosage

- Round to the nearest tenth. i.e.: 5.35mg = 5.4mg

Calculating Weight

- Kilograms - round to the nearest tenth.
- Body Surface Area - round to the nearest hundredth.

Other Rules

To prevent error, all calculations must have:

- **Leading zeros** - If the calculated dose is a decimal number that is not preceded by a whole number, a zero *must* precede the decimal point.

Example:

Answer = 0.75 mL (correct); Answer = .75 mL (incorrect)

- **No trailing zeros** - If the calculated dose is a decimal number that ends in *zero*, the zero holding no value *must* be omitted.

Example:

Answer = 1.5 mL (correct); Answer = 1.50 mL (incorrect)

- **Labels** - All calculated doses must be labeled with proper units of measure.

Example:

Answer = 7.5 mcg (correct); Answer = 7.5 (incorrect)

Clinical Preparation:

Students are expected to complete Tennessee Clinical Placement System (TCPS) orientations before week 1 of clinical. Failure to complete TCPS orientations by designated due date (listed in Blackboard) will result in an unsatisfactory and the student not being able to attend clinical.

Clinical Requirements:

Students are expected to be present, awake and alert during the clinical experience and any laboratory experiences. Students must attend all clinical experiences.

Students will complete a written nursing care plan/concept map or course-specific requirement for each clinical experience. Instructions for these activities are available in the course syllabus and will be discussed in clinical orientation.

Clinical/Laboratory Absence:

Students who cannot be present must notify the **clinical faculty no later than ONE hour prior** to the scheduled clinical, unless emergency circumstances prevent this, then as soon as possible. If the clinical faculty cannot be reached, the student should contact the IOR (Instructor of Record) for the course. If neither the clinical faculty nor the course coordinator can be reached, an office phone message should be left for the student's assigned clinical or laboratory faculty. The student is responsible for keeping contact numbers of the faculty available (such as in a tablet device). **Any no-call or no-show occurrences by the**

student are considered non-professional conduct and will result in referral to the IOR and possible failure of the course. A clinical and laboratory absence will result in reevaluation of a student's ability to meet course outcomes and may prevent the student from successfully meeting the accelerated course outcomes.

Clinical Uniform and Appearance:

Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook Guide for guidelines).

Clinical Competencies:

Students are expected to provide safe and appropriate care. Students are required to demonstrate competency in all applicable areas of the Clinical Evaluation Tool. The Clinical Evaluation Tool is located under the Clinical Info link in Blackboard.

CLINICAL-SPECIFIC POLICIES:

EXPECTATIONS OF STUDENT BEHAVIOR

The Leadership Internship course provides an opportunity for leadership students to work 1:1 under the direct supervision of a senior nurse preceptor and clinical faculty while applying leadership theory to clinical practice. Students are expected to provide safe nursing care for their preceptor's group of patients in the assigned clinical setting by organizing, prioritizing, providing, evaluating, and documenting care. Assignment may range from **2 to 8 patients by the end** of the term. Through weekly reflective journaling, students will examine nursing leadership structures and processes that facilitate/hinder nursing care outcomes in the clinical microsystem to meet the BSN Essentials. Students are expected to demonstrate **professional behavior at all times** in the clinical setting.

Students, preceptors, and faculty will partner to ensure attainment of the leadership internship clinical course outcomes. The specific roles that each have is described below:

Student Role:

- Demonstrates knowledge of clinical course outcomes.
- Applies leadership theory to clinical practice.
- Demonstrates professional values & leadership behaviors.
- Works schedule of preceptor on scheduled clinical days.
- Maintains contact numbers for preceptor & faculty in PDA/smart phone.
- Provides safe nursing care for a cohort of patients.
- Demonstrates ability to organize, prioritize, provide & manage nursing care for a cohort of patients.
- Identifies own learning needs & seeks out learning opportunities.
- Develops collaborative relationships with preceptor, unit manager/PCC/charge nurse, interprofessional team, and clinical faculty.

- Collaborates with preceptor and faculty to achieve professional and clinical competencies.
- Demonstrates professionalism through on-time attendance, appearance, communication, quality work, meeting pre-established deadlines, and timely notification of faculty, preceptor & nursing unit.
- Participates in mid-term & final evaluation conference.

Preceptor Role:

- Serves as a professional role model consistent with the scope of practice of the registered nurse.
- Assigns students to patients based on course content, patient/family needs and students' learning needs.
- Provides direct observation and supervision of the student consistent with student learning needs, course, program outcomes, and hospital policies.
- Seeks out learning opportunities consistent with student learner and course outcomes.
- Communicates effectively with ITP team, patients/families, students, and clinical faculty.
- Supports the students' growth in the use of evidence-based practice.
- Provides ongoing and timely feedback to the student regarding learning needs and performance.
- Provides ongoing and timely feedback to the clinical faculty regarding students' learning needs and performance.
- Notifies the clinical faculty immediately with concerns about student or patient safety.
- Assists students in gaining an understanding of the microsystem's mission, goals, care delivery model, ITP team, patient population, and procedures.
- Contributes to the mid-term & final clinical evaluation.

UTHSC Faculty Role:

- Serves as professional role model for students, preceptors & staff.
- Communicates to the preceptors and clinical directors the expectations for the course.
- Communicates on supervisory rounds with student and preceptor to ensure attainment of course outcomes.
- Provides feedback to student related to demonstration of professional values and leadership behaviors.
- Guides students' analysis of nursing leadership structures and processes through weekly feedback on leadership internship journal.
- Ensures availability to student and preceptor by pager and/or e-mail if questions/problems arise.
- Collaborates with preceptors to ensure that the clinical experiences of the student provide sufficient practice to achieve clinical competencies.
- Collaborates with preceptors to complete mid-term & final evaluation.
- Assumes responsibility for the final grade for the course.

Students who **do not meet** the leadership internship clinical course requirements are at risk of **not passing** the leadership clinical course. Students have a **professional responsibility** to:

- complete course assignments (i.e., preceptor schedule, hours log, clinical journal) when due. Failure to submit a required document by the due date and time will result in a “0” for that submission.
- notify faculty in timely manner (**prior** to assignment due date) if unable to complete the assignment when it is due
- be on time for clinical (15 min. prior to beginning of shift report; for example, if shift report begins at 6:45am, the student is expected to be at work at 6:30am to be prepared & ready to receive report on time). Reporting to clinical late, leaving clinical early, leaving unit without permission or absence without faculty notification is considered unprofessional conduct; if late more than 10 minutes of the designated time for clinical to begin, the student will be sent home & the day counted as a clinical absence.
- prepare for clinical (i.e., stethoscope, pen light, computer ID/Password etc.)
- notify faculty & preceptor in a timely manner (no later than 1 hour prior to beginning of shift) if unable to be on time or will be absent from clinical. ***Note:** Students must contact faculty by cell phone.

Failure to meet the professional responsibilities listed above will result in an academic counseling, meeting with course coordinator, referral to the Director of the BSN Program, and possible failure of course.

Specifics about NURSING INTERNSHIP are provided in the information listed below:

Scheduled days/shifts are *dependent on the preceptor's schedule*

- **Students will work 12 hours/day 1-2 days a week (12-24 hours/week) each week over 6 weeks** for a total of **112.5 hours**.
- A student is paired with one preceptor **working 12 hour shifts** which are ***dependent on the preceptor's schedule***. Students will work the schedule of the assigned preceptor & may schedule clinical hours on Tuesday, Wednesday, Thursday, Friday & possibly Saturday or Sunday to complete required clinical hours.
- **Students must work, at a minimum, 1 shift per week based on the preceptor's schedule.**
- **Students are not to work a 7P-7A on Sundays due to class scheduled on Mondays.**
- Students are not to arrive late to the unit, leave early, or decrease the hours worked during a scheduled shift.
- Students are expected to know about their assigned patients (see below under heading labeled **Preparation**). Through direct observation, communication with students about patients, & feedback from preceptors, clinical faculty evaluate students' progress toward meeting the clinical course outcomes during supervisory visits.

Leadership Internship Clinical Schedule:

- Students are expected to talk with their preceptor to establish a relationship prior to the beginning of the course. It is recommended that students & preceptors exchange contact

information (cell phone/e-mail addresses) to facilitate communication in the event of possible schedule changes.

- Working with an assigned preceptor, the **student** arranges his/her schedule & documents days & hours worked on the *Student Leadership Internship Clinical Schedule Form* (located in Bb – Internship course – Course Information Link – Clinical Documents)
- This schedule is submitted to clinical faculty **on or before 6/27/22 per Assignment Submission Drop box. * NOTE:** Once a schedule is submitted to clinical faculty, **it cannot be changed without permission of faculty.**
- Internships *cannot begin* until the schedule is submitted to faculty and approved by faculty. The faculty must know when students will be in the clinical setting. *** NOTE:** Student will receive an unsatisfactory for the day, an academic counseling, and will have to meet with course coordinator if clinical is started prior to faculty having a schedule.
- Ongoing schedules must be submitted in Bb and **approved by faculty prior to working** the schedule. Once approved, the schedule cannot be changed without permission of the faculty. Changing the schedule without permission of the faculty and/or working days not approved by the faculty will be considered unprofessional conduct and result in an academic counseling and reevaluation of a student's ability to meet course outcomes. This may prevent the student from successfully meeting the accelerated course outcomes.

Student Leadership Internship Log (located in Bb – Internship course – Course Information Link – Clinical Documents)

- This log is used to document:
 - 1) leadership activity directed by the preceptor
 - 2) hours spent at the internship site.
- The completed log should be kept with student at the clinical site while completing internship hours for review by clinical faculty.
- The completed log is submitted to faculty through assignment drop box at Mid-Term & Final evaluation weeks.
- **Standard transmission-based precautions/basic safety form** located on the last page of the syllabus must be completed during the **1st week of clinical** & submitted to assignment drobox.

Student Clinical Evaluation

- Students will receive a mid-term & final evaluation completed by clinical faculty with input from the preceptor (located in Bb – Internship course – Course Information Link – Clinical Documents).
- Students must receive a **satisfactory evaluation** to successfully pass the course.

Internship Clinical Day:

Clinical Attire: Students are expected to follow the uniform/dress policy established by the BSN Program, College of Nursing (see BSN Program Handbook for guidelines). The UT ID is mandatory and must be worn on the collar and visible at all times.

****** Please Note: Some clinical sites may have stricter regulations which you must also adhere to as part of the professional dress code.** They may include but are not limited to:

- Hair must be neatly combed. Long hair must be styled away from the face and should not interfere with patient care. Beards and moustaches must be neatly trimmed.
- Fingernails must be well groomed, clean, and trimmed with no polish, artificial fingernails, or any type of nail extenders. Natural nail tips should be no longer than ¼ inch
- Cosmetics should be used with moderation. No perfumes or body fragrances should be used.
- Jewelry should be kept to a minimum with no body piercing showing (e.g., nose, cheek, tongue, eyebrow, lip, etc.) other than a single small stud earring in the ear lobes.
- **Sweatshirts, of any kind, including those embossed with UTHSC College of Nursing may not be worn in the clinical setting.**

Equipment: Students must be prepared to care for patients by having the following equipment with them at all times:

- PDA/smart phone
- Computer login & password
- Preceptor & clinical faculty contact information
- Stethoscope
- Pen light
- Scissors
- Pen
- Skills documentation

Attendance: Students must be present on the clinical unit and ready to listen to report with assigned preceptor no later than 15 min prior to shift report. If you arrive to the clinical area 10 min late, you will be dismissed from the clinical area incurring a clinical absence. If you know you are going to be absent **you are to notify (pager or cell phone) your clinical faculty and preceptor and the nursing unit 1 hour prior to the beginning of the assigned shift.**

Preparation: After listening to report, round with preceptor on assigned patients; read patient charts, perform assessments, administer medications, perform and document care, round with physicians and team members, and attend discharge planning conference. Be prepared to discuss with preceptor/clinical faculty patients' diagnoses, brief history, pertinent diagnostics, patient goals, plan of care, patient activities, medications, and possible issues.

Medication administration: Do not administer any medication whatsoever without consulting with your preceptor/clinical faculty first. * **Note:** Preceptors must be present when student is administering IV medications and/or performing any invasive procedure such as IV, N/G tube, urinary catheter insertion.

Students are expected to know the following for each drug administered to a patient: classification, rationale for why patient is on each medication, potential side effects, safe dose ranges, dosage calculations, and nursing care (blood pressure, apical heart rate, lab work, etc.) prior to time of administration. Medication will be administered under the direction of the preceptor. *If you are not prepared with this information, you*

will not be permitted to administer medications to your patient. You may refer to an appropriate resource for medication information (i.e., Smart phone, Micromedex).

Procedures: Students are expected to have their **skills verification** with them in clinical every day so that preceptors know what students have completed in skills lab. Students may only perform those skills that have been checked off /signed in the skills lab/clinical unit. Procedures must be performed under the direction of the preceptor.

Charting: To complete electronic charting, students must know the **computer login & password** assigned by the clinical facility. Charting may include, but not limited to, assessment, I & O, education, care provided, procedures, clinical notes, vital signs, medications, reporting off at end of shift, and patient safety documentation. This may vary by institution. (For example, **in the pediatric setting, charting the safety, I & O, is done every 2 hours**).

Lunch: Students are responsible for:

- notifying assigned preceptor if the unit is left for any reason
- providing a patient handoff so patient needs can be met during the student's absence
- lunch time is 30 minutes long and specific time (i.e., 11:00) to leave the unit will be determined by the assigned preceptor based on the needs of the patients
- *students are not permitted to leave the hospital campus for lunch.*

Leadership Journal: located in Bb – Internship course – Clinical Information Link – Clinical Documents)

The purpose of the leadership journal is to apply key leadership concepts and exemplars presented in class for that week in the clinical setting. This is accomplished through documentation of observations within the internship site, discussions with the leadership preceptor, charge nurse, patient care coordinator & clinical director/manager, and review of leadership literature. Students are expected to analyze & provide answers related to the assigned clinical setting to questions within each topic area by:

- defining the key concept in the literature (APA citation) using class textbooks
- providing specific examples in the clinical setting
- analyzing the gap between the leadership theory and practice
- supporting statements by providing rationale for statements (APA citation from Leadership textbook and/or Leadership ATI)

Grading: The Leadership Journal is a pass/fail cumulative assignment that is worth 100 points (16 points/week for Journal and 4 points for Reflection Journal). **Students must make a 75% or greater to pass this assignment and the clinical course.** Course grades will be determined based on the journal average initially. Student's must achieve a 75% journal average; no rounding will occur to determine the journal average. If the journal average grade is below 75%, a grade of "Fail" will be entered for the course. If the journal average is 75% or higher additional course evaluation methods, such as schedules, clinical logs, etc. will be added to compute the final grade.

If the journal entry is **not submitted** by the due date each week **without an approved extension by clinical faculty prior to due date**, the student will receive a **“0”** for that week’s journal. Students are expected to read comments communicated by clinical faculty in the reviewed journal comments in assignment drop box and incorporate the recommendations into practice and/or the next week’s journal.

Students must make a satisfactory on all course objectives and make a 75% on the journal assignment to achieve a passing grade in Nsg 456 Nursing Internship: Leadership and Management Practice.

Unit: _____

Date: _____

**University of Tennessee Center for Health Science
College of Nursing
Standard/Transmission Based Precautions/ Basic Safety**

To provide protection to other associates, patient, and visitors from contracting or transmitting Hepatitis B and HIV (AIDS) and to provide infectious patients the same level and quality of services to other patients, I verify the following:

1. I have read and understand how to use standard precautions.
2. I am aware of the Health Care Agency's Infection Control Policies, Procedures, and Guidelines as they relate to standard and transmission-based precaution.
3. These supplies are on the unit, and I know where they are located.

Blood Precautions Kit _____

Disposable Gloves _____

Disposable Gowns _____

Mouth to Mouth Resuscitators _____

Plastic Bags for Transporting Specimens _____

Soiled Needle Containers _____

I know the location of the following safety equipment located on the unit.

Fire Extinguishers _____

Fire Alarms _____

Evacuation Plan including exits _____

Disaster Plan _____

MSDS (Material safety data sheets) _____

Environment of Care manual _____

Flashlights _____ Emergency Outlets _____

I understand my accountability and responsibility for compliance and the consequences of non-compliance.

Student _____ Date _____

UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER COLLEGE OF NURSING

NSG 499

COURSE TITLE:	Senior Synthesis Seminar
CREDIT HOURS:	1 (1-0)
INSTRUCTOR OF RECORD (IOR): (Memphis)	Glynis Blackard, PhD, RN Gennifer Baker, DNP
PREREQUISITES:	ABSN -Term I, and II TBSN - Term I, II, and III or permission of the Associate Dean for Academic Affairs
PLACEMENT IN CURRICULUM:	Term III ABSN, Term IV TBSN

Faculty Contact Information/Availability:

Faculty	Office	Office Hours	Phone	Email Addresses
Randy Johnson	874 Union Ave., Rm 222	By appointment	901-448-6137	rjohn181@uthsc.edu
Trina Barrett	874 Union Ave., Rm 304	By appointment	901-448-1886	tbarret7@uthsc.edu
Gennifer Baker	433 West Madison St. Pulaski, TN 38478 #207	By appointment	931-424-7371	gbaker21@utsouthern.edu

Additional information about the faculty teaching this course is located in the Bb course.

UTHSC COLLEGE OF NURSING TOLL FREE NUMBER: 800-733-2498. The toll-free number works within the continental United States and is answered from 8 am - 5 pm central time Monday through Friday.

COURSE DESCRIPTION: This course focuses on concept synthesis to prepare the graduate for entry into the profession. Emphasis is placed on critical decision-making needed for professional nursing practice.

COURSE OUTCOMES:

Upon completion of the course, the student will be able to:

1. Evaluate achievement of BSN end of program competencies.

2. Complete faculty approved individualized plan of study to demonstrate success on the NCLEX Examination.
3. Assume accountability for personal and professional behaviors.

ESSENTIAL COMPETENCIES AND CONTENT/CONCEPTS

This course builds on prior knowledge from courses in the BSN program. Scores earned from the Assessment Technology Institute (ATI) are used to plan individualized review. A plan to review and study for the NCLEX-RN is implemented for student success. In addition, this course will provide information regarding the process of application for licensure by examination.

SPECIFIC TEXT FOR THIS COURSE:

ATI Review materials hardcopy and online resources

APPLICATIONS AND WEB-BASED TECHNOLOGY

Blackboard (Bb) is a web-based Learning Management System that we use at UTHSC to provide course content and course documents to students. Because it is web-based, it is available 24 hrs. a day and can be accessed over the internet from anywhere you can get on the internet.

<http://courses.uthsc.edu/> Assessment Technologies Institute (ATI) testing Proctored Assessments, Practice Assessments, & Learning System RN Final Exams are used.

TEACHING STRATEGIES/COURSE STRUCTURE:

This is a web-enhanced course that consists of modules in NSG 499. Various test taking workshops, web-based exercises, NCLEX-style practice questions, coach based review and case studies will be used to engage students in course content. This course primarily prepares the learner for the NCLEX-RN exam. During each weeks session, a pre-test is to be completed, and personalized review established that provides an overview of core nursing concepts and/or case studies with related NCLEX questions. The pre-test is followed by an individualized review plan. Testing strategies and individualized study organization will be presented with student resources provided for each teaching session.

EVALUATION METHODS OR GRADING PLAN: This course is graded pass/fail, students must achieve a minimum of 75% of the course total score to receive a passing grade. Course grades are not based on the curve. The University of Tennessee Health Science Center College of Nursing Grading Scale is as follows:

Percentage	Grade
92% – 100%	A
83% – 91%	B
75% – 82%	C
70% – 74%	D

Below 69%	F
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Assignments, assessments, in-class activities as well as out-of-class activities grading scale:

Assignments, Assessments, Activity	Total Points	% of Grade
Weekly assignments (7 total, 30 points per week) Includes Pre-assessment (10 points) Content Assessment (10 points) Post-assessment (10 total points, 5 points for all questions, 5 points for answers in own words)	210	40
Capstone Comp Predictor A (Complete P/incomplete F)	100	5
Capstone Comp Predictor B (Complete P/incomplete F)	100	5
Pharmacology Assessment	100	5
Virtual ATI (50 Points per Module) NCLEX Strategies Fundamentals (25% stage) Pharmacology (25% stage) Beginning Medical-Surgical (50% stage)	200	35
Comprehensive Predictor (Practice Assessment and remediation are required to take this exam)	100	10
Totals		100%

GRADING SYSTEM

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. In certain instances, some courses may be graded on a PASS/FAIL basis.

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.

Drop Date with the grade of “W” is **10/14/2022**

Drop Date with the grade of “WF/WP” is **11/04/2022**

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 course 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 course coordinator considers the student to have earned. It is the responsibility of the student to work with the course coordinator 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.

The clinical and skills lab component of the course is graded as pass/fail. Students who fail the clinical component will receive an “F” in the course. To pass the course, satisfactory performance on all clinical competencies outlined in the course evaluation instrument is required at the final end-of-term clinical evaluation. Clinical attendance is required.

COURSE SCHEDULE

Date	Topic
Week 1	Fundamentals Syllabus Quiz due Capstone Comprehensive Predictor A
Week 2	Pharmacology Pharmacology II
Week 3	Medical Surgical Medical Surgical II Pharmacology Proctored Assessment
Week 4	Maternal Newborn
Week 5	Nursing Care of Children
Week 6	Mental Health
Week 7	Leadership/ Community Health
Week 8	Virtual ATI Initiate Virtual ATI accept invitation Capstone Comprehensive Predictor B
Week 9	NCLEX Strategies Module
Week 10	Fundamentals Module
Week 11	Pharmacology Module ATI RN Comprehensive Practice assessment opens
Week 12	Medical Surgical Module
Week 13	All final submissions ATI RN Comprehensive Predictor
Week 14	ATI and Hurst Reviews

NAMING CONVENTION FOR SUBMISSION OF COURSE DOCUMENTS:

When you turn in documents for the course, whether using the digital drop box, the assignment feature, hard copy, or email, use the following naming conventions as you save your document:

1. The Course ID goes first, followed by a dash.
2. Use your first initial and last name, followed by a dash.
3. Put the title of the paper that will be noted clearly for you in the assignment instructions.

Here's an example: NSG 499-JStudent-TeachingBrochure

Papers not following this convention will be graded as late papers, thereby decreasing your grade.

EXAMS:

ATI assessments are used rather than exams.

Student Success Plan

If a student scores less than 75% on a course specific evaluation, prior to the “WP” “WF” (75% of course completion) grade date, the instructor of record (IOR) will contact the student to make an appointment with the IOR. The IOR will email the student a link to the IOR Student Success Plan (I-SSP) to be completed during the meeting with the IOR.

During the meeting with the student, the IOR will provide guidance to the student on how to study and prepare for the next evaluation in the course and will encourage the student to make an appointment with the Learning Navigator (LN). Upon completion of this meeting the IOR will email the BSN Program Director and the LN to inform them that the I-SSP has been developed.

If the student is identified by the BSN Program Director as not performing well in more than one course, he/she will contact the student to set up a meeting. The student will be referred to the LN for ongoing support. Additionally, if a student has a subsequent score of 75% or less in the same course, prior to the “WP” “WF” grade date, the IOR will meet with the student a second time and refer the student to the LN for ongoing support. Meetings after the “WP” “WF” grade date may be requested if time permits.

If the student is unsuccessful in or withdraws from a course, the student must schedule a meeting with the BSN Program Director to create and sign an individualized Revised Plan of Study and complete a Director Student Success Plan (D-SSP). All students who complete a Revised Plan of Study will be referred to the LN for monitoring and follow-up.

Exam Review

Upon completion of each ATI exam, students will have the opportunity to review their focused review.

Assessment Technologies Institute (ATI) Testing

Students enrolled in NSG 499 Senior Seminar are required to complete the ATI modules including pre- and post- Assessments:

ATI RN Practice Assessments

Completed during modules as guided by ATI coach. Comprehensive predictor practice assessment A

ATI Practice Assessments

Students will be required to complete Practice Assessment A. The Practice assessment is assigned as a proactive approach to help students identify areas that require remediation. Students will complete the Practice Assessment A which will be pass or fail. **Remediation will be completed based on the Practice Assessment score. Students will complete required remediation as outlined under “Topics to Review”.**

Focused Reviews/Active Learning Remediation

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in individual courses and on the NCLEX exam. Required remediation individualized **Focused Review** will be generated following completion of practice assessments using **links to ATI eBooks, media clips, or active learning templates**. Remediation is mandatory; however, requirements may vary depending on the score obtained on the completed practice assessment. Remediation will be based on the Practice A score using the above ATI resources. A score of 75-85% (2hrs), 86-95% (1hr), and 96-100 (no remediation).

Faculty has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students must provide documentation that required ATI remediation was completed using the **“My Transcript” feature under “My Results”** of the ATI Student Home Page or by submitting written Remediation Templates as required. ****Specific requirements per course will be included in your course syllabus.** If you do not complete the Practice Assessment, you will not be allowed to take the required ATI proctored assessment.

****If these items are not submitted by the due date the student will not be allowed to take the ATI proctored exam and receive a grade of zero (0).**

ATI Practice Assessment A		
The practice assessments will be 10% of the course grade		
After the Completion of Practice Assessment A. Remediation:		
<ol style="list-style-type: none"> 1. For each topic missed, complete an active learning template and or 2. Review topic in eBook and take end of chapter quiz 		
96-100%	86-95%	75-85%
No Remediation Required	One (1) hour remediation required	Two (2) hours remediation required

ATI Proctored Assessments for NSG 499

- ATI Capstone Comprehensive Predictor A
- ATI RN Pharmacology
- ATI RN Capstone Comprehensive Predictor B
- Each proctored assessment must be completed to pass the course. The grades are based on the score see the level scores for the Pharmacology Assessment and the predicted probability scoring for the Comprehensive Predictor.
- Students will receive a focused review of the exam from ATI and should use this information to remediate. Regardless of the score, beginning review as soon as scores are received is crucial to success in an accelerated program.
- ATI RN Comprehensive Predictor
- The ATI RN Comprehensive Predictor will have a practice assessment assigned prior to taking the Proctored assessment. The remediation is described above.

Scores will be awarded for ATI Pharmacology
Pharmacology Cut Scores

Level 1 Cut Score	Level 2 Cut Score	Level 3 Cut Score
56.7%-70.0%	71.7%-83.3%	85.0-100.0%

Level 3 = A 100%

Level 2 = B 91%

Level 1 = C 82%

Below Level 1 = D 74%

Scores will be awarded for ATI Comprehensive predictor:

For the *RN Comprehensive Predictor* grading for the following predicted probabilities will be used:

- 99 – 95% Predicted Probability of Passing the NCLEX will earn a grade of 100 (A).
- 94 – 84% Predicted Probability of Passing the NCLEX will earn a grade of 91 (B).
- 82 – 76% Predicted Probability of Passing the NCLEX will earn a grade of 82 (C).
- 75 – 71% Predicted Probability of Passing the NCLEX will receive a grade of 74 (D).
- <71% Predicted Probability of Passing the NCLEX will receive a grade of 69 (F).
- Predictive scores should be used to continue review and complete the virtual ATI to 100% in preparation for NCLEX-RN.

FACULTY COMMUNICATION AND GRADING EXPECTATIONS

Responses to emails and discussion posts are typically made within 2 business days if received between 8:00 AM Monday and 5:00 PM Friday. Messages posted or emailed between 5:00 PM Friday and 8:00 AM Monday will be treated as though they were written Monday morning.

Messages posted or emailed on a holiday will be treated as though they were received on the morning classes resume.

Every effort will be made to post grades within one week of the scheduled due date of the exam or assignment.

EXPECTATIONS OF STUDENT BEHAVIOR:

Students have a professional responsibility to inform the faculty in a timely manner if they are unable to participate and complete course assignments as required.

Online Etiquette

In your online communication, you are expected to be respectful and tolerant of other people's ideas, opinions, and beliefs.

Please follow a few rules of thumb for online discussion (e.g. emails, discussion boards, blogs) when communicating with your instructor and peers in this class.

- Be respectful and treat everyone, as you would want to be treated yourself. Be forgiving.
- Wait to respond to a message that upsets you and be careful of what you say and how you say it. Think before you hit the post (enter/reply) button.
- Be considerate. Rude, offensive, or threatening language, inflammatory assertions, and personal attacks are not appropriate communication in an academic setting.
- Avoid messages that are in all capital letters -- it comes across to the reader as shouting!
- Be careful with boldface and italics; they can denote sarcasm.
- Use good grammar, punctuation, and composition. This shows that you have taken the time and that you respect your classmates' work.
- Use spell check!

E-MAIL MESSAGES FROM STUDENTS TO COURSE FACULTY:

When you send email messages to me, make sure that you do the following:

1. Use your UT email address (yourname@uthsc.edu email address) responses will be made to emails sent from the UT email system only.
2. Start the subject line of your email with the course ID, followed by a colon and then a few words about the substance of the email. Example: NSG 499: Requesting a private meeting.
3. Sign all your email messages with your first and last name. Your email address (your NetID) has only 8 characters and it is not always possible to tell who the sender is by looking at your email address.

STUDENT SERVICES

Students Needing Accommodations

Any student who feels he/she may need an accommodation based on the impact of a disability should contact Student Academic Support Services and Inclusion (SASSI) to self-disclose and

officially request accommodations. All requests for accommodations must be submitted with supporting documentation and the SASSI Self-Disclosure and Accommodation Request Forms. Although students may register for services at any time, please attempt to make arrangements within the first two weeks of the semester as it does take time to process the request and review documentation. For additional information, contact the Disability Coordinator in SASSI, Laurie Brooks, lbrook15@uthsc.edu or (901) 448-1452.

Student Academic Support Services and Inclusion (SASSI):

Student Academic Support Services and Inclusion (SASSI) provides a variety of services in person and online to facilitate learning and enhance student performance. Services provided include coordinating the Campus Wide Tutoring Program along with one-on-one coaching targeting areas such as test taking, board preparation, learning preferences applied to curricula, time management, reading rate and comprehension, note taking, stress and test anxiety management and critical thinking. Services and accommodations are also coordinated through the SASSI Office for students with disabilities. All meetings with SASSI staff are completely confidential, and all services provided by SASSI staff are free of charge to students. The SASSI office maintains a library available for student use and checkout. Access to materials, webinars, and information related to applying for accommodations is available at <http://www.uthsc.edu/sassi/about/index.php>. SASSI may be contacted and appointments scheduled online, by phone at 901-448-5056 or through e-mail at SASSI@uthsc.edu. Information about additional UTHSC student services such as Behavioral Health, the Student Assistance Program (SAP), financial aid, and the Office of Equity and Diversity can be found at www.uthsc.edu/students.

UTHSC Library

The Health Sciences Library supports the university's instructional, research, and clinical missions through a collection of print and online journals, books, online databases and multimedia resources. The library has approximately 25 staff members available to assist students with a variety of needs including accessing library resources and utilizing space within the library. The library's website www.library.uthsc.edu provides access to online databases, electronic books and journals. When accessing these resources from off campus locations, you will be prompted to enter your NetID and password.

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:

Computing Center's **Help Desk**– 8am-5pm CT Monday through Friday:

1. 901-448-2222, option 1; continental US toll-free 800-413-7830
2. Help Desk website – for basic technical support information:
<http://www.uthsc.edu/helpdesk>

For Blackboard-related support, contact the following:

1. For course access and content issues (examples: cannot access course, cannot find syllabus, locked out of test), contact your **course faculty**, Randy Johnson Office: 901-448-6137 8am-5pm CT Monday through Friday); or via email rjohn181@uthsc.edu
2. For basic Blackboard technical issues (examples: how to change or reset your Bb password), consult the QuickSteps section of the **Blackboard help page** (<http://www.uthsc.edu/bb>)
3. For overall system access and Blackboard-related technical issues (examples: cannot log in to system, cannot access pages that you accessed in the past), contact **the Blackboard administrators**, 901-448-1927 (8am-5pm CT Monday through Friday). bb@uthsc.edu

DROPPING/ADDING A COURSE

Students who desire to add or drop a course should consult with their academic advisor and the course 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 Program Director, Associate Dean for Academic Affairs, and the student's advisor regarding the course change. The advisor and student develop a new plan of study, sign the plan of study, and forward it to the BSN 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. Space is limited in clinical courses; space constraints may limit the ability of the student to re-enroll in a clinical course and affect progression in the program.

Leave of absences are granted in extenuating circumstances. The student should meet with the Associate Dean of Academic Affairs, his or her advisor, and the option coordinator to determine whether it is feasible for the student to return to the program. Students who request a leave of absence for 6 months or longer may need to audit or re-take courses to provide foundational knowledge.

COURSE EVALUATION: Course evaluations completed by students are extremely valuable to faculty. Review of student course evaluations offers faculty insight for consideration of changes in the course. Completion of course evaluations in a thoughtful and professional manner can facilitate faculty in continuing to offer students outstanding educational experiences in the program.

COURSE POLICIES:

Attendance and Class Participation:

Students are expected to be present, awake, and alert during class. Because of the accelerated pace of the BSN nursing program and the standard expectation of professional conduct, students are expected to attend each and every class meeting.

Submission of Coursework and Late Submission Policies:

1. Assignments are to be completed by the due date and time. All times reflect central time. You 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 for you in your time zone.
2. ATI deadlines must be met, and grades assigned are based on the coach grade submission. Late assignments are not accepted in the Capstone.
3. Assessments are graded based on the scores as represented in the syllabus. Assessments are to be taken at the scheduled time.
4. Each assignment provides specific details on how it is to be submitted, whether via the Blackboard drop box, assignment feature, discussion board, or group area or whether it is to be submitted via email.

Cell Phone and Beepers

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

1. Cell phones and beepers should be turned off in the classroom.
2. Remove phone conversations from quiet places (e.g. library, nursing and computer labs).
3. Cell phones and beepers should be turned off while in the clinical area.

Policy on Children in the Classroom

It is not possible to provide an environment conducive to learning with children present in the classroom. Students are expected to make child care arrangements in advance.

CenterScope/Catalog

The CenterScope is the student handbook for the University of Tennessee Health Science Center. Please refer to this link <http://catalog.uthsc.edu/> for this handbook or for the Catalog which include sections on the Student Judicial System, Honor Code, and policies/procedures regarding formal student complaints and appeals. Students are expected to become familiar with these sections, as well as, with the syllabus specific to each course in which they are enrolled.

Plagiarism, falsification of records, "cheating," or other act which substantially impugns the integrity of the student is a violation of the Honor Code and can result in dismissal from the course and the University.

SafeAssign Policy

Selected papers and other written assignments in this class must be submitted to UTHSC

Blackboard text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

The faculty of this class reserves the right to submit papers to the UTHSC Blackboard text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTHSC Student Handbook.

Review the Course Syllabus

After reviewing the course syllabus and before progressing in the course, each student must take the Syllabus test. A link to that test is located in the **Quizzes & Exams** section of this course.

The syllabus is an important source of information about your course. It is the contract between the student and the instructor about expectations for learning and performance. Students are responsible for reviewing the syllabus to insure that assignments are submitted in a timely manner and meet the specified requirements for this course as explained in the syllabus. After you have read and understand the syllabus, take the **Syllabus Test** located in the Quizzes and Exams section on the course blackboard to verify your understanding of the document. Students must earn 100% on the Syllabus test by designated date or access to the course will be removed. **Complete the Syllabus Test by Deadline posted in schedule.**

ATI NCLEX Review

ATI Review Educator will conduct a live or virtual but live depending on health guidelines review dates on schedule. Student attendance for all sessions will be mandatory.

Hurst NCLEX Review

Hurst Review Services will conduct a live or virtual but live review dates on schedule. Student attendance for all sessions will be mandatory.

Appendix E: Memorandum of Understanding (MOU)

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9500117991

MOU UTHSC and UTS Joint BSN Program

MEMORANDUM OF UNDERSTANDING

Between

The University of Tennessee on behalf of its Health Science Center (UTHSC)

And

The University of Tennessee Southern (UTS)

Joint Degree Program
Bachelor of Science in Nursing (BSN)
CIP code: 51.3801.00

The purpose of this agreement is to provide a path for undergraduate students to pursue a Joint Bachelor of Science in Nursing between the University of Tennessee on behalf of its Health Science Center and the University of Tennessee Southern. The development of this joint program benefits the State of Tennessee by increasing the availability of baccalaureate trained nurses in the rural south-central region of the state. The joint program will benefit students through access to increased academic resources (library holdings, databases, and simulation expertise), faculty expertise in simulation, and academic doctorally prepared faculty members.

1. Transition Process and Faculty/Staff Considerations

- During AY 2023-2024, the final year of the last cohort of University of Tennessee Southern (UTS) Bachelor of Science in Nursing (BSN) students will complete their studies taught by UTS faculty on the Pulaski campus.
- UTS will remove all Nursing courses from the UTS academic catalog by July 2024.
- Following the effective date of this MOU, UTS may continue to offer other (non-Nursing) courses in public health and other health professions in a school funded and operated separately from the Joint BSN program. The Joint BSN program at UTS will continue to operate in the Travis School of Nursing.
- Starting in July 2024, UTS may elect to include University of Tennessee Health Science Center (UTHSC) Nursing courses in their academic catalog, but these courses must be clearly identified as UTHSC courses taught by UTHSC faculty per SACSCOC policy and standards.
- During AY 2023-2024, Nursing faculty in Pulaski will be jointly appointed by UTS and UTHSC. Starting in AY 2024-2025, Nursing faculty in Pulaski will transition to being solely UTHSC faculty members and will report to the UTHSC Dean of Nursing.
- Upon becoming UTHSC faculty members, Nursing faculty in Pulaski will be compensated consistent with UTS faculty compensation guidelines. Faculty with 100% appointments at UTHSC will be subject to annual performance evaluations solely by UTHSC.
- As deemed appropriate by the institutions, certain faculty and/or staff working in the

1

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MOU UTHSC and UTS Joint BSN Program

Joint BSN program may be given joint appointments at UTS and UTHSC. In such cases, the institution with whom each individual employee has a majority percentage of his/her appointment will be responsible for conducting annual performance evaluations of the employee, with input from the other institution

- All Pulaski-based faculty members will have a UTS identification card so that they can participate in UTS campus events.

2. Facilities at UTS

- UTS will continue to provide space, utilities, custodial services, and routine maintenance at no cost to UTHSC just as it does with any UTS department. Any renovation or cosmetic changes to these spaces will be funded and overseen by UTS. These spaces will remain on the UTS (Pulaski campus) space inventory reported annually to the Tennessee Higher Education Commission (THEC).

3. Admissions Procedures

- Enrollment and Degree Verification at UTS – Students attend the first two years at UTS or transfer courses to UTS, where they complete up to a 60-credit hour program of pre-major course requirements determined by consultation between the two institutions. Students who transfer to UTS must complete at least 25% of the program (30 credit hours) through direct instruction offered by UTS faculty members in order to earn the Joint BSN. For the National Student Clearinghouse, students are counted at UTS for the first two years (only during those terms a student attends UTS will the student be counted as enrolled at UTS). Students may then apply to, and if admitted, enroll in the Joint BSN to complete 60 credit hours of Nursing coursework. Students will be enrolled in a “place holder” course at UTS to maintain continuous enrollment. Students must complete the 60 credit hours of Nursing coursework through instruction offered by UTHSC and reflected on the UTHSC transcript. The student's degree will be counted in UTS's degree reporting.
- Enrollment and Degree Verification at UTHSC – Students enroll in the Joint BSN during the third and fourth years. For the National Student Clearinghouse students are counted as enrolled at UTHSC during the third and fourth years. The student's degree will be counted in UTHSC's degree reporting.
- Students who wish to substitute pre-major course requirements must seek approval from the Joint BSN program director.
- Application – The Joint BSN admits students who apply and who meet the criteria established for the program. In accordance with FERPA, the application for the Joint BSN program contains a release statement allowing UTS and UTHSC to exchange information pertaining to the student's academic records, transcript requests, admission applications, and registration information. Satisfaction of general education requirements at UTS will be accepted by UTHSC as completion of those requirements. All UTS students planning to enroll in the Joint BSN must complete all admissions documents.
- The Joint BSN will send notifications to UTS and to UTHSC offices informing each institution of each applicant's admission status. A student that has been fully admitted into the Joint BSN program meets all requirements:
 - Minimum 3.0 GPA after the completion of 60 hours,

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MOU UTHSC and UTS Joint BSN Program

- Cumulative GPA of 2.6 or better on science prerequisite courses [Human Anatomy and Physiology I, II and Microbiology – calculation is based on the highest grade achieved on the first or second attempt and only one science course may be repeated]
- Applicants must earn a C or better on all pre-requisite science coursework
- Science prerequisite courses must be completed within 5 years of the entry term.
- A student who has been conditionally admitted has not met all the requirements for full admission. Conditionally admitted students will continue to take courses at UTS until they have met program requirements.
- Any general education coursework accepted for credit at UTS will be deemed approved and accepted by UTHSC. However, students must meet published pre-requisite course requirements and GPA requirements for admission to the Joint BSN program.
- Students must submit official copies of all transcripts to the Joint BSN program.
- Other Admission Requirements – In addition to completing the Joint BSN Application, students are required to meet the following conditions:
 - Present documentation verifying his/her claim of U.S. citizenship or lawful presence in the U.S.
 - Include UTHSC on their FAFSA application if the student files a FAFSA.
 - Submit proof of adequate health insurance coverage or submit a waiver application after June 15.
- Immunizations – Upon verification of compliance with UTS's immunization requirements, students will be required to obtain all immunizations required by UTHSC. There may be additional immunizations required by clinical agencies prior to beginning clinical experiences in the nursing program. UTHSC cannot waive immunization requirements of clinical agencies.
- Technical Standards – Applicants to the Joint BSN program must possess the technical and performance standards as determined by Nursing faculty.

4. Registrar Procedures

- Registration – The UTHSC Office of the Registrar will block register the Joint BSN students for their third- and fourth-year courses. The UTS Registrar staff will enroll the Joint BSN students into a 15-credit hour placeholder course in order to maintain continuous enrollment at UTS during their third and fourth year. This keeps students active in the UTS registration system so that readmission will not be required for UTS.
- Students who take Joint BSN courses offered by UTHSC and taught by UTHSC faculty members must be in the UTHSC student information system so that the credits will be listed on the transcript as UTHSC courses. Students who have been admitted to the Joint BSN program should take all required courses as degree-seeking UTHSC students.
- Transcripts – UTS will send to UTHSC ALL transcripts of the students in the Joint BSN program at the beginning of their third year to verify that all prerequisites have been completed and to verify that a minimum of 30 credit hours were earned in courses taught by UTS faculty. Students are responsible for ensuring that all other (non-UTS) transcripts are submitted to UTHSC. At the end of each semester, UTHSC will send to UTS transcripts of the students in the BSN program. UTS Registrar staff will remove the placeholder course from the

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MOU UTHSC and UTS Joint BSN Program

students' transcript upon receipt of the UTHSC transcript and post the UTHSC courses as transfer credit. The degree will be posted on both institutions' transcripts.

- Graduation – Students will apply to graduate at both institutions through their electronic applications by their respective deadlines. Student Conduct holds will be handled on a case-by-case basis, with both institutions' Registrars communicating with each other and the Student Conduct officers. In the case of outstanding financial obligations, the degree will be conferred but the diploma and transcripts will not be released until the obligation has been satisfied. Outstanding prerequisites must be satisfied before degree conferral. Graduation honors will be determined using UTS policies and procedures. For the purposes of determining graduation honors, the UTS and UTHSC GPAs will be combined. This is the language that will be posted on both institutions' transcripts:

Degree offered jointly with The University of Tennessee Health Science Center and The University of Tennessee Southern

5. Financial Aid Procedures

- Students in the Joint BSN program will receive financial aid through UTHSC when enrolled in the last two years (or 60 credits) of the program. The students may be eligible for work-study through UTHSC.
- Scholarships – BSN students will be eligible to maintain and apply for scholarships through UTS (up to 60 credit hours only) and UTHSC (61+ credit hours only).
 - Students will be allowed to receive aid at one institution at a time. They cannot receive aid at both UTS and UTHSC for the same term.

6. Tuition and Fees Procedures

- For Joint BSN students who are responsible for UTS fees such as housing, meal plans, parking, and fraternity or sorority fees, these fees will be billed by UTHSC. The UTS Bursar Office will send UTHSC Bursar Office a spreadsheet listing such students and the detail codes for their fees. UTHSC will post the fees to the students' accounts and collect the fees. The fees will be allocated to UTS.
- Students in the first two years (before admission to the Joint BSN program) will pay tuition and fees to UTS. After admission to the Joint BSN, students will pay tuition and fees to UTHSC at the UTS undergraduate rate. UTHSC will transfer the appropriate portion of fees to UTS.
- For Joint BSN students with tuition waivers, e.g., state benefit waivers, UTHSC will apply their waivers to their tuition. The waivers will be charged directly to UTS.

7. Disability Services Procedures

- Students in the Joint BSN program may request accommodations by contacting Student Academic Support Services and Inclusion (SASSI). UTS will help transition the students to UTHSC process.

8. Other

- Code of Conduct – Students in the Joint BSN program are subject to UTHSC Code of Conduct and associated policies. The UTS Office of Student Conduct will serve as

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MOU UTHSC and UTS Joint BSN Program

the designee from UTHSC. All students will have the same rights and will be governed by the same policies.

- **Honor Code (academic integrity)** – Students in the Joint BSN program are subject to UTHSC Honor Code and policies; the UTS Dean of Students (DOS) will serve in an advisory role about how to proceed, standards, and to coordinate tele-hearings, etc.; UTS will provide notices (i.e., UTS Handbook) that participants are subject to UTHSC policies/procedures.
- **Title IX** – Students in the Joint BSN program are subject to UTHSC Title IX Policy.
- **Health Services** – Students in the Joint BSN program will be required to show proof of current coverage through an approved health insurance plan or will be required to purchase the UTHSC health insurance plan. Students in the Joint BSN program may receive healthcare services at the UTS Clinic.
- **Counseling** – Students in the Joint BSN program may receive services at the Counseling Center on the UTS campus and will not pay the UTHSC fee.
- **Residential Life** – Students in the Joint BSN program will be subject to UTS policies.
- **Student Rights and Responsibilities** – Students admitted to the Joint BSN program will be afforded all the rights and responsibilities of UTS students, including but not limited to access to counseling, disability services, tutoring, healthcare, libraries, facilities, and activities.
- **Effective Date** – This MOU will become effective the date that the joint program is approved through Tennessee Higher Education Commission (THEC) processes.
- **Review and Modification of MOU** – This MOU will be reviewed at least every 5 years and modified when necessary to ensure that the program complies with the standards and policies of SACSCOC, UT System, CCNE, and THEC. Either institution may advise the other of its desire to modify the MOU at any time subject to 180 days' notice.
- **Termination of MOU and Teach Out** – Either institution may terminate the MOU, for any reason, upon providing 180 days' written notice to the other institution. In the event of such termination, the parties agree to work together to ensure that any students enrolled in the Joint BSN program on the effective date of the MOU's termination will be allowed a reasonable time to complete all necessary coursework at either institution as required to complete the joint degree requirements.


[Signature page to follow]

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MOU UTHSC and UTS Joint BSN Program

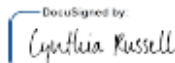
IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed as of the day and year first written above.

The University of TN Health Science Center

DocuSigned by:


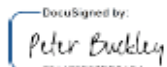
Anthony A. Ferrara
Senior Vice Chancellor for Finance & Administration
Chief Financial Officer

10/13/2022 | 09:12:10 PDT
Date

DocuSigned by:


Cynthia Russell
Vice Chancellor for Academic, Faculty & Student Affairs


10/13/2022 | 08:57:55 PDT
Date

DocuSigned by:


Peter Buckley
Chancellor

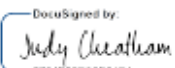
10/13/2022 | 09:45:27 PDT
Date

The University of TN Southern

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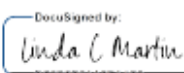
Robby Shelton
Vice Chancellor of Finance & Administration

10/13/2022 | 10:07:38 PDT
Date

DocuSigned by:


Judy Cheatham
Chief Academic Officer

10/14/2022 | 15:11:00 PDT
Date

DocuSigned by:


Linda Martin
Interim Chancellor

10/17/2022 | 12:36:41 PDT
Date

Appendix F: TN Board of Nursing Approval Letters



March 3, 2022

Dr. Wendy Likes, Dean
College of Nursing
University of TN-Health Science Center
920 Madison Ave
Memphis, TN 38163
wlikes@uthsc.edu

Dear Dr. Likes:

The Tennessee Board of Nursing in session February 17, 2022, reviewed the approval status of all professional nursing programs within the state. The Board acted to continue full approval of the Baccalaureate, Master's Degree and Doctoral Degree nursing education programs at University of Tennessee-Health Science Center.

"Full approval is granted a school that has met the requirements that are set forth by the Board and has demonstrated its ability to provide an educational program, which meets the Board's standards."
[Rules and Regulations 1000-01-.05(4)(b)].

Renewal of approval is granted annually based on survey visits, conferences, correspondence, the annual report and the NCLEX pass rate.

If we can assist you in anyway, please feel free to contact any of the nurse consultants at the board office.

Sincerely,

A handwritten signature in cursive script that reads 'Cynthia Rae Ellis'.

Cynthia Rae Ellis, BSN, RN
Nurse Consultant
Tennessee Board of Nursing

Health Related Boards/Tennessee Board of Nursing
665 Mainstream Drive • Nashville, TN 37243
Tel: 615-532-5166 • Fax: 615-741-7899 • tn.gov/health



March 2, 2022

Dr. Michelle Decker, Chair of Nursing
University of Tennessee Southern
433 West Madison Street
Pulaski, TN 38478

Dear Dr. Decker,

The Tennessee Board of Nursing in session February 17, 2022 reviewed the approval status of all professional nursing programs within the state. The Board acted to continue full approval of the pre-licensure Baccalaureate Degree nursing education program at University of Tennessee Southern.

"Full approval is granted a school that has met the requirements that are set forth by the Board and has demonstrated its ability to provide an educational program, which meets the Board's standards."
[Rules and Regulations 1000-01-.05(4)(b)].

Renewal of approval is granted annually based on survey visits, conferences, correspondence, and the annual report.

If we can assist you in anyway, please feel free to contact any of the nurse consultants at the board office.

Sincerely,

A handwritten signature in cursive script that reads 'Cynthia Rae Ellis'.

Cynthia Rae Ellis, BSN, RN
Nurse Consultant
Tennessee Board of Nursing

Health Related Boards/Tennessee Board of Nursing
665 Mainstream Drive • Nashville, TN 37243
Tel: 615-532-5166 • Fax: 615-741-7899 • tn.gov/health

Appendix G: Assessment of Student Learning Outcomes

SLO 1. Engage in clinical reasoning to make decisions regarding patient care.

Assessment Methods	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 456 Nursing Internship: Leadership and Management Journal submission (charge nurse, staffing, and delegation)	≥ 85% of students will earn a score of 75% (9.4 out 12.5 points) or greater.		
NSG 446 Concepts II clinical evaluation tool	≥ 90% of students will earn a score of “satisfactory”		
<i>Standardized Exams/ Certifications</i>			
ATI ATI RN Concepts Level 2 proctored assessment: concept of Critical thinking/clinical reasoning/ clinical judgment.	Students will score an average of 70% or higher on the concept Critical thinking/clinical reasoning/ clinical judgment.		
<i>Student Report</i>			
Skyfactor® Exit Survey: Q77 Assess predictive factors that influence the health of patients. Q90 Evaluate individual’s ability to assume	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		

responsibility for self-care.			
SUMMARY			

SLO 2. Deliver safe, evidence-based, compassionate, holistic patient and family-centered care across health and illness continuum.

Assessment Measures	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 455 Nursing Leadership and Management IHI Module PS System Safety	≥ 85% of students will score ≥75% on the IHI module.		
<i>Standardized Exams/ Certifications</i>			
ATI RN Level 1 Proctored Assessment Concept of Safety	Students will score ≥70% on safety concept in the assessment.		
NSG 444 Nursing Concepts I Assignment: IHI Module PS 101 Fundamentals of Patient Safety	≥ 85% of students will pass IHI modules with score of ≥ 75%		
ATI RN Concept Level 1 Proctored Assessment Concept of Patient centered care.	Students will score an average of ≥70% on patient centered care concept in the assessment.		
<i>Student Report</i>			
Skyfactor® Exit Survey: Q068 Apply research-based knowledge	Mean 5.0 or higher on 1-7 scale: similar or higher scores		

Q079 Support fairness in the delivery of care.	than benchmark schools		
SUMMARY			

SLO 3. Advocate for individuals, families, groups, communities, and populations.

Assessment Methods	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 444 Nursing Concepts I IHI Module PFC 101 Introduction to patient centered care.	≥ 85% of students will pass IHI modules with score of ≥ 75%		
<i>Standardized Exams/ Certifications</i>			
ATI Concepts Level 1 proctored assessment: Concept of Patient centered care.	Students will score an average of ≥70% on patient centered care concept in the assessment.		
<i>Student Report</i>			
Skyfactor® Exit Survey: Q80 Assist patient to interpret the meaning of health information. Q81 Act as an advocate for vulnerable patients.	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

SLO 4. Implement population-focused, wellness promotion and illness prevention strategies that consider determinants of health and available resources.

Assessment Methods	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 452 Population Health Community Assessment Project Parts A, B, and C	≥ 85% of students will pass IHI module with score of ≥75%		
NSG 451 Social Environmental, and Genomic Determinants of Health: Celebrity Assignment.	≥ 85% of students will pass the Celebrity assignment with a score of ≥75%		
<i>Standardized Exams/ Certifications</i>			
ATI RN Concepts Level 3 proctored assessment Concept of Health promotion/wellness/disease prevention	Students will score an average of ≥70% on health promotion /wellness/disease prevention concept in the assessment.		
<i>Student Report</i>			
Skyfactor® Exit Survey: Q73 Understand global healthcare environment Q78 Provide culturally competent care	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

SLO 5. Use effective communication and collaborative skills for professional practice.

Assessment Measures	Expected Outcome	Actual Outcome	Evaluation of Outcome
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<i>Faculty Assessments</i>			
NSG 449 Evidence-based practice: Assignment Research Article analyses	≥ 85% of students will earn an average score of ≥75% on the Research Article analyses (Will change to the Poster Project and Presentation)		
<i>Standardized Exams/ Certifications</i>			
ATI RN Concepts Level 1 Proctored Assessment Concept of Communication.	Students will score an average of ≥70% on Communication concept in the assessment.		
<i>Student Report</i>			
Skyfactor® (EBI) Exit Survey: Q 75 Communicate with healthcare professionals to deliver high quality patient care. Q76 Work with interprofessional teams.	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

SLO 6. Demonstrate accountability for personal and professional standards of moral, ethical, and legal conduct.

Assessment Measures	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			

NSG 440 Professional Nursing Practice Concepts (RN to BSN) IHI module PS 102 From Error to Harm	≥ 85% of students will pass IHI modules with score of ≥ 75%		
NSG 455 Nursing Leadership and Management IHI module PS 202 System Safety	≥ 85% of students will pass IHI modules with score of ≥ 75%		
<i>Standardized Exams/ Certifications</i>			
NCLEX -RN Pass rate	≥ 85% of graduates will pass NCLEX-RN on first attempt; ≥ 95% comprehensive pass		
ATI RN Concepts Level 4 Proctored assessment Concept of ethics.	Students will score an average of ≥70% on Ethics concept in the assessment.		
<i>Student Report</i>			
Skyfactor® (EBI) Exit Survey: Q82 Demonstrate accountability for your own actions. Q85 Apply ethical decision-making framework to clinical situations.	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

SLO 7. Evaluate quality improvement processes to optimize safe health care outcomes for individuals, families, groups, communities, and populations.

Assessment Measures	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 456 Nursing Internship: Leadership and Management Weighted Clinical Journal Scores.	≥ 85% of students will pass the Weighted Journal grade with a score of ≥ 75%		
<i>Standardized Exams/ Certifications</i>			
ATI RN Concepts Level 3 Proctored assessment Concept of Health promotion/wellness/disease prevention	Students will score an average of ≥ 70% on Health promotion/wellness/disease prevention concept in the assessment		
<i>Student Report</i>			
Skyfactor® Exit Survey: Q74 Incorporate knowledge of cost factors when delivering care. Q 77 Assess predictive factors that influence the health of patients.	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

SLO 8. Employ leadership principles to improve patient outcomes across healthcare systems.

Assessment Measures	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 455 Nursing Leadership and Management IHI Module L 101 Introduction to Leadership	≥ 85% of students will pass IHI modules with score of ≥ 75%		
NSG 456 Nursing Internship: Leadership and Management Journal 4 Prioritization and teams.	≥ 85% of students will score ≥ 75% on Journal 4		
<i>Standardized Exams/ Certifications</i>			
ATI RN Concepts Level 2 proctored assessment concept of Critical thinking/clinical reasoning/clinical judgment	Students will score an average of ≥70% on Critical thinking/clinical reasoning/clinical judgment concept in the assessment.		
ATI RN Concepts Level 4 proctored assessment concept of Collaboration/teamwork	Students will score an average of ≥70% on Collaboration/teamwork concept in the assessment		
<i>Student Report</i>			
Skyfactor® Exit Survey: Q67 Understand how health care delivery systems are organized Q84 Incorporate nursing standards into practice	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

SLO 9. Exhibit a commitment to continuous self-evaluation and lifelong learning.

Assessment Measures	Expected Outcome	Actual Outcome	Evaluation of Outcome
<i>Faculty Assessments</i>			
NSG 456 Nursing Internship: Leadership and Management Assignment Self-reflection in leadership journal.	≥ 90% of students will earn a score of “satisfactory”		
<i>Standardized Exams/ Certifications</i>			
ATI-Comprehensive Predictor assessment In Capstone	The adjusted group score will increase on the ATI – Comprehensive First to Second attempt.		
ATI RN Concepts Level 4 proctored assessment Concept of Professional identity/professionalism	Students will score an average of ≥70% on Professional identity/ professionalism concept in the assessment		
<i>Student Report</i>			
Skyfactor® (EBI) Exit Survey: Q066 value the ideal of lifelong learning to support excellence in nursing	Mean 5.0 or higher on 1-7 scale: similar or higher scores than benchmark schools		
SUMMARY			

Appendix H: Evaluation Documents

CCNE Standard I - Program Quality: Mission and Governance

(Suggestion: Primary Evaluator responsible for noting “Reviewed with no revisions” or “Reviewed with the following corrections:”)

Key Element	Due Date
<p>I-A. The mission, goals, and expected program outcomes are:</p> <ul style="list-style-type: none"> ▪ congruent with those of the parent institution; and ▪ reviewed periodically and revised as appropriate. <p>Sources of Evidence: UTHSC Academic Bulletin; CenterScope; CON Committee Meeting minutes; AACN documents; Specialty Practice Standards</p> <p>Responsible Evaluators: BSN & DNP Program Directors (<i>Primary Evaluators</i>) Exec. Associate Dean of Academic Affairs; Curriculum Committee</p> <p>COA Standard A-1: The mission and/or philosophy of the conducting institution's governing body promotes educational excellence and supports the nurse anesthesia program within a doctoral framework.</p>	<p>Checked for the year by October 15th</p> <p>Met: _____</p> <p>Not Met: _____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.</p> <p>Sources of Evidence: UTHSC Academic Bulletin; CenterScope; CON website; CON Faculty Committee minutes; CON Committee minutes; Specialty Practice Standards</p>	<p>Checked for the year by October 15th</p> <p>Met: _____</p> <p>Not Met: _____</p> <p>Reviewer:</p>

Key Element	Due Date
Responsible Evaluators: BSN & DNP Program Directors (<i>Primary Evaluators</i>); Exec. Associate Dean of Academic Affairs; Curriculum Committee; DNP Concentration Coordinators; RN-BSN Concentration Coordinator	Comments:

Key Element	Due Date
<p>I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.</p> <p>Sources of Evidence: UTHSC Academic Bulletin; CenterScope; CON Magazine; Nursing Advisory Council minutes; BSN & DNP program handbooks</p> <p>Responsible Evaluators: BSN & DNP Program Directors (<i>Primary Evaluators</i>) Dean; Exec. Associate Dean of Academic Affairs</p>	<p>Checked for the year by July 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.</p> <p>Sources of Evidence: CON Faculty By-Laws</p> <p>Responsible Evaluators: Department Chairs (<i>Primary Evaluators</i>); Dean; Committee Chairs</p> <p>COA Standard B: Faculty standards are met by the Nurse Anesthesia Concentration.</p>	<p>Checked for the year by October 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
I-E. Faculty and students participate in program governance.	Checked for the year

Key Element	Due Date
<p>Sources of Evidence: CON Committee minutes; Faculty By-Laws; Faculty Activities Data Collection forms; CON Curriculum Committee minutes (noting student participation)</p> <p>Responsible Evaluators: Faculty Chair (<i>Primary Evaluator</i>); Assistant Dean of Student Affairs; Department Chairs President of the Nursing Student Government Association</p> <p>COA Standard(s) A-5 & A-6: Governance facilitates communication and program director participates in governance.</p>	<p>by July 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:</p> <ul style="list-style-type: none"> ▪ fair and equitable; ▪ published and accessible; and ▪ reviewed and revised as necessary to foster program improvement. <p>Sources of Evidence: CON Faculty & Staff Manual; UTHSC policies; UTHSC Bulletin; CenterScope</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); Assistant Dean of Student Affairs; BSN & DNP Program Directors</p> <p>COA Standard(s) A-4, A-13, G: Academic policy standards are all met by the Nurse Anesthesia Concentration.</p>	<p>Checked Bi-annually Jan 15 and July 15</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

CCNE Standard II - Program Quality: Institutional Commitment and Resources

(Suggestion: Primary Evaluator responsible for noting “Reviewed with no revisions” or “Reviewed with the following corrections:”)

Key Element	Due Date
<p>II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.</p> <p>Sources of Evidence: CON budget; Annual Faculty Activities and Data Collection Records; Summary of Annual Performance and Planning Review (APPR) for Faculty</p> <p>Responsible Evaluators: Dean (<i>Primary Evaluator</i>); Executive Committee</p> <p>COA A-10 & B-7: Program’s resources are adequate and program director is involved in the program’s budget.</p>	<p>Checked for the year by October 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.</p> <p>Sources of Evidence: CON budget allocations; Student Clinical Course Evaluations; BSN & DNP SkyFactor Exit Assessment; Faculty Course Summaries; UTHSC Institutional Effectiveness Annual Survey</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); Evaluation Committee</p>	<p>Checked for the year by June 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.</p> <p>Sources of Evidence: CON budget allocations; Student course evaluations; BSN & DNP exit assessment surveys; Faculty course summaries; UTHSC Institutional Effectiveness Annual Student Survey</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); Evaluation Committee</p> <p>COA H: Evaluation standards for the COA that cover the evaluation of academic support services are met by the Nurse Anesthesia Concentration.</p>	<p>Checked for the year by July 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>II-D. The chief nurse administrator of the nursing unit:</p> <ul style="list-style-type: none"> ▪ is a registered nurse (RN); ▪ holds a graduate degree in nursing; ▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing; ▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and ▪ provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. <p>Sources of Evidence: Upward Evaluation; Dean's CV; CON Dean's job description; UTHSC organizational chart; CON organizational chart</p> <p>Responsible Evaluators: Executive Dean of Academic Affairs (<i>Primary Evaluator</i>); Executive Committee (exempting the Dean)</p> <p>COA B: COA Faculty Standards are met by the Nurse Anesthesia Concentration</p>	<p>Checked for the year by July 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>II-E. Faculty are:</p> <ul style="list-style-type: none"> ▪ sufficient in number to accomplish the mission, goals, and expected program outcomes; ▪ academically prepared for the areas in which they teach; and ▪ experientially prepared for the areas in which they teach. <p>Sources of Evidence: Faculty workload document; Faculty vitae; Annual Performance and Planning Review (APPR) document; Research incentives</p> <p>Responsible Evaluators: Department Chairs (<i>Primary Evaluators</i>); Dean; Exec. Associate Dean of Academic Affairs; Associate Dean of Research</p> <p>COAA 8-9: Faculty have sufficient time for teaching, counseling, evaluation, advising, service, clinical work, and scholarship.</p>	<p>Checked Biannually by July 15</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.</p> <p>Sources of Evidence: Preceptor CVs; Letters of Recommendation; Licensure; Certifications; Preceptor Database</p> <p>Responsible Evaluators: Concentration Coordinators (<i>Primary Evaluator</i>); BSN & DNP Program Directors</p> <p>COAA-3 & F: Affiliation agreements outline expectations and clinical site standards are met and up to date.</p>	<p>Checked for the year by July 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

CCNE Standard III - Program Quality: Curriculum, Teaching-Learning Practices and Individual Student Learning Outcomes

(Suggestion: Primary Evaluator responsible for noting “Reviewed with no revisions” or “Reviewed with the following corrections:”)

Key Element	Due Date
<p>III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:</p> <ul style="list-style-type: none"> ▪ are congruent with the program’s mission and goals; ▪ are congruent with the roles for which the program is preparing its graduates; and ▪ consider the needs of the program-identified community of interest. <p>Sources of Evidence: Course syllabi; Curriculum Committee Minutes; Student Learning Outcomes; BSN General Education Competencies</p> <p>Responsible Evaluators: CON Curriculum Committee Chair (<i>Primary Evaluator</i>); Exec. Associate Dean of Academic Affairs; BSN & DNP Program Directors; Concentration Coordinators</p>	<p>Checked for the year by March 15th</p> <p>Met: _____ Not Met: _____</p> <p>Reviewer: Comments:</p>

Key Element	Due Date
<p>III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).</p> <p>Sources of Evidence: BSN Program Minutes; Curriculum Committee minutes; CON Faculty Committee minutes; Course syllabi; CON website; UTHSC Academic Bulletin</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); BSN Program Director; Instructor of Record (IOR)</p>	<p>Checked for the year by March 15th</p> <p>Met: _____ Not Met: _____</p> <p>Reviewer: Comments:</p>

Key Element	Due Date
<p>III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> ▪ Master's program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> a. All master's degree programs incorporate <i>The Essentials of Master's Education in Nursing</i> (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. b. All master's degree programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016). ▪ Graduate-entry master's program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines. <p>Sources of Evidence: NA</p> <p>Responsible Evaluators: NA</p>	<p>Checked for the year by March 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> ▪ DNP program curricula incorporate professional standards and guidelines as appropriate. <ul style="list-style-type: none"> a. All DNP programs incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program. 	<p>Checked for the year by July 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>b. All DNP programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).</p> <ul style="list-style-type: none"> ▪ Graduate-entry DNP program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008) and appropriate graduate program standards and guidelines. <p>Sources of Evidence: DNP Program Minutes; Curriculum Committee minutes; CON Faculty Committee minutes; Course syllabi; CON website; UTHSC Academic Bulletin</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); DNP Program Director; Instructor of Record (IOR)</p> <p>COA F: Clinical Site Standards are met.</p> <p>COA A: CRNA program curricula incorporate COA standards.</p> <p>COA E: Curriculum standards are met by the CRNA program.</p>	

Key Element	Due Date
<p>III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate <i>Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).</p> <p>Sources of Evidence: DNP Program Minutes; Curriculum Committee minutes; CON Faculty Committee minutes; Course syllabi; CON website; UTHSC Academic Bulletin</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); DNP Program Director; DNP Concentration Coordinators; CON Curriculum Committee; CON Faculty; Nurse Anesthesia Concentration Coordinator</p>	<p>Checked for the year by July 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>III-F. The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> ▪ Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. ▪ Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge. ▪ DNP curricula build on a baccalaureate and/or master’s foundation, depending on the level of entry of the student. ▪ Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base. <p>Sources of Evidence: Student course and faculty evaluations; Faculty Course Summaries; CON Curriculum Committee minutes; Program Minutes; Alumni surveys; Student Exit Assessment; Community and Nursing Advisory Councils minutes; BSN & DNP Focus Group summaries</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); BSN & DNP Program Directors; CON Curriculum Committee; CON Faculty Organization</p> <p>COA A-7: Committee structure is appropriate to meet program objectives, which includes a public member and student member.</p>	<p>Checked for the year by July 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>III-G. Teaching-learning practices:</p> <ul style="list-style-type: none"> ▪ support the achievement of expected student outcomes; ▪ consider the needs and expectations of the identified community of interest; and ▪ expose students to individuals with diverse life experiences, perspectives, and backgrounds. <p>Sources of Evidence: Course Syllabi; Course grades; Samples of student work; Course evaluations; Faculty Course Summaries; Formative and Summative Evaluations; CON Curriculum Committee minutes; Student Learning Outcomes</p> <p>Responsible Evaluators: BSN & DNP Program Directors (<i>Primary Evaluators</i>); Instructor of Record (IOR); Exec. Associate Dean of Academic Affairs; Concentration Coordinators</p>	<p>Checked for the year by July 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>COA C-3; C-5 & D: Students maintain clinical logs of their cases and are evaluated throughout the program; graduate standards are met by the Nurse Anesthesia students.</p>	

Key Element	Due Date
<p>III-H. The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> ▪ enable students to integrate new knowledge and demonstrate attainment of program outcomes; ▪ foster interprofessional collaborative practice; and ▪ are evaluated by faculty. <p>Sources of Evidence: Student course and faculty evaluations; Faculty Course Summaries; CON Curriculum Committee minutes; Focus Groups Summaries; Student SkyFactor Exit Assessment; Faculty Evaluation of Student's Performance; Clinical Site Evaluations (Faculty & Students); Preceptor Evaluations (Faculty & Student); Student Clinical Evaluation</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>), BSN & DNP Program Directors, CON Curriculum Committee, Course Faculty; Nurse Anesthesia Concentration Coordinator</p> <p>COA F: Clinical Site Standards are met.</p> <p>COA H: Evaluation standards are met.</p>	<p>Checked for the year by October 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

CCNE Standard IV - Program Effectiveness: Assessment and Achievement of Program Outcomes

(Suggestion: Primary Evaluator responsible for noting “Reviewed with no revisions” or “Reviewed with the following corrections:”)

Key Element	Due Date
<p>IV-A. A systematic process is used to determine program effectiveness.</p> <p>Sources of Evidence: Master Evaluation Plan; Evaluation Process; Evaluation Timeline</p> <p>Responsible Evaluators: Evaluation Committee Chair (<i>Primary Evaluator</i>); Evaluation Committee</p> <p>COA Standard H: Evaluation standards meet COA standards.</p>	<p>Checked for the year by March 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>IV-B. Program completion rates demonstrate program effectiveness.</p> <p>Sources of Evidence: Completion rates; Commencement program</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); BSN & DNP Program Directors; Progression Committee</p>	<p>Checked for the year by July 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>IV-C. Licensure and certification pass rates demonstrate program effectiveness.</p> <p>Sources of Evidence: <i>NCLEX-RN</i> pass rates; Certification pass rates</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluators</i>); BSN & DNP Program Directors; DNP Concentration Coordinators</p>	<p>Checked for the year by October 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>IV-D. Employment rates demonstrate program effectiveness.</p> <p>Sources of Evidence: Student Exit Assessment surveys; Alumni Surveys</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluators</i>); BSN & DNP Program Directors</p>	<p>Checked for the year by October 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>IV-E. Program outcomes demonstrate program effectiveness (beyond program completion, licensure and certification rates)</p> <p>Sources of Evidence: Student SkyFactor Exit Assessment (Program Satisfaction); SkyFactor Alumni Assessment (Program Satisfaction)</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (<i>Primary Evaluator</i>); BSN & DNP Program Directors</p>	<p>Checked for the year by October 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.</p> <p>Sources of Evidence: CON Magazine; Annual Institutional Effectiveness Report</p> <p>Responsible Evaluators: Exec. Associate Dean of Academic Affairs (Primary Evaluator); BSN & DNP Program Directors; Concentration Coordinators</p>	<p>Checked for the year by July 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Key Element	Due Date
<p>IV-G. Aggregate faculty outcomes demonstrate program effectiveness.</p> <p>Sources of Evidence: CON Website; Faculty vitae; Annual Performance and Planning Review (APPR) documents</p> <p>Responsible Evaluators: Dean (<i>Primary Evaluator</i>); Department Chairs</p>	<p>Checked for the year by March 15th</p> <p>Met: ____</p> <p>Not Met: ____</p> <p>Reviewer:</p>

Key Element	Due Date
	Comments:

Key Element	Due Date
<p>IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.</p> <p>Sources of Evidence: Annual Performance and Planning Review (APPR) documents; Faculty Organization minutes</p> <p>Responsible Evaluators: Department Chairs (<i>Primary Evaluator</i>); Dean</p>	<p>Checked for the year by October 15th</p> <p>Met : ____</p> <p>Not Met: ____</p> <p>Reviewer:</p> <p>Comments:</p>

Expedited New Academic Program Proposal

Master of Science in Business Cybersecurity



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

Updated May 22, 2023

Institution: The University of Tennessee, Knoxville

College: Haslam College of Business

Department: Accounting and Information Management

Title of Degree: Master of Science in Business Cybersecurity

Formal Degree Abbreviation: MSBC

Federal CIP Code: 11.1003

CIP Code Title: Computer and Information Systems Security/
Auditing/Information Assurance

Proposed Implementation Date: Spring 2024

Academic Program Liaisons: Karen Etzkorn, Director of Academic Affairs
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Section I: THEC-Approved Expedited Letter of Notification Items

Proposed Implementation Timeline

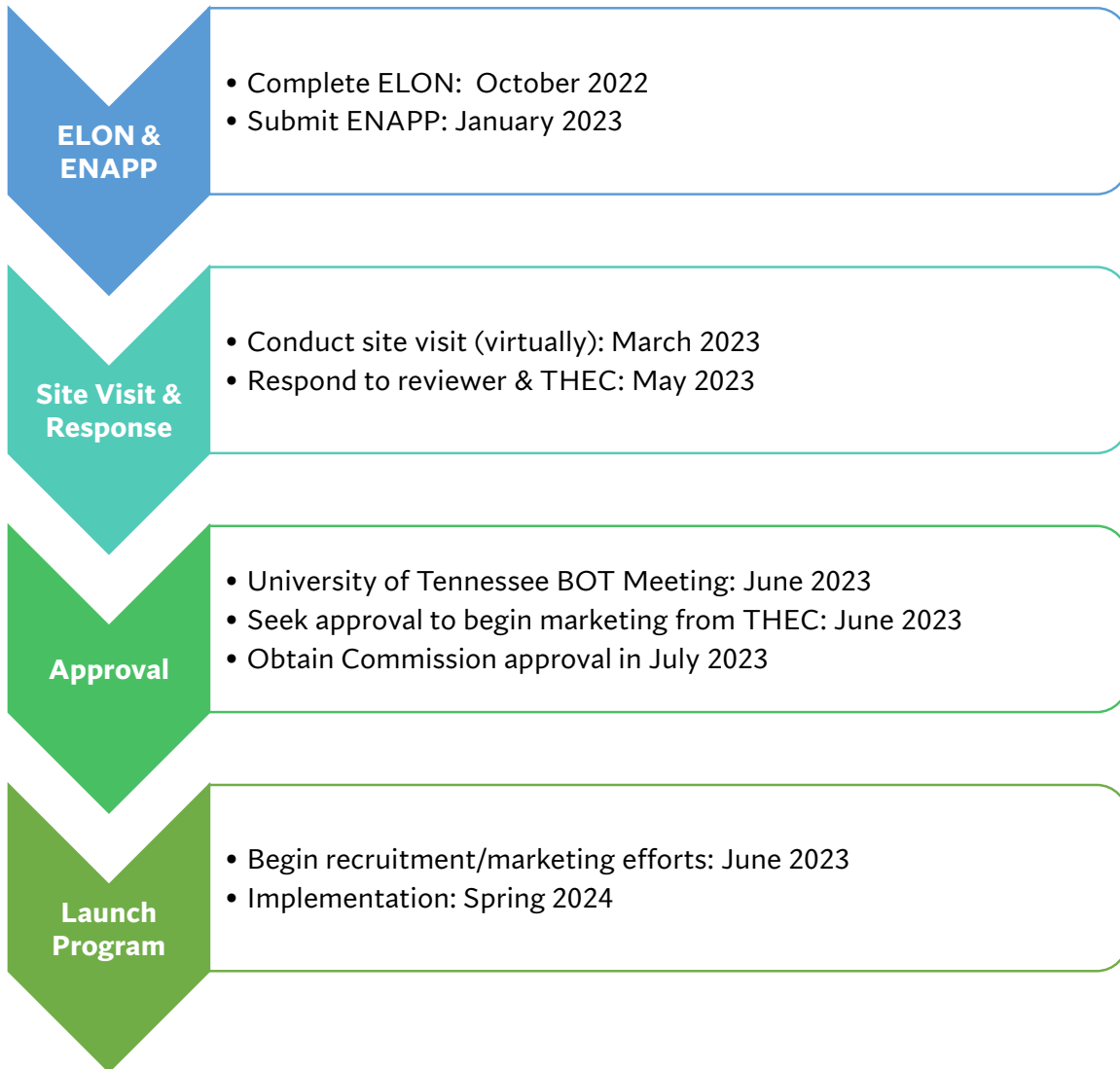


Figure 1. Implementation Timeline

Background Narrative

The Haslam College of Business (HCB) at the University of Tennessee, Knoxville (UTK) proposes a Master of Science in Business Cybersecurity (MSBC). HCB already teaches cybersecurity business courses at the undergraduate and graduate levels. The college also teaches graduate-level computer programming skills, Information Technology (IT) audit, IT governance, database administration, and a wide range of IT operations topics focused on applying technology in business contexts. This program leverages the knowledge and skills unique to the business school to provide a business-focused cybersecurity skillset rather than primarily technical. The proposed program expands upon traditional technical skills by understanding the business context, regulatory environment, and the managerial and organizational implications of risk and value-generation associated with cybersecurity policies and systems.

Several factors led to the proposed online Master of Science in Business Cybersecurity initiation. First, there is increasing demand for qualified cybersecurity professionals, which the existing supply cannot meet¹. Cybersecurity represents a broad range of roles in an organization, encompassing the purely technical development of security systems and the development and implementation of business policies and procedures associated with those systems. Gartner, a global technology research and management consulting firm, highlights cybersecurity as a business issue, not merely a technical one. Andrew Walls, Distinguished VP Analyst at Gartner, and Katell Thielemann, VP Analyst at Gartner, explained, “A strategy of bringing business into cybersecurity decisions produces better resilience and more willing collaboration between business users and the office of the CISO (chief information security officer).”²

According to a recommendation by (ISC)², “more effort is needed to ensure this broad and nuanced profession is less reliant on IT as the predominant pathway³ to fill this workforce gap. There is also a lack of graduate-level cybersecurity programs that provide an accessible way for traditional and non-traditional students to develop the skills and knowledge needed to understand cybersecurity in the business environment⁴. The Tennessee Higher Education Commission (THEC) noted in 2022 that Computer and Information Systems Security/Auditing/Information Assurance is a high-demand program⁵.

¹ There are over 597,000 open cybersecurity positions as of March 2022 (CyberSeek.org), with 33% expected job growth rate in the next 10 years (US Bureau of Labor). According to the International Information Systems Security Certification Consortium (ISC)² Workforce Study, the workforce needs to grow 65% to meet current demand (<https://www.isc2.org/Research/Workforce-Study>)

² Gartner Security & Risk Management Summit 2022, (<https://www.gartner.com/en/newsroom/press-releases/2022-06-07-gartner-security-and-risk-management-summit-national-harbor-day-1-highlights>)

³ (ISC)² 2021 Workforce Study, p. 7

⁴ <https://www.cnbc.com/2018/08/09/cybersecurity-jobs-non-technical-workers.html>

⁵ “Academic Supply for Occupational Demand Report 2022,” Tennessee Higher Education Council, <https://www.tn.gov/thecc/research/supply-and-demand.html>

Introducing such a program is timely, as it aligns with recent strategic goals/initiatives outlined by UTK to expand the number of accessible online programs delivered at the graduate level. Current faculty ensures adequate capacity for all programs offered in the department. An additional non-tenure track, terminally-qualified faculty member may be hired to expand the department's ability to cover additional sections as MSBC enrollment increases over the next five years. Additionally, existing learning resources are sufficient to support students in the program.

Our industry partners believe that a master's degree in business cybersecurity from UTK would improve access for our students at their organizations (see partner letters in Appendix A). Our graduates will possess the requisite skills to compete for non-entry-level positions. Specifically, they need students who can utilize their technology and business knowledge to evaluate, communicate, and provide direction effectively to businesses regarding cybersecurity policies, procedures, and operations. In response to student interest and industry needs, the proposed program will equip students with the advanced business cybersecurity skillset necessary to assume cybersecurity positions at leading organizations in Tennessee and beyond.

The proposed Master of Science in Business Cybersecurity (MSBC) program is a 30-credit hour program designed to enable students to pursue the degree part-time or full-time. A part-time student taking 6-credit hours a semester, including the summer term, can complete the program in two years. A full-time student can complete the program in 10-12 months, depending on whether the student takes courses during the summer term. We expect that many of our students will pursue the degree part-time. The flexible design enables students to pursue the degree at their pace, extending up to six years. It is geared toward making the program accessible to working professionals and others that may have responsibilities preventing full-time commitment to a degree program.

HCB has a successful history of teaching technology from the business perspective, with graduates taking significant roles in technology positions in Tennessee and beyond. The business perspective of technology promotes more than just technical capability but a broader viewpoint of technology as one component of complex business needs and strategies. The Accounting and Information Management faculty at HCB is uniquely positioned to teach cybersecurity within the business context through education, experience, and research. The curriculum for the proposed program is designed to leverage those skills, with a broad focus on technical cybersecurity competency and developing business skills associated with communication, operations, management, and the external business environment.

The program will consist of 10 courses focusing on managerial, operational, and technical cybersecurity topics. The curriculum leverages the skills and knowledge of business information systems faculty with the ability to teach STEM technical knowledge within the context of business processes. HCB's Accounting and Information Management department has eight current faculty with terminal degrees in Management Information Systems.

Coursework across the ten courses will meet program objectives across four knowledge areas, summarized in Table 1. Business-focused content provides students with traditional business knowledge and skillsets associated with business communications, operations, management, and the external business environment. The technology-focused aspects of the curriculum are also taught with a business mindset. Technology-focused content will enable students to gain technical competency with significant components of a cybersecurity system. Students learn the underlying logic and technical skills needed to understand how cybersecurity systems are developed and implemented. Still, heavy emphasis is placed on applying those skills to business cases and considering the implications of those systems for the non-technical aspects of the business.

Thus, a business-centered perspective of cybersecurity ensures that the curriculum will provide students with a well-rounded knowledge of the cybersecurity environment's business context and technical aspects. The curriculum would enable students to fulfill roles at the intersection of business management and cybersecurity systems, with the technical knowledge to work effectively with cybersecurity system developers while also adding additional value by bringing expertise related to cybersecurity business issues.

Table 1.*Proposed Business Cybersecurity Program Objectives*

Proposed Business Cybersecurity Program Objectives	
Knowledge Area	Learning Objectives
Cybersecurity Foundational Knowledge	<ul style="list-style-type: none"> • Demonstrate an understanding of the impacts of cybersecurity on the business environment. • Demonstrate awareness and implications of regulations and external factors associated with organizational cybersecurity.
Cybersecurity Management & Operations	<ul style="list-style-type: none"> • Demonstrate understanding of policy, operations, and management of organizational cybersecurity business processes.
Cybersecurity Technologies & Methods	<ul style="list-style-type: none"> • Demonstrate an understanding of how key technologies are leveraged for the design, implementation, and protection of organizational assets. • Demonstrate an understanding of how key cybersecurity technologies and methods will impact an organization's business processes and strategy.
Cybersecurity Knowledge & Skills Application	<ul style="list-style-type: none"> • Demonstrate the ability to apply cybersecurity skills and knowledge to real-world business scenarios. • Demonstrate the ability to formulate, update, and communicate organizational cybersecurity strategies and policies to various audiences.

The program will serve students who hold a broad range of undergraduate degree areas and are interested in enhancing their skill set to enter the cybersecurity field. This broad target provides an opportunity for individuals interested in cybersecurity, but not necessarily with a computer science background, to pursue cybersecurity roles or take on cybersecurity responsibilities within their existing position. Many of the roles underserved in the market (e.g., those focused on risk management, governance, project management, security audit, etc.) require individuals with knowledge of technology but who are not necessarily the experts that develop the systems to liaise between the system developers and other functional units. The proposed program will prepare students for entry into a wide range of jobs that require both business and technical backgrounds, from entry-level to executive management and everything in between. Job opportunities include information security (cybersecurity) analysts, risk managers, security awareness and training, cybersecurity auditors, and cybersecurity consultants.

The program will be delivered entirely online. Taking advantage of HCB's partnership with Noodle, an online program manager utilized in the existing online M.S. in Supply Chain Management, the coursework will be tailored to the online learning environment, with a mix of asynchronous and synchronous delivery. The proposed program aims to reach as many students in Tennessee and beyond as possible by offering remote learning. Beyond cutting-edge coursework, the program will leverage industry partnerships to bring current practices into the classroom and ensure students are "job-ready" upon graduation.

Figure 2: Proposed Program and Structure

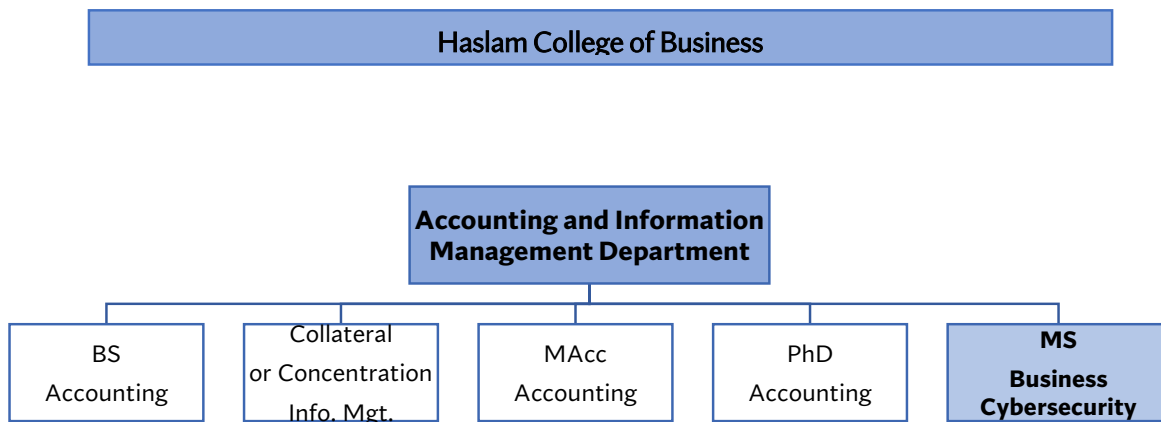


Figure 2 shows the existing programs as they relate to the proposed program.

Justification for Consideration of Expedited Approval

In October 2020, THEC approved an expedited proposal for new programs in high-demand areas. Page 1 of the THEC expedited process document explains that there are three conditions necessary to fulfill the requirements of an expedited proposal:

Academic programs eligible for an Expedited Academic Program Approval Process must:

1. Be a high-demand program,
2. Be either a bachelor's or master's degree program, and
3. Not be subject to a SACSCOC substantive change.

The proposed program fulfills all three requirements.

First, according to the National Center for Educational Statistics, this STEM program qualifies as a high-demand program under CIP code 11.1003 Computer and Information Systems Security/Auditing/Information Assurance⁶. The CIP code falls under the Computer/Information Technology Administration and Management category, which includes a mix of highly technical (e.g., 11.1001 Network and System Administration/Administrator) and highly business-oriented (e.g., 11.1005 Information Technology Project Management) CIP codes. The name and description of the CIP code (11.1003) reflect the necessary technical skills needed for a student to gain technical competency in cybersecurity systems and the role of cybersecurity within the business context. The program curriculum provides instruction on the major technical components of an organization's cybersecurity systems, including communications and network security, database and information asset security, software development (programming) security, systems architecture, and cybersecurity operations. The CIP description also includes the types of security roles and skillsets this program targets in auditing, regulation, management, and risk or policy-related factors. The illustrative examples include relevant topics such as Information Assurance and Information Systems Auditing and Control. Compared to other options, the CIP code appears to be the best fit for the program's objectives and applies to a cybersecurity program from the business school. Although there is some overlap with the Management Information Systems CIP (52.1201), this CIP is more specific to the skills and roles associated with cybersecurity in business. With a primary focus on cybersecurity, this program's curriculum and focus align with the two cybersecurity graduate certificates in the state (offered by Austin Peay State University and the University of Memphis) currently listed under CIP code 11.1003. Two other universities (East Tennessee State University and Middle Tennessee State University) in Tennessee offer a concentration in cybersecurity through their business schools. Although they provide general IT programs with a concentration in cybersecurity rather than a cybersecurity-focused program, both are listed as STEM programs under the 11.0103 CIP code. Considerable thought was put into our choice of CIP code 11.1003 to ensure that it best represents the content and focus of our program. Our content prepares business professionals to become part of the collective cybersecurity intelligence required for businesses to implement and manage cybersecurity issues and

⁶ <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cipid=89589>

technologies successfully. By its very nature, our program must include foundational technical and business-focused content. The CIP code also recognizes the importance of skills and topics that have long been considered in business education, including “security system auditing and design; applicable law and regulations; risk assessment and policy analysis; contingency planning; [and] user access issues.”⁷

Second, the program is at the master’s level.

Third, the program is not subject to a SACSCOC substantive change⁸. As a flagship university with broad teaching, research, and service mission, this program does not constitute significant modification or expansion of the nature and scope of the academic mission of the University of Tennessee- Knoxville. Additionally, adding this program will not impact the quality of educational programs and services beyond adding another high-quality program to the portfolio of those already offered at UT Knoxville. Fifty-eight percent of existing content will be repurposed to create the new program. We will create content that provides more depth/focus applied in some technical cybersecurity areas (most based on the content we teach) and adds a new project capstone course. New content does not exceed 49%; therefore, we do not need to notify SACSCOC that we are offering a program (before it begins). A list of new courses and existing courses to be repurposed, along with percentages of existing and unique content, are provided in Appendix B.

Existing Programs of Study

This new program is distinguishable from the University of Tennessee’s existing concentrations in Cybersecurity and Applied Cybersecurity in its target market and curriculum focus. The Computer Science and Computer Engineering cybersecurity concentrations target students with an undergraduate in Computer Science, Computer Engineering, or a background in similar technical and mathematical skillsets. Such a background is necessary for students enrolled in these programs, with the curriculum primarily focused on a deep dive into specifics of the development and theory of cybersecurity and employment in associated technical positions. The curriculum for the cybersecurity concentrations in the MS in Computer Science, the Ph.D. in Computer Science, the MS in Computer Engineering, and the Ph.D. in Computer Engineering focuses on coursework that delves into the theory and development of computer systems with a research or project component that is focused on cybersecurity. The online concentration in Applied Cybersecurity for the MS in Computer Science specifies 12 credit hours of cybersecurity core and focus area courses, with additional coursework focused on the theory and development of computer systems. This technology-centered curriculum is ideally suited for students interested in technical cybersecurity positions with responsibility for developing, implementing, and maintaining specific aspects of cybersecurity systems.

⁷ <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cipid=89589>

⁸ <https://sacscoc.org/app/uploads/2019/08/SubstantiveChange.pdf>

In contrast, the MS in Business Cybersecurity program is developed to enable individuals without a technical undergraduate program to transition into cybersecurity positions where the skillsets require competency and knowledge of the technical aspects but have a stronger emphasis on the intersection of technology and the business context. Rather than dive deeply into the technical theory and development of specific aspects of cybersecurity systems, the business cybersecurity curriculum centers on the broader context and implications of cybersecurity practices for business. Technical competency is a core component of the curriculum in that it enables students to understand how these technologies are leveraged as part of an overall cybersecurity plan. However, the program's primary objective is to develop business professionals to integrate the non-technical and technical aspects of cybersecurity into the overall business strategy. This business-centered curriculum is ideally suited for students interested in serving in cybersecurity positions that represent cybersecurity in terms of policy, risk, governance, communication, and management rather than technical development.

Table 2 reflects the growing demand for qualified cybersecurity professionals at undergraduate and graduate levels, with steadily increasing enrollment and degrees awarded over the last five years. The MS in Computer Science with a concentration in Applied Cybersecurity is scheduled to admit its first cohort in Fall 2022. Similar to our program, as a fully online concentration, the Applied Cybersecurity concentration is expected to be more widely accessible to working professionals and those who cannot make it to campus to take coursework than the on-campus concentrations and is expected to see increased enrollment numbers in response.

Community and Industry Partners

As part of developing this proposal, we consulted with leaders from several major for-profit organizations who either hire cybersecurity staff or cybersecurity staff as part of the services they provide to other organizations. Some individuals we consulted include the Department of Accounting and Information Management (AIM) Advisory Roundtable members. These individuals have backgrounds in delivering cybersecurity-based consulting services or are cybersecurity consultants themselves, and most importantly, they have extensive experience recruiting on UTK's campus. Their input helped shape our program proposal. They expressed strong support for establishing an MS in Business Cybersecurity at UTK, indicating that they would open currently closed employment opportunities for UTK students at their organizations in roles where business expertise is needed in addition to technical knowledge.

Historically, we have enormously benefited from the strong relationships with members of the AIM Advisory Roundtable in terms of their input into our curriculum, offers to provide assistance or materials, and interaction with our students. In developing this proposal, we have continued to receive feedback and strong support for the program from leadership across multiple organizations. Several organizations directly engage with businesses in consulting or advisory roles concerning cybersecurity and data protection. They have offered to provide resources such as guest speakers, instruction on specific technical topics, and real-world case scenarios for students. For example, in

addition to describing an immediate need for our graduates, the President and CEO of PYA has stated, “We stand ready to provide advisors from our executive leadership, offer guest lectures, as well as invite high-level speakers from the field—including nationally-classed CIOs, CTOs, and CISOs—to engage with students.”

We also specifically reached out to several industry partners across different industries to ensure the program and curriculum provide the knowledge, skills, and practical experience needed to ensure students are “job-ready” upon graduation. Our primary industry partner, Strategic Security Solutions (S3), is a Cybersecurity consulting firm based out of Atlanta and is a leading provider of consulting services to companies worldwide. S3 has provided input at each stage of the program’s development, reviewing program objectives and proposed curriculum and helping to identify learning assessments and skills for a student coming out of our program. Upon expansion and implementation of the program, S3 has committed resources to provide such support as guest lectures, case studies, lab environments, and the design of capstone course projects. In addition to internal support in developing and executing the program, S3 has lobbied for the program amongst industry partners. It promises to be a vital source of external support as we begin recruiting students and marketing our graduates to prospective employers.

Clayton Homes, a Berkshire Hathaway company, is the largest builder of manufactured housing in the United States and has manufacturing, finance, and insurance subsidiaries. Clayton’s IT services department is responsible for cybersecurity across all aspects of the business, including the technical aspects of securing organizational assets, risk management and business continuity, organizational management of security practice and policy, and governance and compliance with federal regulations. Clayton’s Director of Security reviewed and provided input into the program objectives and proposed curriculum. As a company that strongly advocates educational partnerships, Clayton has also committed to providing such support as guest lectures, case studies, and sample data as needed for the program. In addition, Clayton has offered to serve as a connection to the local chapters of several cybersecurity professional groups.

Beyond their insightful discussions with us, several individuals agreed to provide formal letters of support outlining their rationale for supporting the program. We include, in Appendix A, letters of support from senior representatives from the following organizations:

- BDO
- EY
- FORVIS
- InferSight
- KPMG
- KraftCPAs
- Pugh CPAs
- PWC
- PYA
- RSM
- S3 Consulting
- SecZetta
- Unbanked

Letters of support for the new program are provided in **Appendix A**.

Table 2

Historical Enrollment and Degrees

Related Credentials	Fall Headcount Enrollment						Degrees Awarded					
	2015	2016	2017	2018	2019	5-Year Average	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average
Undergraduate Minor in Cybersecurity	5	8	18	48	58	27	6	8	16	21	27	16
MS Computer Science, Applied Cybersecurity Concentration	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
MS Computer Science, Cybersecurity Concentration	0	0	1	1	4	1	0	0	1	1	2	1*
Ph.D. Computer Science, Cybersecurity Concentration	0	0	1	1	4	1	0	0	0	0	0	0
MS Computer Engineering, Cybersecurity Concentration	0	0	0	1	3	1*	0	0	0	0	1	0*
Ph.D. Computer Engineering, Cybersecurity Concentration	0	0	0	0	1	0*	0	0	0	0	0	0
Totals	5	8	20	51	70	30	6	8	17	22	30	17

*Notes: Concentration information is not always reported to the university for MS and Ph.D. students; the MS Computer Science concentration in Applied Cybersecurity does not yet have historical data; *between 0 and 1, rounded*

Accreditation

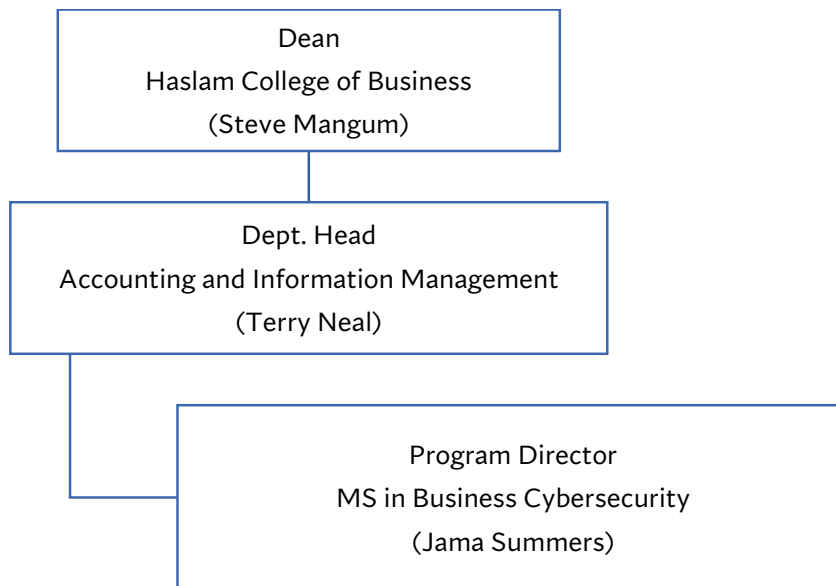
The program falls under two accreditation agencies, the Southern Association of Colleges and Schools Commission on Colleges and Schools (SACSCOC) for regional accreditation and the Association to Advance Collegiate Schools of Business (AACSB) for business accreditation. The AACSB has accredited the Haslam College of Business for 75 years. The Haslam College of Business and the Department of Accounting and Information Management programs were reviewed in the spring of 2022. The AACSB board approved both reaccreditations in July 2022. The next review cycle and reaccreditation application will occur during the academic year 2026-2027. Likewise, we will follow the SACSCOC approval process for the new program. We do not anticipate any challenges with the program's accreditation by either agency.

The program is designed to be compliant with our continued AACSB accreditation. The most recent business accreditation standards (2020 AACSB Business Standards) were “reimagined” to acknowledge the pace of change in business and technology. The 2020 AACSB standard defines fields closely related to business as, but are not limited to, data science, information technology, data analytics, and cybersecurity. As the landscape for business education shifts and new degree programs emerge, the AACSB intends to continue to have flexible standards to accommodate such emerging programs. As explained by the AACSB, the currency and relevancy of the curriculum will focus on competencies and what learners will be expected to be able to demonstrate upon completion of their program of study. Technology will be necessary, and all AACSB-accredited schools will be expected to have processes to ensure that both learners and faculty are competent with current and emerging technologies.

Administrative Structure

The proposed Business Cybersecurity program will be offered through the Haslam College of Business Accounting and Information Management Department. As such, no new academic department is required for the proposed program. An organizational chart for the Haslam College of Business, shown in [Appendix D](#), outlines the proposed program's department, administrative unit, and program director. Figure 3 shows the reporting structure for the proposed program.

Figure 3. Administrative Structure



Enrollment and Graduation Projections

Projected enrollment and Graduates appear in **Table 3**. Projections are based on the current number of students enrolled in related programs. The results of a market study were conducted to determine interest in a business-focused, online cybersecurity program based on market size, competitive dynamics, and industry growth rates. Based on the existing programs offered through HCB with similar formats, we expect 96 percent of our students to be enrolled part-time. Enrollment and graduate projections are calculated based on part-time students taking 6-credit hours per term.

Table 3

Projected Enrollments and Graduates

Year	Academic Year	Projected Total Enrollment	Projected Attrition*	Projected Graduates
1	2024**	18	8%	0
2	2025	46	8%	0
3	2026	60	8%	25
4	2027	75	8%	48
5	2028	84	8%	61

**Note: Attrition projections based on the overall graduation rate at the institution.*

***This represents Spring and Summer 2024 only.*

Institutional Alignment and Demand

Alignment with State Master Plan

The 2015-2025 THEC Master Plan directs higher education to focus on “increasing the educational attainment levels of Tennesseans while (1) *addressing the state’s economic development, workforce development, and research needs*; (2) *ensuring increased degree production within the state’s capacity to support higher education*; and (3) *using institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.*”

The proposed Business Cybersecurity program reflects the focus of the THEC master plan by responding to calls by both industry and the THEC Future of Work taskforce to (a) align higher education program offerings with the needs of industry and (b) prepare professionals suited to meet better the state’s workforce needs in the next ten years and beyond. This program focuses on a high-demand program area with a distinct lack of supply to meet the growing demand for cybersecurity professionals.

The online program makes accessible a master’s degree to both individuals following the traditional path directly from UTK’s undergraduate programs to the expanding network of working professionals needing the skills and knowledge to advance in their careers. Thus, the program benefits the State of Tennessee by providing both economic and workforce development by (a) enabling existing workers to take advantage of open positions in cybersecurity and (b) creating a supply for industries looking to fill jobs in the state of Tennessee, the Southeast, and across the United States.

Consistent with the “Drive to 55” effort, the THEC Master Plan Update calls for “action-orientated, tactical strategies to support Tennessee’s students and institutions toward greater success and improved workforce alignment while continuing to focus on increasing the state’s educational attainment.” With this end in mind, THEC has highlighted several priority areas, including: (1) Student Success (academic readiness, access to higher education, and completion), (2) Family Prosperity (affordability, transparency, and outreach to adults), and (3) The Future of Workforce (future of work, career and technical education and work-based learning, and academic program approval). In what follows, we discuss how the proposed program addresses these three priority areas.

While the Student Success area focuses on getting Tennesseans into undergraduate programs, we have prioritized helping students get into the proposed MS in Business Cybersecurity program. First, the schedule is intentionally flexible to reach individuals across the state who are working or cannot be full-time, on-campus students. It can accommodate residential and remote learners who wish to complete the program at their own pace. Third, we have several mechanisms to ensure students complete the MS in Business Cybersecurity program, including experienced advisors, engagement

activities, and career management help. As for Family Prosperity and Affordability, UTK Graduate online tuition is affordable, especially relative to other institutions in the state that offer programs of comparable quality. In addition, the Haslam College of Business has several GTA/GRAs and scholarship dollars to assist graduate students. For example, in FY2020, the Haslam College of Business provided scholarships to over 37% of its students, thanks to support from donors, totaling \$1.1 million. Regarding transparency, all our programs' content, time, cost, and success rates are available on the Haslam College of Business website and the graduate school (information on enrollment, persistence, completion, affordability, financial aid, and job placement). In terms of outreach to adults, part of the impetus for offering a remote (i.e., online) learning option to MS in Business Cybersecurity students was to provide adults and working professionals with access to the program and, thus, an ability to enhance their professional development and employment opportunities.

Regarding the Future of Work priority, providing Tennesseans the opportunity to complete the MS in Business Cybersecurity program, which will lead to high-paying jobs, is the most fundamental reason we chose to pursue this program. This program is aligned with the industry and designed to be agile and on the cutting edge of technology and cybersecurity practice. The program is thus designed to prepare Tennesseans for the business cybersecurity jobs of the future.

Institutional Strategic Plan and Mission Profile Alignment

The latest version of the University of Tennessee System's Strategic Vision document, approved by the Board of Trustees in October 2021, articulates the University's vision as "a world enriched by our ideas, improved through our action, and inspired by the Volunteer spirit of service and leadership." Underneath that umbrella, the University of Tennessee Knoxville (UTK) has a mission to: empower learners of all ages and backgrounds to achieve their dreams through accessible and affordable education, advance the prosperity, well-being, and vitality of communities across Tennessee and around the world through our research, teaching, service, and engagement, and commit to excellence, equity, and inclusion within the university, across the state, and in all our global activities⁹.

There are five goals associated with UTK's mission:

1. *Cultivating the Volunteer Experience*: Demonstrate leadership in providing high-quality educational opportunities for people at every stage of life, whenever and wherever they seek to learn;
2. *Conducting Research that Makes Life and Lives Better*: Advance the frontiers of knowledge to create a more just, prosperous, and sustainable future through world-class research, scholarship, and creative work;

⁹ University of Tennessee, Knoxville. "Strategic Vision: It Takes a Volunteer," <https://www.utk.edu/images/i/warmers/strategic-vision-2021.pdf>

3. *Ensuring a Culture Where Vol is a Verb*: Develop and sustain a nurturing university culture where diversity and community are enduring sources of strength;
4. *Making Ourselves Nimble and Adaptive*: Empower and sustain a culture of collaboration, agility, and innovation throughout the university; and
5. *Embodying the Modern R1, Land-Grant University*: Connect with every Tennessean and community worldwide, inspiring future Volunteers to join our diverse community.

The proposed program is likely to have a positive, specific contribution to each of these five goals. The Business Cybersecurity program would support the goals in the following ways:

Goal 1: The Business Cybersecurity program will provide an opportunity for traditional students and working professionals to obtain a high-quality master's degree that is flexible and responsive to their learning needs. The innovative curriculum and online delivery will make educational opportunities accessible to communities across Tennessee and beyond.

Goal 2: The Business Cybersecurity program would contribute to the research goal of UTK by focusing on real-life, relevant cybersecurity issues in the development and delivery of the cybersecurity curriculum and the research questions and methods applied by faculty connected with the program. The ever-changing nature of the topic suggests that synergy can be created by focusing on ideas developed through interaction with industry partners and students and encouraging the development of new data management and analytics skills.

Goal 3: The Business Cybersecurity program targets a diverse group of students with the intent to make the program accessible and inclusive to students across various locations, experiences, and cultures. The program's design focuses on developing a curriculum and delivery that promotes community and connection with other students, industry partners, and faculty.

Goal 4: The Business Cybersecurity program is designed to meet the needs of a nimble and ever-evolving university. The online environment and curriculum are targeted explicitly toward providing a degree program that can evolve with the industry and adjust to apply new technologies and methods in teaching and delivery. The curriculum will focus on emerging topics such that new technologies and cybersecurity concerns can be included as they develop. The chosen online delivery platform also enables adaptation in delivery to meet the needs of changing student requirements, whether to allow new platform features or to adjust delivery to promote interaction and community best.

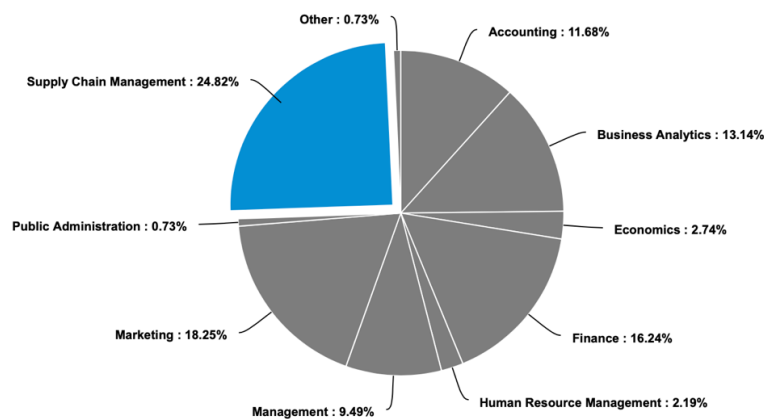
Goal 5: The Business Cybersecurity program aims to provide relevant and impactful learning in an area of high demand and visibility. The program meets calls for innovative, accessible degree programs to provide professionals with the skills to fulfill cybersecurity roles across a broad range of industries worldwide. The program's innovative design allows us to reach a broader audience in Tennessee and beyond while still embodying the quality and spirit of the land-grant university.

Student Interest

An online survey was developed using QuestionPro and distributed to Haslam College of Business students enrolled in the undergraduate Information Management (IM) courses (INMT 342) during the Fall 2021 semester. The survey assessed student interest in the proposed program. Course instructors invited all INMT 342 Haslam students enrolled in 14 sections to participate in the survey. To maximize the response rate, instructors provided time during class for students to complete the survey. Five hundred seventeen students completed the survey, yielding a 62% response rate.

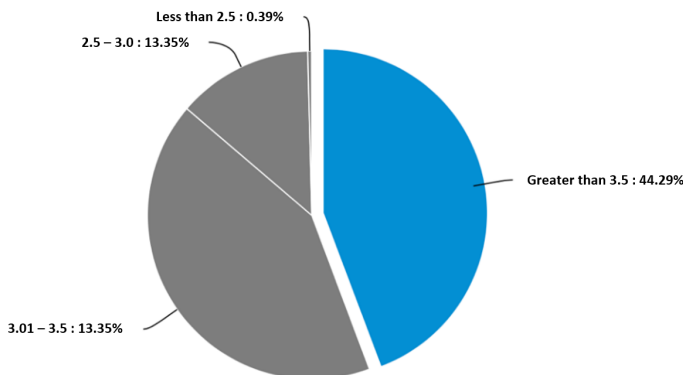
Survey respondents included male (57%) and female (42%) students. Many respondents (71%) reported their permanent home address in Tennessee. Respondents were either senior (18%) or junior (82%). As shown below, respondents represented various majors in college: such as accounting (12%), business analytics (13%), finance (16%), marketing (18%), and supply chain management (25%).

Figure 4. Student Interest Survey Major Distribution



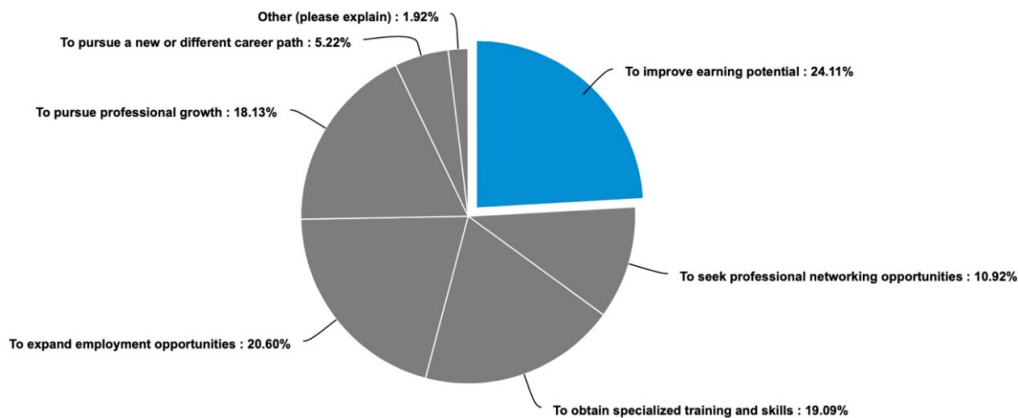
Finally, respondents varied in terms of academic performance levels, with approximate cumulative GPAs for students in the sample distributed as follows:

Figure 5. Student Interest Survey GPA Distribution



A majority (75%) of respondents indicated they would consider pursuing a master’s degree within five years of completing their bachelor’s degree. Additionally, 61% of respondents indicated they would consider pursuing a master’s degree within two years or less after completing their bachelor’s degree. Most respondents indicated they would work full-time (34%) or part-time (47%) while enrolling in a master’s degree program. As for reasons to pursue a master’s degree (respondents were allowed to choose multiple reasons), “to improve earning potential” (24%) and “to expand employment opportunities” were the top two reasons indicated by respondents. Other reasons selected by respondents are shown below in Figure 5.

Figure 5. Student Interest Survey Reasons for Enrolling in a Master’s Program



Independent of the likelihood of pursuing a master’s degree in the future, when asked about their potential interest in a Master of Business Cybersecurity program at Haslam College of Business, a majority (65%) of respondents indicated some interest. When asked about how likely they would consider enrolling in a Master of Business Cybersecurity program at Haslam College of Business,

19% ($n=96$) of respondents indicated they were either likely or certain to enroll in the program, and 37.14% ($n=192$) of respondents indicated they could enroll in the program.

Existing Programs in Tennessee

Currently, nine universities in Tennessee offer a master's program related to cybersecurity. Two universities offer cybersecurity-related graduate certificates (Austin Peay State University and the University of Memphis). Except for South College, no universities currently offer a comprehensive master's degree in cybersecurity, only a concentration or certificate in this area. Generally, cybersecurity-specific coursework makes up nine to 12 credit hours of the overall credit hours required for the degree or certificate.

Most universities, including UTK, offer the program through their Computer Science or a related department, focusing on cybersecurity's technical (rather than organizational) aspect. These programs primarily target individuals with specialized education or experience and have a curriculum that focuses on a deep dive into cybersecurity systems theory and development. Some programs do have courses that address the broader implications of cybersecurity in terms of ethics (e.g., Austin Peay State University, University of Memphis), cyber law (e.g., South College, University of Memphis), and policy (e.g., South College, UT, Chattanooga), but the curriculum is firmly technology-centric.

The only universities in Tennessee that offer master's programs with cybersecurity-related concentrations through the college of business are East Tennessee State University and Middle Tennessee State University. Additionally, the University of Memphis provides a related graduate certificate in Business Information Assurance. Similar to our proposed program, these programs have a broader target market and a more business-centric curriculum than most traditional cybersecurity programs. The coursework contains broader contextual courses on management, ethics, and governance. Additionally, the course descriptions in the technical-focused courses tend to emphasize the enterprise and organizational implications of the technology.

In offering a master's degree program solely focused on Business Cybersecurity, our program provides a comprehensive, business-centric approach to cybersecurity. Whereas the degree programs offered by East Tennessee State University and Middle Tennessee State University provide some cybersecurity curriculum to students with a broader interest in business information systems, our program is specifically tailored for those interested in business cybersecurity. A 30-credit-hour degree program provides the opportunity to explore a wide range of business cybersecurity topics in more depth than a certificate program. It offers the opportunity to consolidate knowledge and skills in a capstone course.

Table 4

Similar Programs in Tennessee

Institution Name	Program Title and Degree Designation	CIP Code	Description/ Focus of Program	Miles from UT Campus	Degrees Awarded for 3 Years
Austin Peay State University	Executive Graduate Certificate in Information Assurance and Security	06.11.1003.11	18 credit hour certificate offered through the Department of Computer Science and Information Technology	225	0
Austin Peay State University	Master of Science in Computer Science and Quantitative Methods, with a concentration in Information Assurance and Security	06.11.0802.00	24-27 credit concentration offered through the Department of Computer Science and IT	225	148*
East Tennessee State University	Master of Science in Information Systems with a concentration in Cybersecurity Management	06.11.0103.00	12 credit concentration offered through the Department of Computing	107	30*
Middle Tennessee State University	Master of Science in Information Systems with a concentration in Information Security and Assurance	06.11.0103.00	9 credit concentrations offered through the Department of Information Systems and Analytics	159	153*
Tennessee State University	Master of Science in Computer Science with a concentration in	06.11.0701.00	12 credit concentration offered through the Department of Computer Science	183	84*

Cybersecurity and Networking					
Tennessee Technological University	Master of Science in Computer Science with a concentration in Information Assurance and Security	06.11.0701.00	9 credit specialization offered through the Department of Computer Science	102	0
South College	Master of Science in Cybersecurity	NA	45 credit hour degree offered through the School of Computer Science and Engineering	NA	0
Southern Adventist	Master of Science in Applied Computer Science with a certificate in Cybersecurity	NA	12 credit certificate as part of the degree program, focusing on technical aspects of Cybersecurity	98	NA
University of Memphis	Graduate Certificate in Cybersecurity and Information Assurance	06.11.1003.11	12 credit certificate administered by the Computer Science Department	382	1
University of Memphis	Graduate Certificate in Business Information Assurance	35.52.1207.11	12 credit certificate offered through the Department of Business Information and Technology	382	21
University of Memphis	Master of Science in Information Systems	06.11.0103.00	No concentration or specific focus on Cybersecurity	382	1

University of Tennessee at Chattanooga	Master of Science in Computer Science with a concentration in Cyber Security	06.11.0701.00	9 credit concentration offered through the Department of Computer Science and Engineering	110	179*
University of Tennessee at Knoxville	Master of Science in Computer Science with a concentration in Applied Cybersecurity	06.11.0701.00	18 core/focused credit hours offered through the Department of Computer Science as part of a 30-hour degree	0	NA
University of Tennessee at Knoxville	Master of Science in Computer Science with a concentration in Cybersecurity	06.11.0701.00	Concentration offered through the Department of Computer Science	0	4*
University of Tennessee at Knoxville	Master of Science in Computer Engineering with a concentration in Cybersecurity	06.11.0701.00	Concentration offered through the Department of Computer Engineering	0	1*
Vanderbilt	Master of Science in Computer Science	NA	No concentration or defined focus on Cybersecurity	179	NA

**Includes all concentrations*

Section II: Curriculum

The program objectives and the proposed curriculum are the results of extensive research by the program faculty, in tandem with several of our industry partners, to ensure the project objectives encompass the necessary components to ensure that a graduate of the program has both the knowledge and skills necessary to successfully engage in business cybersecurity roles and responsibilities upon graduation and provide value to an organization within those roles. Ongoing conversations with our industry partners indicated the need for such a program to fill a workforce gap specific to the intersection of business and cybersecurity. Initial research included exploring the curriculum offered by similar programs by peer and aspirant schools, the essential skills and topics considered by industry standards and certifications, and the examination of crucial skills expected by recruiters in open positions on national and local job boards online. Once an initial draft of the proposed objectives and curriculum topics was completed, several industry partners were asked to review and provide feedback on the relevance of the program to industry requirements, resulting in a program and curriculum that reflects the appropriate breadth and depth of a master's degree in Business Cybersecurity from both academic and industry standards.

Catalog Description

The online Master of Science in Business Cybersecurity (MSBC) prepares both traditional, full-time students and working professionals attending school part-time with motivation and interest, but not necessarily a technical background, to pursue business cybersecurity roles or take on business cybersecurity responsibilities within their existing organizational position or future opportunities for those looking for new jobs. This program takes an engagement-based, integrative approach to expand upon traditional technical skills by building an understanding of the business context, the regulatory environment, and the managerial and organizational implications of risk and value-generation associated with cybersecurity policies and systems. There is increasing demand for qualified business cybersecurity professionals, encompassing a broad range of organizational roles, which the existing supply cannot meet.

Program Learning Outcomes

Upon completing the MSBC program, students will be able to demonstrate their knowledge across four knowledge areas that encompass the foundational knowledge of cybersecurity impact and implications for business; they will develop knowledge regarding cybersecurity management and operations as integrated into organizational business processes; they will understand the key technologies and methods leveraged to protect organizational assets; and know how to adapt and apply their skills to various real-world scenarios. Students will demonstrate their knowledge with specific learning outcomes for each of the four knowledge areas (Table 5).

Table 5

Proposed Business Cybersecurity Program Objectives

Proposed Business Cybersecurity Program Objectives	
Knowledge Area	Learning Objectives
Cybersecurity Foundational Knowledge	<ul style="list-style-type: none"> • Demonstrate an understanding of the impacts of cybersecurity on the business environment. • Demonstrate awareness and implications of regulations and external factors associated with organizational cybersecurity.
Cybersecurity Management & Operations	<ul style="list-style-type: none"> • Demonstrate understanding of policy, operations, and management of organizational cybersecurity business processes.
Cybersecurity Technologies & Methods	<ul style="list-style-type: none"> • Demonstrate an understanding of how key technologies are leveraged for the design, implementation, and protection of organizational assets. • Demonstrate an understanding of how key cybersecurity technologies and methods will impact an organization's business processes and strategy.
Cybersecurity Knowledge & Skills Application	<ul style="list-style-type: none"> • Demonstrate the ability to apply cybersecurity skills and knowledge to real-world business scenarios. • Demonstrate the ability to formulate, update, and communicate organizational cybersecurity strategies and policies to various audiences.

Student Learning Outcomes

Table 6

Student Learning Outcomes Mapped to Core Courses

Learning Outcome <i>Students will...</i>	Foundations of Business Cybersecurity	Security Governance and Ethics	Business Communications and Network Security	Business Information Asset Security	Risk Management and Business Continuity	Organizational Security Management	Business Security Architecture and Systems	Business Software Development Security	Emerging Topics in Business Cybersecurity	Business Cybersecurity Capstone
<i>Engage in an informed cybersecurity discussion with internal/external customers.</i>	X	X	X	X	X	X	X	X	X	X
<i>Interpret various IT security frameworks, standards, and regulations and apply them based on the appropriate scenario.</i>		X	X	X	X	X	X	X		X
<i>Understand the implementation and operation of various technical aspects of a security profile.</i>			X	X			X	X	X	X
<i>Assess business and security risks and make recommendations based on industry/regulations/risk profile.</i>			X	X	X	X	X	X		X
<i>Integrate knowledge of organizational processes and strategy with cybersecurity measures.</i>			X	X	X	X	X	X	X	X
<i>Create and present strategic and tactical cybersecurity recommendations clearly and concisely to various audiences.</i>			X	X	X	X	X	X	X	X

Academic Program Requirements

The MSBC program requires the completion of 30 Semester Credit Hours (SCH) distributed as follows:

<u>Course Number</u>	<u>Course Title</u>	<u>SCH</u>
INMT 561*	Foundations of Business Cybersecurity	3
INMT 562	Security Governance and Ethics	3
INMT 563	Business Communications and Network Security	3
INMT 564	Business Information Asset Security	3
INMT 565	Risk Management and Business Continuity	3
INMT 566	Organizational Security Management	3
INMT 567	Business Security Architecture and Systems	3
INMT 568	Business Software Development Security	3
INMT 569	Emerging Topics in Business Cybersecurity	3
INMT 570**	Business Cybersecurity Capstone	3

*INMT 561 must be taken in the first semester. It is a co-requisite for all other courses.

**INMT 570 must be taken in the final semester. All other courses are co-requisites.

While MSBC will begin with the introductory course (INMT 561) and end with the capstone course (INMT 570), students can take the remaining coursework in a manner that best fits their schedule and finances. This flexibility would allow students to slowly complete the program in as little as 12 months or more based on their situations. Thus, MSBC will not strictly be using a cohort system. Leave of Absences (LOA) will be allowed, but students must complete the degree requirements in 6 years.

The MSBC program may request an exception to the 6-year completion requirement to the UTK Graduate School for students who need more than six years to continue their academic progress. Credits earned but not used toward a degree are completed graduate coursework and may be accepted by other programs, both within and outside UTK, as electives. Acceptance of these credits would be determined by the academic policies of the program accepting the transfer.

Existing and New Courses

As a fully online program, the proposed MSBC requires the proposal of new courses rather than the cross-posting of existing courses. The proposed curriculum consists of 10 new courses (Table 7).

Table 7

Proposed New Courses for the MS in Business Cybersecurity Program

Course # and Name	Course Description	Credit Hours
INMT 561: Foundations of Business Cybersecurity	This course provides students with a foundational knowledge of concepts, theories, technologies, and procedures underlying the protection of information assets. Students work with various tools to enhance their knowledge and technology skills in this ever-changing area.	3
INMT 562: Security Governance and Ethics	This course is designed to help students understand the regulatory environment, governance, and ethical issues relating to business cybersecurity. The objective of the course is for students to understand how an organization effectively controls information technology (IT) security and manages associated ethical issues.	3
INMT 563: Business Communications and Network Security	This course provides students with the foundational knowledge of communication systems and network design. It builds on this foundation to define and identify internal and external business network security risk sources. Students will work with various tools, techniques, and methods to assess business communication networks and develop and communicate mitigation strategies to reduce network and overall cybersecurity risk.	3
INMT 564: Business Information Asset Security	This course introduces the components, processes, and techniques associated with protecting organizational information assets. Students will work with various modern database management and monitoring tools to develop business and technical skills in managing and protecting a broad range of information assets.	3
INMT 565: Risk Management and Business Continuity	This course introduces the process and techniques of corporate risk management and business continuity, including significant activities such as risk assessment, risk mitigation, and risk control. Students will learn to assess, develop, and implement effective risk management practices to meet business continuity objectives.	3
INMT 566: Organizational	This course provides students with an understanding of the human and organizational aspects of security and methods to mitigate risks associated with these areas. Students will work with various tools,	3

Security Management	techniques, and ways to assess organizational security practices and develop and communicate strategies to reduce overall business cybersecurity risk.	
INMT 567: Business Security Architecture and Systems	This course covers the fundamentals of designing and implementing a multi-tier security architecture, focusing on the processes and tools used to protect assets and resources housed on organization servers. Students will work with various tools and techniques to develop knowledge and technical skills in assessing, designing, and managing an organization's security architecture.	3
INMT 568: Business Software Development Security	This course is designed to help students to gain fundamental knowledge of secure software development practices. The objective of the course is for students to understand how an organization formulates and manages software development processes where security is built in and ensures confidentiality, integrity, and availability in software applications. Students will work with various tools, techniques, and methods for developing, implementing, and managing organizational software applications.	3
INMT 569: Emerging Topics in Business Cybersecurity	This course is a seminar designed to study technology innovations impacting (disrupting and transforming) the dynamic field of business cybersecurity. The course will focus on the opportunities and risks associated with currently trending emerging technologies.	3
INMT 570: Business Cybersecurity Capstone	This course is a capstone project course, enabling students to integrate their learning from prior coursework. Students will work on a broad array of contemporary cybersecurity problems and issues experienced by organizations. Students will be able to assess, analyze, and solve business cybersecurity problems and present their results and solutions as aspiring business cybersecurity professionals.	3

Sample Program of Study

The proposed MSBC program is designed to enable students to pursue the degree full-time or part-time. A full-time student can complete the program in 10-12 months. Similar to existing programs offered through HCB with like formats, we expect 96 percent of our students to be enrolled part-time. A part-time student can complete the program in two years by taking 6-credit hours per term or may take coursework at a slower pace, extending up to six years. Sample programs of study for a full-time course schedule and a part-time course schedule are provided below:

Example Full-Time Course Schedule (12 months):

<u>Course Number</u>	<u>Course Title</u>	<u>SCH</u>
<u>SPRING I TERM</u>		
INMT 561	Foundations of Business Cybersecurity	3
INMT 562	Security Governance and Ethics	3
INMT 563	Business Communications and Network Security	3
INMT 564	Business Information Asset Security	3
<u>SUMMER TERM</u>		
INMT 566	Organizational Security Management	3
INMT 567	Business Security Architecture and Systems	3
<u>FALL I TERM</u>		
INMT 565	Risk Management and Business Continuity	3
INMT 568	Business Software Development Security	3
INMT 569	Emerging Topics in Business Cybersecurity	3
INMT 570	Business Cybersecurity Capstone	3

Example Part-Time Course Schedule (variable period not to exceed six years):

<u>Course Number</u>	<u>Course Title</u>	<u>SCH</u>
<u>SPRING I TERM</u>		
INMT 561	Foundations of Business Cybersecurity	3
INMT 564	Business Information Asset Security	3
<u>SUMMER TERM</u>		
INMT 566	Organizational Security Management	3
INMT 567	Business Security Architecture and Systems	3
<u>FALL I TERM</u>		

INMT 565	Risk Management and Business Continuity	3
INMT 568	Business Software Development Security	3

SPRING II TERM

INMT 562	Security Governance and Ethics	3
INMT 563	Business Communications and Network Security	3

FALL II TERM

INMT 569	Emerging Topics in Business Cybersecurity	3
INMT 570	Business Cybersecurity Capstone	3

Student Experience in the Program

In designing the program, we have taken care to ensure the students have a positive experience in the program, and feel engaged, included, and supported throughout their time in the program. From start to finish, students will not only have access to resources provided to any student at UTK, but also have curriculum delivery, experiences, and support tailored to the online modality and objectives of this program.

Orientation.

Once admitted, students will go through an online orientation session prior to their first semester. This orientation provides students with an opportunity to: meet faculty, experience what it means to be a Tennessee Volunteer, bond with other students, learn about the tools/tricks/support and process they will be using as they go through the program. As part of the orientation, students will learn how to use the online tools and features to navigate their way through the semester and enhance their learning experience. This asynchronous material will serve as additional support for students as they begin coursework, acclimating them to the environment in which they will be learning over the course of the program. In a live session, they will meet faculty members, support staff, and spend time socializing with other students.

Enrollment.

Students will work with their Noodle Student Success Coach (SSC) to enroll in courses each term. All students will take INMT 561 – Foundations of Business Cybersecurity in their first semester. INMT 570 – Business Cybersecurity Capstone will be taken in their last term. All other courses may be taken in any order.

Coursework.

Students enrolled in a course will use Canvas, UTK's online learning platform, to access course materials. All courses have similar design and format so that students know what to expect and how to proceed through the course material.

Each course includes a standard introduction module, which introduces the student to the course and its objectives, the course instructor, course navigation, learning components and activities, the assessment strategy, including assignments, and the various opportunities for collaboration between learners and faculty.

All courses are designed as a series of up to 12 learning modules. Each module starts with an overview that includes a summary, the learning objectives, the assignments, and a navigation map that shows the student how they will progress through the module materials. The course content is tailored to the online learning experience, including various modalities and opportunities to interact and work with other students, industry representatives, and the faculty instructor. Students will learn to apply new concepts through real-world cases, projects, and hands-on exercises with technologies regularly used in industry. Students will be exposed to real-world cases and industry concerns through collaboration and interaction with our industry partners in the form of guest lectures, mentoring, data, case studies, and capstone projects.

Given the program's emphasis on communication, and the nature of the business cybersecurity professional as a liaison between different functional groups in the organization, we have designed our curriculum to include group work in every course. Students will engage in on-going discussions and critical thinking exercises each week, in both large and small groups. In addition, every course will have group assessments of some type, including hands-on exercises, case studies, presentations, and course projects.

All courses are a combination of asynchronous and synchronous learning. Students will participate in an average of 12 hours of synchronous Zoom sessions per course, typically either one hour per week or 2 hours every other week. The schedule of the synchronous sessions will be set each semester and will follow a similar structure as that of the existing online programs Haslam offers targeting working professionals.

Anticipated class size.

We will accept new students in the Spring and Summer 2024. Based upon our enrollment projections, we expect our initial class size to be 18 students for the spring 2024 and summer 2024 terms. The inaugural spring term will have 10 students and 8 students are expected to enroll in the summer term.

Once enrollment increases, we expect class sizes like that of Haslam's other online graduate programs, with a maximum of 50 students per course section. This number is also similar to enrollment in in-person technical courses provided through Haslam's AIM department and is expected to enable engagement between students as well as between the students and the course instructor.

Instructor of record.

The instructor of record for a course will be one of our terminally qualified Accounting and Information Management faculty. The individual assigned to teach each course will vary semester-to-semester, depending on faculty workload and scheduling. Although the program is fully online, the expectations of the faculty member assigned to deliver the course are the same as they would be for an in-person course.

Student Support Services.

In addition to support services accessible to all students through the UTK website students in the MSBC will have a dedicated success coach throughout the program. Noodle Student Success Coaches (SSC) serve as the first point of contact for all student questions. The coach proactively communicates and meets with every student on a regular schedule, building a relationship of support for the student. In addition to addressing any student concerns or issues, the support coach advises the student on topics such as balancing time, academic success, and navigating obstacles throughout the program. The SSC is also able to connect the student to UTK resources they may need and will communicate with program staff and faculty to ensure students receive support beyond what they can provide.

Noodle's student success coaches interact weekly with students and provide access to classroom academic support resources, such as tutoring or career advising. Online students are eligible to participate in most student organizations and campus activities. As a new program, there is not yet a student organization specifically tailored to the students within the program. However, students will be highly encouraged to engage with the student chapters of cybersecurity and business professional organizations in their local area.

Student Engagement.

Student engagement begins with orientation but continues throughout the program. Curriculum and coursework are purposeful in creating an environment in each course that encourages students to interact and work together, to promote a sense of "being in this together." Co-curricular opportunities for engagement will also be encouraged. Students will have access to a Virtual Student Union, offered through Microsoft Teams. This virtual environment is representative of a student union on campus, providing a social environment for students to gather and engage with

one another through regularly scheduled social events, discussion panels, career fairs, and other social opportunities throughout the year.

Schedule of Assessment and Evaluation

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) regularly assesses all academic programs housed at UTK. Consistent with accreditation requirements, the AIM department will submit an annual program report for the proposed MSBC program to SACSCOC, detailing assessment methods and results along with any corrective actions taken in response to the assessment. The assessment report details the results of an evaluation undertaken to gauge student learning outcomes relative to program objectives and includes information about the participants, how well they represent the program as a whole, what measures were used in the assessment, and how the data were collected and the results analyzed. Necessary corrective actions will ensure the program meets its learning objectives and ensures the evaluation instrument continues to provide an accurate assessment of the program. Student learning outcome data is collected through each academic year and reported to the SACSCOC reporting module maintained by the University by September of the following year. At that point, the report is reviewed by the UT Institutional Effectiveness team and an assessment of the annual process is returned to the reporting unit. If there are suggested areas for improvement, the program faculty discusses and plans enhancements.

The proposed MSBC program will also be externally reviewed as part of the AACSB accreditation process for the Haslam College of Business. The Haslam College of Business and the Department of Accounting and Information Management programs underwent a five-year maintenance of the accreditation process in the spring of 2022 (via submission of continuous improvement reports and an onsite visit by an accreditation team of faculty from peer and aspirant schools representing the AACSB). The AACSB board approved both reaccreditations in July 2022. Our next review cycle and reaccreditation application will occur during the academic year 2026-2027. At that point, the MSBC program (and its initial outcomes) will be formally reviewed as part of the AACSB maintenance of the accreditation process.

As part of the external assessment and program review undertaken as part of the SACS-COC and AACSB accreditation processes, the MSBC program will use a combination of end-of-course evaluations, faculty peer reviews, and student learning outcome data for internal assessment processes. At the end of each semester, students submit feedback about the course structure, material relevance, and teaching effectiveness via the TNVoice (TN Volunteer Online Instructor and Course Evaluation) system (instrument in Appendix E). The Program Director and individual faculty members receive a copy of these evaluations for each course and work together to make adjustments and corrections to improve instruction.

As part of standard practice within the AIM department, peer teaching evaluations for faculty are performed on a regular schedule. The department head selects a team of faculty teachers to

perform each review. New faculty are evaluated during their second year; assistant professors at least twice before going up for tenure; and tenured faculty are evaluated during the post-tenure review, as per university policy. In addition, any faculty with identified teaching shortcomings are peer-evaluated as needed to help facilitate improvement. Faculty teaching performance is evaluated in terms of class atmosphere, teaching effectiveness, student engagement, syllabus review, and use of the online learning platform (Canvas). Guidelines for peer reviews in the AIM department are included in Appendix E.

As part of the SACSCOC and AACSB assessment, faculty must evaluate student learning against benchmarks identified for the established learning outcomes for the program. For this process, faculty in the AIM department discuss, evaluate, and decide how to measure student performance in the established learning outcomes for the program. Benchmarks are set to quantify the student success rate in meeting an outcome, and to clearly define the areas where improvement is needed. Individual measurements and benchmarks are generally decided in late spring or during the summer semester for the following term. Given the Spring 2024 launch of the new program, student performance assessments will be discussed, revised, and finalized in Fall 2023 for the courses launching in the next term.

Measurement of student performance may include a combination of direct and indirect assessment to triangulate data on a learning outcome. A direct form of assessment is required for all student learning outcomes. Direct assessment, which compares student learning to established learning benchmarks, includes items such as exams, quizzes, oral presentations, hands-on activities, and essays. Indirect forms of assessment may be used to evaluate the quality of the students' learning experiences, including the end-of-course surveys, self-efficacy surveys, or surveys for alumni of the program. UTK provides guidance to assist units with assessment of student learning outcomes, attached in Appendix F.

The AIM department has utilized feedback from recent graduates and employers to effectively identify and direct significant program changes in the Master of Accountancy program and Information Management collateral/concentrations over the last few years. Typically, a survey or focus group is conducted prior to the AIM Advisory Round Table meeting that occurs during the fall semester of each year, and additional recommendations are discussed during that meeting. In addition to seeking feedback from our industry partners, we will also annually survey graduates of the MSBC program to collect such data as advancement/promotion, assessment of the utility of course content to the work environment, and job-specific skills and knowledge. MSBC faculty will use this information to recommend program improvements.

Responsible Parties

Two faculty members will primarily coordinate the MSBC program assessment and evaluation activities:

- Dr. Anita Hollander, Distinguished Lecturer, Assistant Department Head, and Director of Information Management, received her Ph.D. from the University of Tennessee in 1986 and has served on UTK faculty since 2002. Dr. Hollander coordinates SACS-COC assessment efforts for the department's undergraduate and graduate programs. Current plans are for Dr. Hollander to author the 2026-2027 AACSB maintenance committee report of programs housed in the Department of Accounting and Information Management, including the MCBC program.
- Dr. Jama Summers, Assistant Professor and faculty member who will serve as Director of the MSBC program, received her Ph.D. from the University of Oklahoma in 2015 and joined the UT faculty in the fall of that year. Dr. Summers will collect, on an ongoing basis, the MSBC program information (e.g., enrollments, student placement, assurance of learning measures, etc.) needed to support the annual SAC-COC reporting and compilation of the 2026-2027 AACSB accreditation review of the Haslam College of Business and Department of Accounting and Information Management programs. Dr. Summers will also coordinate the ongoing internal assessments from course evaluations, faculty peer reviews, and graduate/employer surveys to ensure program improvements are made promptly.

Section III: Students

Academic Standards

Admissions

The HCB admissions group will perform reviews of student files along with the faculty program leader from the departments of Accounting and Information Management and Graduate and Executive Education. This group will review all applications and recommend prospective students for admission to the program. The following criteria will be considered when determining applicant admission into the program:

- Meets requirements for admission to the UT Graduate School¹⁰;
- Holds an undergraduate degree in business (or equivalent) from an accredited program. Applicants with non-business degrees will be reviewed on an individual basis and may be required to complete non-credit training programs and additional coursework prior to enrolling in the MSBC program;
- Two applicant recommendation letters are required. Additional evaluation materials (such as GMAT or GRE scores) may be required if transcripts do not provide sufficient evidence of applicant performance in quantitative courses; and
- All students must adhere to all UTK ethical and professional standards¹¹.

Procedure for Application to Program:

- Complete the Haslam College of Business Application Form.
- Adhere to application deadlines and other requirements on the Haslam College of Business website.

Retention Standards

- Consistent with the UTK Graduate School standards, retention in the MSBC program is dependent on the student maintaining a 3.00 cumulative graduate grade point average (GPA) in graduate courses taken at UT.
- The degree requirements must be completed within 7 years.

Academic Standards:

- Students must adhere to all academic standards required by the UT Graduate School.
- Students must adhere to ethical and professional standards.

Graduation Requirements

To be eligible for graduation, students must:

- Complete the entire curriculum plan per Graduate School policies as specified by the University of Tennessee, Knoxville.
- Have a 3.00 cumulative graduate GPA.

¹⁰ <https://gradschool.utk.edu/admissions/applying-to-graduate-school/admission-requirements/>

¹¹ <https://hilltopics.utk.edu/>

Marketing and Recruitment

Program Marketing

The MSBC program will be marketed in a variety of ways. Primarily, we will work with our Online Program Manager (OPM) partner, Noodle, to develop and execute digital and social media marketing campaigns designed to build program awareness within the geographic market.

We will also share information about the MSBC program via the Haslam College of Business website. The website will inform prospective students about the curriculum, coursework, and student placement data. Finally, digital communication materials (e.g., PowerPoint slides) will be made available to faculty for sharing with appropriate audiences during various presentations.

Program Recruitment

Program recruiting activities will be phased and focused, initially, on its primary target market and, subsequently, on its secondary target market. Hence, we begin our discussion of recruitment efforts with a synopsis of the target market for the proposed MSBC program.

For the program's primary target market, we consulted with leaders from several major, for-profit organizations who either hire business cybersecurity staff in their organizations or business cybersecurity staff as part of the services they provide to other organizations. Some of the individuals we consulted are Department of Accounting and Information Management Advisory Roundtable members. These individuals have backgrounds in delivering cybersecurity-based consulting services or are cybersecurity consultants themselves and, most importantly, have extensive experience recruiting on UTK's campus. These individuals provided feedback that helped shape our program proposal, expressed strong support for establishing an MS in Business Cybersecurity at UTK, and indicated that such a program would open currently closed employment opportunities for UTK students at their organizations. Beyond their insightful discussions with us, several of these individuals agreed to provide formal letters of support outlining their rationale for supporting the program. Consistent with the program's primary target market, Noodle will provide the initial recruitment efforts. Noodle has extensive experience in targeting and using world-class digital marketing techniques to reach a broad audience within Tennessee and beyond. Targeted email and social media campaigns will build awareness of the program and encourage prospective students to explore the new program's career benefits. In addition, we will reach out to our Roundtable members and other individuals within the Haslam College of Business (HCB) walls.

As an experienced marketer in the digital space, Noodle has experience targeting underserved and underrepresented markets. These campaigns are integrated with and follow the same timeline as all other program recruiting campaigns. In-class recruitment efforts will also be vital to maximizing the diversity of students exposed to and ultimately enrolling in the program. In addition, the UTK Graduate School offers access and diversity fellowships to attract graduate students from underrepresented groups.

We will hold informational events hosted by department faculty (in collaboration with the HCB office of Diversity and Community Relations), inviting Haslam College of Business juniors and seniors to explore the program and how it can support their career goals (for individuals who need to take jobs but are interested in pursuing a master's degree). AIM faculty will conduct short (e.g., 5-minute) presentations in their undergraduate courses to make students aware of the program and encourage them to seek additional information when interested.

As the program grows, recruitment efforts will shift toward encouraging applications from members of the secondary target market. Foremost among these efforts will, once again, be informational events hosted by department faculty, which invite UTK juniors and seniors to explore the program and its potential benefits, given career goals. In addition, at this stage, we will seek to build connections across the state with other higher education institutions to effectively market the program to business majors interested in cybersecurity careers. In building connections with such institutions, we hope to continue to ensure the program is accessible to students from across the state and thus adequately reflects the state's diversity. Finally, recruitment in this latter phase will more fully leverage social and digital media reach to attract qualified applicants, of diverse backgrounds, from the southeast region of the United States.

Student Support Services

Students enrolled in the MSBC program will have access to various support resources to facilitate student learning and success. The Accounting and Information Management (AIM) department will partner with several resource providers to ensure students are supported in their day-to-day learning experiences, their academic journey, and as they plan their future career. In addition, our goal is to ensure the MSBC program is accessible and welcoming to all students. Working with Noodle, UTK's Student Disability Services, and HCB's Office of Diversity and Community Relations from the beginning, we are designing the program to be intentionally inclusive. These resource providers will also help us to provide ongoing support throughout the program so that every student has an experience that is inclusive, welcoming, and encourages their success. Below we highlight five resource providers and how they will help the MSBC program support student success.

1. **HCB Graduate and Executive Education (GEE) Department.** Critical to the success of the MSBC program will be the support offered by the Graduate and Executive Education (GEE) Department of the Haslam College of Business. As a campus leader in delivering graduate education, GEE will be vital to the success of the MSBC program through its support of mission-critical processes, including recruitment and admissions, partner relationship development, student services, and career management.
2. **Noodle Student Support and Engagement.** Online degree programs generally require a different approach to student support than physical programs, with students often physically and temporally removed from faculty, advisors, and other students. Our OPM partner will work alongside UTK resources to provide research-based support services, including individual coaching for students to “guide students from the orientation process forward, helping them set priorities, articulate weekly goals, identify and address potential obstacles, register for classes, and organize their workloads.”¹² Specifically, upon admittance, a new student is assigned to a Student Success Coach (SSC). The SSC will be a coach, mentor, and general go-to person for the student from the time of admittance to graduation. The SSC builds a relationship with individual students, providing support and advice across all aspects of the program. The SSC serves as the primary point of communication for the student, with regularly scheduled communications and quick responses to address student concerns or issues regarding the academic process. In addition, they help connect students to university support resources when needed, such as the Diversity and Inclusion Office, Student Disability Services, and Mental Health Counseling.

Noodle SSCs also ensure that students are engaged with not only the learning, but also other students within the program. Offered through Microsoft Teams, students within the program will have access to a Virtual Student Union that is largely run by the SSC team. The Virtual Student Union serves as a replacement for the student union on campus, providing a social environment for all students in the program to gather and engage with one another.

¹² www.highered.noodle.com/services/student-experience

The Virtual Student Union also serves as the location for regularly scheduled social events that serve as opportunities for students to get to know each other outside of class.

3. **Office of Information Technology (OIT):** UTK OIT¹³ provides access to and support for various software products designed to enable students to access real-world technologies in courses offered via the MSBC program. OIT provides access to such resources online or in labs on campus and provides students with hardware- and software-related technical support both in-person and online.
4. **Student Disability Services (SDS):** UTK SDS¹⁴ ensures an accessible university experience for students with disabilities enrolled in UTK programs. SDS is critical to minimizing barriers to a full educational experience for UTK students and, thus, will be vital in helping establish an inclusive MSBC program.
5. **HCB Office of Diversity and Community Relations.**¹⁵ HCB is committed to supporting diverse student populations in recruitment, retention, education, and placement at both the undergraduate and graduate levels. In addition to providing resources to faculty and staff to help ensure the MSBC is an inclusive and equitable learning experience for our students, the Office of Diversity and Community Relations promotes equity, diversity, and inclusion such that all students feel welcome, included, and have access to resources such as scholarships, internships, industry connections, and academic support services. Students and faculty can access a list of resources for connecting with social organizations, career and volunteer opportunities, and mental health resources on the website.¹⁶ Among others, they provide the following outreach opportunities, available to students in the MS in Business Cybersecurity program:
 - a. Women in Business, Entrepreneurship, and Leadership Summit. The Women in Business, Entrepreneurship, and Leadership Summit is an annual event that provides an opportunity for students, faculty, and staff who identify as female within the Haslam College of Business and larger campus community to network with successful female mentors from the local business community. Speakers share meaningful words of wisdom and encouragement regarding working in industries in which women are often underrepresented. The goal is to provide inspiration, role models, and mentors in the professional workforce.
 - b. Professional Development Trips. The Office of Diversity and Community Relations takes selected students on professional development trips during the Fall and Spring semesters. The objective is to allow students to meet with representatives from

¹³ <https://oit.utk.edu>

¹⁴ <https://sds.utk.edu>

¹⁵ <https://haslam.utk.edu/diversity/>

¹⁶ <https://haslam.utk.edu/diversity/resources/>

various organizations and tour their facilities to give a first-hand view of what a career in that industry might entail. We work with our corporate partners to organize professional development trips to plan site visits, tours, and engagement opportunities for selected students. For students to be eligible to participate, there is an application and essay that students must submit to the Office of Diversity and Community Relations. Transportation, lodging, and most meals are provided for students.

- c. Veteran's Appreciation Salute. The University of Tennessee, Knoxville's Haslam College of Business' Office of Diversity and Community Relations works with the Veterans Day campus planning committee to help organize a week-long celebration for our veterans on campus. Veterans of the University's student body, faculty, and staff are recognized, and the week culminates with a banquet held in their honor.
- d. Diversity Summit. The Diversity Summit is focused on acknowledging work towards sustaining an inclusive, diverse, and equitable environment within the Haslam College of Business. A significant focus is placed on having dialogue and conversations that reflect transparency and a directed approach towards diversity initiatives for students, faculty, and staff. The summit will comprise of workshops, breakout sessions, and keynote addresses concentrated on topics outlining cultural awareness amongst the existing population.
- e. Educational Sessions. In addition, the Office of Diversity and Community Relations provides a series of educational sessions offered to all Haslam students both undergraduate and graduate, including a Diversity Alumni Speaker Series and Informal Sessions – Corporate Roundtable Discussions.

Section IV: Instructional and Administrative Resources

Faculty Resources

Accounting and Information Management (AIM) department faculty teaching in the program will be responsible for developing and teaching the material in a manner that contributes toward program and student learning objectives for the program. Faculty are tasked with designing the course to achieve clearly defined learning objectives using appropriate teaching methods and evaluation tools. In this program, faculty are supported by Noodle instructional design and media services to ensure best practices are used for the program's online environment. Faculty members are also tasked with serving as advisors and mentors to students, as needed, regarding degree plans, educational and professional opportunities, and career development/goals.

AIM faculty and staff serving in administrative roles in the program will serve alongside the GEE Department as liaisons between UT administration and the Noodle representatives. These roles involve oversight of the agreement between Noodle and the program; program admissions, retention, and completion approvals; escalation of any critical issues; and assessment and evaluation of the program for accreditation purposes.

UT Faculty and Noodle

To ensure a high-quality learning experience, faculty started working with Noodle learning designers in Fall 2022 to develop the first five courses for delivery in the online environment. Development for the first five courses is expected to be completed by August 2023, and the remaining five courses should be completed by Summer 2024. These faculty will also be the instructor of record for the first offering of each course upon program launch. The curriculum development process is an extension of a traditional, in-person curriculum development in which the faculty member provides the subject-matter expertise, learning materials, and assessments, and ensures the course objectives are in line with program learning objectives. The Noodle learning designers provide expert advice on best practices for adapting the curriculum to the online environment and work with graphics, production, and technology teams to implement the design on the online learning platform (i.e., Canvas).

After the initial launch, Noodle learning designers and support teams will be responsible for the management of the learning materials on Canvas. Faculty members will work with the team to ensure any updates needed on a semester-by-semester basis are made in the month prior to the semester start. At the end of the first term the course is offered, feedback from students, advisors, and faculty will be used to make necessary revisions before the course is offered again.

Every three years, each course will go through a total re-design to ensure the material and delivery methods continue to be of the highest quality, meeting program learning objectives, and include topics and assessments relevant to the needs of the industry and prospective employers of program graduates.

Current Faculty

Table 8 provides an overview of all current program faculty. The student: faculty ratio for the proposed program is expected to be around 11:1 in the fifth year of the program, including both current and anticipated faculty assigned to teach in the program.

Table 8

Current Faculty Roster

Faculty Name	Highest Degree	Rank	Primary Department	Full-time or Part-time	% Time Devoted to Program
Jama Summers* (PD)	Ph.D.	Assistant Professor	Accounting and Information Management	Full-Time	37.5%
Kelly McNamara*	Ph.D.	Associate Professor of Practice	Accounting and Information Management	Full-Time	12.5%
Ali Vedadi*	Ph.D.	Assistant Professor	Accounting and Information Management	Full-Time	25%
Yuan Li*	Ph.D.	Assistant Professor	Accounting and Information Management	Full-Time	12.5%
Jong Lee*	Ph.D.	Assistant Professor	Accounting and Information Management	Full-Time	12.5%
Robert Fuller*	Ph.D.	Associate Professor	Accounting and Information Management	Full-Time	25%
Anita Hollander*	Ph.D.	Distinguished Lecturer	Accounting and Information Management	Full-Time	3%
Daniel Pienta*	Ph.D.	Assistant Professor	Accounting and Information Management	Full-Time	37.5%

* *Graduate faculty status.*

Anticipated Faculty

HCB approved a tenure-track line for the Accounting and Information Management department to hire an additional terminally qualified in an information system with the ability to conduct quality research and teach business cybersecurity topics. This faculty line is not dependent on the proposed MSBC program, but the faculty member should be able to contribute toward the mission and teaching of the new program. A successful faculty search was conducted in Fall 2022. Daniel Pienta (Table 8) will start in August 2023. Within the next five years, an additional non-tenure track, the terminally-qualified faculty member, may also be beneficial to help expand the department's ability to cover any additional course sections that may be required as enrollment in the MSBC program increases. This position is included in the MSBC financial estimates as early as the academic year 2024-2025.

Table 9*Anticipated Faculty and Instructional Staff*

Faculty Rank or Job Title	Full-time or Part-time	Anticipated Salary	Anticipated Start Date	Comments
Assistant Professor of Practice	Full-Time	\$130,000	Fall 2024	Potential non-tenure-track hire in response to anticipated growth in MSBC enrollment.

Administrative Support

HCB's Graduate and Executive Education (GEE) Department will provide support through the administration of mission-critical processes, including recruitment and admissions, partner relationship development, student services, and career management. The MSBC program will hire part-time support staff, working through the GEE office to help oversee these activities. In addition to this support, MSBC will hire one program manager to oversee the program and work with Noodle. This program manager will coordinate and communicate between Noodle teams and the university administration and faculty.

Table 10*Anticipated Non-Instructional Staff*

Job Title	Full-time or Part-time	Anticipated Salary	Anticipated Start Date
Program Manager	Full-Time	\$75,000	Spring 2024
Program Support Staff	Part-Time	\$30,000	Spring 2024

Section V: Institutional Capacity to Deliver Proposed Program

Accreditation

The department will not accrue additional accreditation costs due to the addition of the MSBC program.

Consultants

We have partnered with Noodle to act as our OPM. Please refer to Appendix C for the Memorandum of Agreement and Amendment with Noodle and UTK. HCB and UTK have a history of successful partnerships with Noodle to provide expertise in marketing, recruiting, learning design and faculty support, and student engagement and experience. As mentioned above, Noodle will provide expertise in developing and executing digital and social marketing campaigns to build program awareness within the geographic market. In tandem, Noodle will spearhead our initial recruitment campaign, targeting the marketing techniques to reach a broad audience within Tennessee and beyond. Noodle will work with the MSBC faculty and the GEE office to provide data-driven and theory-based solutions to design, tailor, and scale our curriculum to the online environment and provide a student experience that best supports MSBC student learning, engagement, and retention. Specifically, Noodle provides expertise across the following service areas:

- Noodle marketing services will continue after implementation, with services including market research, marketing strategy, branding, search engine optimization, microsites, strategic partnerships, public relations and communications.
- Noodle recruitment and enrollment services will interact with prospective students to translate marketing interest into program applications. Recruitment and enrollment work with UT faculty and staff to ensure that the program is receiving complete applications for review based upon the admissions requirements for the program.
- Noodle instructional design and media production pairs program faculty with instructional designers and technologists to help faculty create and update any curricular or co-curricular materials for the program. These services include guidance in best practices for online learning, recommendations for the use of technology to deliver online learning, and professional production of imagery and/or videos utilized to deliver program materials. Upon program launch, Noodle instructional design and media production will monitor and implement curricular and technical changes on an on-going basis, with updates each semester a course is offered and an overhaul of course curriculum and instructional design once every three years.
- Noodle student support services include working with UT faculty and staff to plan for and implement social and connection events for students, providing student advising regarding the administrative aspects of the program (e.g., program requirements, registration

processes, add/drop deadlines, registering a disability, or accessing wellness services), providing student success support on such things as planning for success and navigating obstacles, accessing instructional resources like tutoring or supplemental materials, time management, addressing personal challenges, and connecting at-risk students to UT resources.

- Noodle technology support and integration services work with UTK's office of information technology to build an integrated technology stack that integrates administrative technology and processes (e.g., recruitment, enrollment, support services, etc.) and a learning technology stack designed for the online environment (e.g., the Learning Management System, synchronous video, plagiarism review, online proctoring, video management services, etc.)
- Noodle technical support will provide 24/7 help desk support to faculty, staff, and students to help with LMS functional support, video-conferencing support, login assistance, video and/or audio troubleshooting, and general tech questions regarding the online learning environment.
- Noodle analytics services provide UT access to reports with benchmark data on, among other things, marketing and website performance, student engagement and academic performance, and student engagement in co-curricular activities related to the program.

The planning costs with our OPM Noodle represent the costs associated with all activity involved in program specific setup (e.g., recruitment, enrollment, marketing, etc.), along with integration of Noodle services with UTK administration and technology. Planning costs also encompass curriculum development costs associated with the courses to be offered in the first year. The marketing budget is heaviest prior to launch and in year one to raise awareness of the new program.

In year one, a heavy marketing budget is needed to attract students to the new program. Year 1 also includes any remaining costs from the initial curriculum development process. In year 2, marketing costs are reduced as awareness of the program increases and more students are enrolled. Year 3 costs start to reflect the amount paid to Noodle on a per course credit hour fee for student enrollment in the program. The total amount paid to Noodle each year increases with increased student enrollment in the program.

Equipment

The MSBC program will have some equipment expenses necessary to ensure our students' highest quality learning experience. Some technology hardware will be needed to provide students with hands-on experiences that mimic real-world scenarios. The Accounting and Information Management (AIM) department already has existing technology that covers most of the needs of the new MSBC program. The existing infrastructure is capable of providing an enterprise environment, with centralized client-server architecture and integrated software for students to get practice in context with real-world software tools. Currently, information management courses utilize a combination of software subscription services and dedicated server which students access

remotely using a login/password. The existing server, running VMWare ESXi (an enterprise-class hypervisor for deploying virtual servers) has capacity for multiple virtual servers that could be dedicated to the MSBC program. However, technology equipment such as server space or lab environments may also be needed to increase the breadth and comprehensiveness of the environment for a security-focused curriculum. This equipment would consist of either physical hardware purchased or rented through an agreement with UTK's Office of Information Technology or via an external cloud provider such as Amazon, Google, or Microsoft.

Additionally, various production equipment will be needed to ensure that the quality of lecture videos and synchronous learning sessions is equivalent to or exceeds that of a face-to-face environment. Given the online environment, ensuring each course is delivered in the highest quality requires state-of-the-art production equipment such as video cameras, switchers, microphones, lighting, and editing software/computer hardware. Each course has dedicated equipment for development of the online curriculum. The recurring budget includes \$4500, plus an inflation factor, for each course and is estimated based upon development of two courses each semester.

Information Technology

A combination of university and departmental resources is sufficient to meet the initial needs of the MSBC program. UTK OIT provides access to and support for various software products that will be used to facilitate learning and hands-on experience with the technical concepts covered in the MSBC courses. In addition, OIT maintains and supports the primary online learning platforms that will serve as the vehicle for course delivery. Students will engage in coursework asynchronously through Canvas. Synchronous sessions will be conducted via Zoom.

There will be some recurring expenses related to licensing and integration of these technologies on a per-student basis, estimated in the budget based upon the projected enrollment in each year. These expenses could include additional software features or enhanced support services for the program and our students. The MSBC program will use specialized software (e.g., Slate, Hypotheses, Yellowdig, etc.), integrated with the Canvas online learning platform, to provide enhanced learning technologies tailored for online curriculum delivery and engagement.

In addition, the AIM department has an ongoing subscription with Microsoft Azure for Education that provides access to lab services, the ability to create virtual machines, free software for students, and an extensive list of learning resources to supplement and apply concepts learned in their MSBC courses. In addition to this existing subscription, we will also continue to search for other subscriptions and partnerships that would be beneficial to our students, increasing their exposure to widely used industry standards and technologies.

Our partnership with Noodle also provides students with additional learning tools, accessed through Canvas, that help engage learning through infographics, videos, targeted readings, and online assessments to ensure the quality and accessibility of the online learning environment. The

partnership provides resources that enable the development and assessment of the MSBC curriculum delivery to ensure that students are engaging with the material, each other, and the instructors in a way that leads to success in the program.

Library Resources

UTK's libraries provide resources that support the university's teaching, research, and service mission. Libraries resources encompass print and electronic collections, reference and instructional services, and technological resources, and should be sufficient to support the needs of the MSBC program and students.

Marketing

Marketing is included in the services we have contracted through our OPM Noodle partners. Noodle has the expertise and experience to develop and execute digital and social media marketing campaigns to bring awareness of the program to our target market. The marketing costs are all digital and included in the upfront costs and OPM payments in the budget. To develop initial exposure, marketing will be heaviest in the first year and will flatten in future years.

Facilities

The MSBC program will be entirely online, and no on-campus facilities will be needed to support the proposed program. Students will engage in coursework asynchronously through Canvas. Synchronous sessions will be conducted via Zoom. Both software environments are fully supported through UTK's Office of Information Technology.

Travel

No travel expenses associated with the proposed program are anticipated during the program's planning and first five years.

Other Resources

Although we do not anticipate any other major resource expenditures, the MSBC program is likely to have minimal additional expenses each year for operational needs such as printing, mailing that would be required, copies for administration, and orientation or event related expenses. The budget accounts for these potential expenses over the first five years, including inflation factors.

Table 11
Estimated Costs to Deliver the Proposed Program

One-Time Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Accreditation						
OPM - Noodle	867,693					
Equipment	55,000					
Information Technology						
Library						
Marketing						
Facilities						
Travel						
Other						
Total One-Time Expenditures	922,693					
Recurring Expenditures						
Category	Planning	Year 1	Year 2	Year 3	Year 4	Year 5
Program Support	97,500	308,425	317,208	327,208	337,024	347,135
OPM - Noodle		1,213,011	992,645	1,274,784	1,417,768	1,397,512
Equipment	4,500	9,000	9,270	9,548	9,835	10,130
Information Technology		27,909	83,727	130,388	167,891	200,161
Library						
Marketing						
Facilities						
Travel						
Other	4,000	8,000	8,240	8,487	8,742	9,004
Total Recurring Expenditures	106,000	1,566,345	1,411,090	1,750,415	1,941,259	1,963,941
Grand Total (One-Time and Recurring)	1,028,693	1,566,345	1,411,090	1,750,415	1,941,259	1,953,941
Explanation of recurring expenditure costs:						
<ul style="list-style-type: none"> • Program support costs include salary and benefits for the program manager, an additional non-tenure-track faculty member, and part-time support staff for the program. • OPM – Noodle costs include the fees paid to our consultants for ongoing management of our curriculum delivery, recruitment, marketing, and student support services. • Equipment costs account for additional expenses related to technology and production equipment as needed to continue to provide up-to-date curriculum and high-quality learning experiences for our students. • Information technology costs include the expansion of existing software features, services, and infrastructure to address updates and changes to the information technology environment. Additionally, these expenditures also account for growth in enrollment. For example, software licensing costs may increase as the number of users increases. • Other costs account for general supply and other miscellaneous operating expenditures associated with the management of the MSBC program. 						

Appendix A: Letters of Support



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 www.bdo.com

6410 Poplar Ave, Suite 750
 Memphis, TN 38119

Tennessee Higher Education Commission
 404 James Robertson Parkway
 Suite 1900
 Nashville, TN 37243

To Whom it May Concern:

Cybersecurity is one of the top concerns for businesses and we at BDO are constantly growing our practice of team members with expertise in that field. The University of Tennessee Knoxville is an established source of high-quality candidates for our accounting, tax, and advisory practices, including those with a focus on information technology. The addition of a Haslam College of Business - *Master of Science in Business Cybersecurity (MSBC) program* would provide a meaningful source of graduates to join BDO specifically in our Data Protection Services practice that focuses on Privacy and Cybersecurity as well as other practice groups within the firm.

We believe that the proposed MSBC program will be highly relevant in the current and future business environment and that it will add value to those students who complete it. We at BDO would be willing to hire graduates of the program, serve as advisors to the program, and provide resources for the development of the students, including participating in student engagement, providing guest speakers, and sponsoring real-world cases as we do for other programs currently in place at the University.

BDO Data Protection Services offers a full spectrum of support to our clients that include a continual process of risk remediation, governance and security improvement to enable compliance. A robust data privacy and information security program is an integral part of an optimal business strategy. With more and more of our clients moving and growing in the virtual world our needs for business cybersecurity team members continues to grow as well. We are an international firm that serves clientele all over the world.

I have personally been involved with the University for several years and have found graduates of the various programs at the University to be of high caliber and well prepared to enter the workforce.

Best regards,

Marc Davenport
 BDO
 Office Managing Partner

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BDO is the brand name for the BDO network and for each of the BDO Member Firms.



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ey.com

Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

16 September 2022

Dear Members of the Commission:

EY is pleased to submit this letter of support for the proposed Master of Science in cybersecurity management program at University of Tennessee. There continues to be a notable increase in demand for cybersecurity professionals worldwide including at EY and other professional firms.

This program at the Haslam Business College would be a welcome contributor to the pool of qualified candidates needed to fill this demand for professionals with strong business and technical knowledge.

Yours sincerely,

Brian J. Foley
Partner/Principal

Copy to: Ellen Glazerman, EY University Relations

A member firm of Ernst & Young Global Limited

FORV/S

191 Peachtree Street NE, Suite 2700 / Atlanta, GA 30303
P 404.575.8900 / F 404.575.8870
forvis.com

September 16, 2022

Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

To Whom It May Concern,

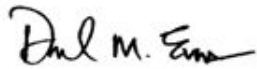
As a proud alumni of the University of Tennessee and the Haslam College of Business. I fully support UT's proposed Cybersecurity program.

Our firm, for many years, has actively recruited students for internships and hired graduates from the University of Tennessee who are an integral part of our audit, tax, consulting, and risk management practices.

Our clients are asking for these skill sets so I am confident that the graduates of this program will be in demand.

I recommend that the Tennessee Higher Education Commission approve the program.

Sincerely,



David M. Evans, CPA
Regional Managing Partner / Advisory

FORV/S is a trademark of FORV/S, LLP, registration of which is pending with the U.S. Patent and Trademark Office.



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Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

February 8, 2022

To Whom It May Concern:

I am writing this letter to provide my support regarding the University of Tennessee's proposed Cybersecurity program. Cybersecurity is not only critical as our landscape continues to evolve, but business leaders are making it a priority. Preparing students for the challenges ahead is crucial to supporting this technical prioritization, innovation, and evolution.

This Cybersecurity program will collaborate and utilize input from industry leaders to ensure that students develop the strategic and technical skills necessary to make a difference as soon as they enter the workforce.

As the increasing demand for cyber professionals grows exponentially, this program will help support the vastly growing and underserved job market. The training and experiences students will gain in this program are invaluable and will enable businesses to better identify, protect, and defend against cyber threats.

We are excited about the development of the program and appreciate the University of Tennessee's desire to align the curriculum with our needs as an industry. InferSight offers this letter of support to the program and ask the Tennessee Higher Education Commission to approve the program as soon as possible.

Sincerely,

DocuSigned by:
Peter Tran 2/8/2022
A40528C5C5DEE432
Peter M. Tran
SVP & Chief Information Security Officer (CISO)
Email: ptran@infersight.com
Tel: +1 978-729-8811

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Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

September 21, 2022

Re: Master of Science in Business Cybersecurity

Dear Sir or Madam:

This letter is to provide KPMG's support as an industry partner of the University of Tennessee at Knoxville's proposed Master of Science in Business Cybersecurity (MSBC) program. We understand that the proposed program is a 30-credit hour program designed to prepare students for entry into a wide range of jobs at the intersection of business management and cybersecurity systems. Many of the roles underserved in the market (e.g., those focused on risk management, technology governance, project management, security audit, etc.) require individuals with the technical knowledge to work effectively with cybersecurity system developers as well as expertise in cybersecurity business issues.

KPMG's Cyber Security Practice¹ provides our clients with services that strive to align custom cyber-security approaches and strategy that support our clients strategic business imperatives, customer expectations, and regulatory requirements. We offer value via four primary service dimensions including:

- Strategy and governance: Turning risk to a competitive advantage.
- Cyber transformation: Accelerating security initiatives in an agile world.
- Cyber defense: Confidently seize opportunities.
- Cyber response: Operating with confidence in a digital world.

The education of graduates from the proposed MSBC would align with the needs of KPMG's Cyber Security Practice. Currently, KPMG has relevant positions open including:

1. Advisory internships in multiple locations for Technology Risk Management starting in the Summer of 2023.
2. Advisory associate positions in Cyber Security in multiple locations starting in Summer or Fall of 2023.

One requirement of both these positions is to be pursuing or have a degree in an area such as cyber security. Graduates from the MSBC would be welcomed to apply to KPMG's open positions such as these.

KPMG actively supports the University of Tennessee's Department of Accounting and Information Management by recruiting and hiring multiple interns and associates in our Audit, Tax, and Advisory practice. The firm currently has numerous Tennessee alumni that are both employees and partners. These alumni actively engage with accounting students through mentorship programs and providing guest speakers for accounting classes. KPMG has also historically had an employee or partner serving as an advisor through the Accounting Roundtable as well as the Haslam Young Alumni Board.

¹ The Cyber Security Practice website with additional information is located at <https://advisory.kpmg.us/services/cyber-security-services.html>.



Tennessee Higher Education Commission
September 21, 2022

KPMG's current presence on the University of Tennessee's campus would naturally allow for support of the proposed MSBC program. Students having an education with a focus in cyber security could be a valuable resource for the firm's Cyber Security Practice.

Sincerely yours,

KPMG LLP

A handwritten signature in black ink, appearing to read 'R. Ford'.

Robert Ford
Tax Managing Director
Accounting Methods and Credits Services
Atlanta, Georgia

A handwritten signature in black ink, appearing to read 'Greg Bell'.

Greg Bell
Chief Technology Officer, Advisory
Atlanta, Georgia



September 15, 2022

Tennessee Higher Education Commission
 404 James Robertson Parkway
 Suite 1900
 Nashville, Tennessee 37243

Regarding: The University of Tennessee, Haslam College of Business
 Proposed Master of Science in Business Cybersecurity (MSBC) Program

To Whom It May Concern:

I am writing in support of the University of Tennessee's proposed MSBC program. I am the Partner-in-Charge of the Risk Assurance & Advisory Services (RAAS) practice at KraftCPAs PLLC. Our firm is a 60+ year old public accounting firm in Nashville, Tennessee. Our RAAS practice is the fastest growing area of the firm. We have been recruiting from the Haslam College of Business Accounting and Information Management program for over 12 years. I have personally been recruiting and speaking to classes at UT for over 30 years.

KraftCPAs fully supports the proposed MSBC program because it directly aligns with the qualifications we are hiring for. The types of consulting services our clients are now asking us to provide require individuals who have both business knowledge and technical skills. We perform a variety of consulting, IT audit, Risk Management, and Internal Audit services for which this program would support, including, but not limited to:

- Network and Cybersecurity Risk Assessments,
- Network Vulnerability Assessments,
- Social Engineering,
- Business Continuity and Disaster Recovery Plan Assessments,
- HIPAA Security and Privacy Risk Analysis, and
- A variety of other cybersecurity projects addressing:
 - Policies and Procedures
 - Program Governance
 - Incident Management

As our firm's lead college recruiting partner, we value our ability to hire very qualified students from the Haslam College of Business. A program such as this would allow us to expand our ability to hire beyond accounting and information management students alone. This is critical during a time when enrollment in accounting programs is going down. And, it would make those accounting students who take these courses even more valuable for us. We are already hiring students with similar courses and skillsets from other

KraftCPAs PLLC • Certified Public Accountants and Consultants
 555 Great Circle Road • Nashville, TN 37228 • phone: 615-242-7351 • fax: 615-782-4271 • kraftcpas.com

Haslam MSBC Program
September 15, 2022
Page 2

colleges outside the state of Tennessee. But, we would prefer to have the ability to hire more students from local colleges.

Finally, as I have for over 30 years, my colleagues and I will offer our support for this program through:

- Serving as advisors,
- Being guest speakers, and
- Donating funding and other resources.

We can offer real-world scenarios and cases to assist in course development and implementation. And, we look forward to providing students with both internship and full-time job opportunities!

Sincerely,



Gina Pruitt, CPA, CITP, CISA, CRISC, CQA, CSSFP, CGMA
Partner-in-Charge
Risk Assurance & Advisory Services



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 FAX 865-769-1660
 www.pughcpas.com

September 8, 2022

Tennessee Higher Education Commission
 404 James Robertson Parkway
 Suite 1900
 Nashville, TN 37243

To Whom it May Concern:

As a leader of our firm and a certified public accountant serving businesses within the State of Tennessee, I have a unique vantage point to see the evolving needs of our business community. With technology becoming increasingly the center point of our economy and everyday life, the business community and the general public continue to face increased risk associated with operating and maintaining secure systems and devices. A top concern of most business owners is whether they have sufficient resources to prevent a technology related security incident. At our firm, we assist and advise businesses and individuals in finding ways to mitigate these technology risks.

It is clear that there is a need for professionals who are appropriately trained in information technology security, in particular, individuals who are educated in business cybersecurity. These professionals help advance information technology security within the business community which helps to protect business assets. Since many security breaches include the release of confidential information of private individuals, the works of these professionals also provide additional protection for the general public.

The skills needed by these professionals include a combination of business and technical knowledge. A successful cybersecurity risk mitigation program includes resource investment in individuals who are trained in business continuity, system policy development, system management, system design, and system monitoring. Our firm currently hires individuals with these skills and will continue to need more qualified professionals like this in the future.

I believe the University of Tennessee is uniquely positioned to develop a program which would educate students to meet this need for business cybersecurity professionals. The educational resources that the University has in the areas of information technology and business will allow them to prepare students to be adequately trained to meet this critical need.

The value that the Haslam College of Business would bring by offering a Master of Science in Business Cybersecurity would be extremely beneficial to our firm as we will need cybersecurity professionals to serve as information technology consultants and advisors. Our firm would be dedicated to the success of this program by providing resources to the Haslam College of Business including guest speakers, case studies, and other student engagement.

We are eager to see the Master of Science in Business Cybersecurity program at the University of Tennessee be offered to students. Without a doubt, this program will be embraced and valued by companies who need to hire professionals with this training. Additionally, the program would provide great career opportunities for numerous students from many diverse backgrounds.

Sincerely,

Barrett Simonis, CPA
 President



TSCPA
 Members of the Tennessee Society
 Of Certified Public Accountants

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Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

Re: The University of Tennessee Master of Science in Business Cybersecurity (MSBC)

To whom it may concern:

I am writing this letter in support of the University of Tennessee's proposed Master of Science in Business Cybersecurity. Given the complexity of the skills needed for the Cyber practice within our firm, we're continuously looking for top talent. Based upon the reputation of the Haslam Business College, PwC would welcome the opportunity to interact with their students from this new program who may apply for roles in our Cyber practice.

Best,

A handwritten signature in black ink that reads "Amber L. Cutler". The signature is written in a cursive, flowing style.

Amber Cutler

Firm Relationship Partner for the University of Tennessee



PYA, P.C.
 One Cherokee Mills, 2220 Sutherland Avenue
 Knoxville, TN 37919
 p: (865) 673-0844 | f: (865) 673-0173
 pyapc.com

September 12, 2022

Tennessee Higher Education Commission
 404 James Robertson Parkway
 Suite 1900
 Nashville, TN 37243

Dear Tennessee Higher Education Commission:

Our firm, PYA, is ranked as one of the Top-100 largest CPA firms in the country, and as one of the Top-20 largest healthcare management consulting firms. As President and CEO, I am writing to express our strong encouragement for the University of Tennessee Haslam College of Business's (HCB) proposed Master of Science in Business Cybersecurity program. This is an area in which our firm, our state, and indeed our profession, must be proactive. We all have too much at stake for our workforce to fall behind.

The nonprofit International Information System Security Certification Consortium (ISC)² published a 2019 workforce study indicating the need for roughly 2.8 million cybersecurity professionals. And while the U.S. added more than 250,000 people to the cybersecurity workforce between 2020 and 2021, "The need for cybersecurity professionals increased by 30% in 2021," according to the CEO of (ISC)².

In 2021, 36 states enacted new cybersecurity legislation. The FTC, FDA, DOT, DOE, and CISA are all working on new regulations and enforcement actions. According to *The National Law Review*, India—a popular source of outsourced IT services—has recently enacted new incident reporting requirements. In addition, insurance companies are requiring more technology security and are asking for more information from applicants (e.g., a nine-page affidavit to apply for cyber insurance).

The 2022 Risk Barometer published by global financial services provider Allianz, shows cyber perils are now a larger concern for companies than supply chain disruption, natural disasters, and the coronavirus.

In the healthcare sector, federal incentive payment programs are designed to increase the interoperability of healthcare data among providers and carriers. Along with more access to data comes an increase in the risk of unauthorized exposure. Cybersecurity risk management in healthcare is no longer a destination, but a continuous journey with constant course correction requiring a planned and managed strategy. Yet many of the employees managing these programs came from technology disciplines. They have picked up the cybersecurity risk management field out of necessity. PYA's CIO shares that in addition to a technical knowledge foundation,

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WE ARE AN INDEPENDENT MEMBER OF HLB—THE GLOBAL ADVISORY AND ACCOUNTING NETWORK

Tennessee Higher Education Commission
 September 12, 2022
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professionals need the deeper level of understanding regarding the intersection of technology, business, risk, and regulations that typically comes with a business degree.

These are just a few broad examples illustrating there has never been a greater need to ensure highly qualified workers are receiving a wide spectrum of education, training, and mentorship. From our own firm's perspective, PYA launched our IT Advisory and Consulting department six years ago, with the mission of meeting the cybersecurity and IT risk management needs of our clients. This department is in high demand and experiencing significant growth. We have current needs for qualified IT and audit interns, entry-level analysts, and advanced degree professionals to fill positions related to risk management, cyber threat response, and cybersecurity compliance. In fact, our CIO shares that for some time now, PYA has had an open position for a Cybersecurity Risk Program Manager. The role has been difficult to fill, in part due to a lack of available graduates in the field.

PYA has a longstanding close working relationship with the Haslam College of Business. We regularly recruit and hire many successful UT alumni for tax and accounting-related positions. In fact, approximately 30% of PYA's workforce are UT graduates, and we foster dozens of internships each year.

As a national leader in the field of healthcare cybersecurity risk management, our firm would be honored to continue working with the university in the development of this program and would welcome the opportunity to serve in an advisory role. We stand ready to provide advisors from our executive leadership, offer guest lecturers, as well as invite high-level speakers from the field—including nationally-classed CIOs, CTOs, and CISOs—to engage with students.

As an alumnus of Haslam College of Business, I firmly believe offering a Master of Science in Business Cybersecurity will help the University of Tennessee continue to prepare graduates to fill a vital workforce need as the field continues to expand and cyber threats continue to evolve. Given the excellent quality of graduates from the college's tax and accounting programs, I have no doubt the HCB will provide exemplary candidates we would not only mentor as interns, providing them with real-world experience and resources, but also hire to fill the positions we are creating to best serve our clients.

This program would not only positively impact our firm, but also the state of Tennessee and beyond. We wholeheartedly support it, would love to take part in its success, and hope you will consider approving this crucial program.

Respectfully,



Martin D. Brown
 President and Chief Executive Officer



RSM US LLP

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September 12, 2022

Tennessee Higher Education Department
404 James Robertson Parkway, Suite 1900
Nashville, TN 37209

To whom it may concern at the Tennessee Higher Education Department:

RSM has been actively recruiting and hiring graduates from the University of Tennessee ("UT") across multiple majors for many years. These students have become strong performers and fantastic team members that are an integral part of our audit, tax, and consulting practices in Tennessee and across the entire U.S. We are continually looking for ways that we can increase our hiring numbers from UT across all lines of our business.

In discussions with UT, we have expressed the need for qualified candidates in the area of business cybersecurity ("BC") and a masters in BC program. More specifically, our needs lie in business and technical knowledge in order to help fill roles in risk management and business continuity, cybersecurity governance, cybersecurity auditing, cybersecurity policy, cybersecurity management, cybersecurity project management and cybersecurity consulting. This is an ever-growing area of our consulting practice and UT's strong educational experience and ability to produce top candidates in this area would create a pipeline of students to help fill our needs in Tennessee and across the U.S.

Much like we do for all other academic areas we hire students from at UT we would support and partner with the university to hire these graduates, serve as advisors to the program and provide resources to assist in the continual development of students in this area. We would be excited about the opportunity to send relevant guest speakers, instruct specialized technical classes on specific subject matters, and provide real-world cases that could help students evolve and develop based on what we know and see in the marketplace.

RSM is in full support of an educational program in this area and recognizes the value of a program like this coming out of the Haslam Business College. We would actively recruit and hire graduates with this background in our practice. Please contact me with any questions.

Regards,

Ben Wagonfield, Nashville Office Managing Partner

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RSM US LLP is the U.S. member firm of RSM International, a global network of independent audit, tax, and consulting firms. Visit rsmus.com/aboutus for more information regarding RSM US LLP and RSM International.



Strategic Security Solutions, d/b/a S3
 5665 Atlanta Highway
 Suite 102B-355
 Alpharetta, GA 30004
www.S3.Consulting

Tennessee Higher Education Commission
 404 James Robertson Parkway
 Suite 1900
 Nashville, TN 37243

February 8, 2022

To Whom It May Concern,

As a proud alum of the University of Tennessee, and the Haslam College of Business, I am honored to provide this letter in support of UTK's proposed Cybersecurity program. S3 recognizes the need to better educate the future workforce about cybersecurity and the unique challenges within the industry. As a leading provider in information security consulting services, we are excited to partner with UTK in developing the proposed program.

Cybersecurity professionals are in high demand across a variety of industries. With the addition of the new program, students will learn to identify, evaluate, and defend against cyber threats and attacks while learning the skills to design and implement protective and preventive measures. The program will provide students with the necessary experience to launch a successful career in cybersecurity.

The connection between technical and strategic skills is more critical than ever. As business leaders embrace the philosophy that cybersecurity strategy is mandatory in order to execute a successful business strategy, the need for professionals in the industry across a broader skillset is necessary.

I am excited that the University is moving forward with this program and for recognizing the need for further education in cybersecurity. I had the privilege of working with the University and reviewing potential curriculum and I am confident that they can prepare young professionals with the skills needed to work in such a dynamic field. I proudly support this program and recommend that the Tennessee Higher Education Commission approve the program.

Sincerely,


 Johanna Renee Baum (Thomas)
 CEO and Founder, S3

5665 Atlanta Highway, Suite 102B-355, Alpharetta, GA 30004
www.S3.Consulting

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Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

October 13, 2021

To Whom It May Concern:

I am writing this letter to provide my support and enthusiasm regarding the University of Tennessee's proposed Cybersecurity program. Cybersecurity is increasingly critical as business leaders can no longer rely on out-of-the-box and basic solutions like antivirus software and firewalls. Cybercriminals are resilient to conventional cyber defenses, which makes the need to educate and prepare students for the evolving challenges ahead crucial.

This Cybersecurity program will collaborate and utilize input from industry leaders to ensure that students develop the skills necessary to make a difference as soon as they enter the workforce. As the significant existing and ever increasing demand for cyber professionals grows exponentially, this program will help support the vastly growing and underserved job market. The training and experiences students will gain in this program are invaluable and will enable businesses to better identify, protect, and defend against cyber threats.

We look forward to the development of the program and appreciate the University of Tennessee's desire to align the curriculum with the needs of the industry. I give my fullest support to this program and ask the Tennessee Higher Education Commission to approve the program as soon as possible.

Sincerely


Marc Holdaway
Director-Human Resources
mholdaway@seczetta.com

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Tennessee Higher Education Commission
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

February 11th, 2022

To Whom It May Concern:

I am writing this letter to provide my support regarding the University of Tennessee's proposed Cybersecurity program. Cybersecurity professionals continue to be in high demand and short supply. As our digital environment continues to expand, cybersecurity is not only a core business issue but is a strategic imperative.

Through collaboration with industry experts across a variety of disciplines, this Cybersecurity program will help students acquire the skills necessary to make an immediate impact as soon as they enter the workforce. As the dramatic shortage of cybersecurity professionals grows, this program will help support and fill these vacant roles in the job market with emerging skills. Through the experiences and training that this program will provide, students will leave ready to enable their organizations to better protect against the threat landscape.

I look forward to the development of the program, give my fullest support for these initiatives, and ask the Tennessee Higher Education Commission to approve the program to meet the evolving needs of our business.

Sincerely,

Daniel Gouldman
CEO/Co-Founder
Unbanked.com

Appendix B: Existing Content and Proposed Courses

As a fully online program, the proposed MS in Business Cybersecurity requires the proposal of new courses rather than the cross-posting of existing courses. The proposed curriculum consists of 10 new courses (Table 12). Existing content offered through the University of Tennessee, Department of Accounting and Information Management will be repurposed to create the new program (Table 13). In several instances, material from an existing course can be almost entirely repurposed for the new program. Other courses provide specific modules directly applicable to the new program. New content to be developed will provide more depth and focus applied in some technical cybersecurity areas and include creating a new business cybersecurity capstone course. The new content can be developed by existing faculty and leverages their existing skills and knowledge. Using conservative estimates, our analysis shows that the new program will consist of 58% existing and 42% new content (Table 14).

Table 12

Proposed New Courses for the MS in Business Cybersecurity Program

Course # and Name	Course Description
INMT 561: Foundations of Business Cybersecurity	This course provides students with a foundational knowledge of concepts, theories, technologies, and procedures underlying the protection of information assets. Students work with various tools to enhance their knowledge and technology skills in this ever-changing area.
INMT 562: Security Governance and Ethics	This course is designed to help students understand the regulatory environment, governance, and ethical issues relating to business cybersecurity. The objective of the course is for students to understand how an organization effectively controls information technology (IT) security and manages associated ethical issues.
INMT 563: Business Communications and Network Security	This course provides students with a foundational knowledge of communication systems and network design. It builds on this foundation to define and identify internal and external business network security risk sources. Students will work with various tools, techniques, and methods to assess business communication networks and develop and communicate mitigation strategies to reduce network and overall cybersecurity risk.
INMT 564: Business Information Asset Security	This course introduces the components, processes, and techniques associated with protecting organizational information assets. Students will work with various modern database management and

	monitoring tools to develop business and technical skills in managing and protecting a broad range of information assets.
INMT 565: Risk Management and Business Continuity	This course introduces the process and techniques of corporate risk management and business continuity, including significant activities such as risk assessment, risk mitigation, and risk control. Students will learn to assess, develop, and implement effective risk management practices to meet business continuity objectives.
INMT 566: Organizational Security Management	This course provides students with an understanding of the human and organizational aspects of security and methods to mitigate risks associated with these areas. Students will work with various tools, techniques, and ways to assess organizational security practices and develop and communicate strategies to reduce overall business cybersecurity risk.
INMT 567: Business Security Architecture and Systems	This course covers the fundamentals of designing and implementing a multi-tier security architecture, focusing on the processes and tools used to protect assets and resources housed on organization servers. Students will work with various tools and techniques to develop knowledge and technical skills in assessing, designing, and managing an organization's security architecture.
INMT 568: Business Software Development Security	This course is designed to help students to gain fundamental knowledge of secure software development practices. The objective of the course is for students to understand how an organization formulates and manages software development processes where security is built in and ensures confidentiality, integrity, and availability in software applications. Students will work with various tools, techniques, and methods for developing, implementing, and managing organizational software applications.
INMT 569: Emerging Topics in Business Cybersecurity	This course is a seminar designed to study technology innovations impacting (disrupting and transforming) the dynamic field of business cybersecurity. The course will focus on the opportunities and risks associated with currently trending emerging technologies.
INMT 570: Business Cybersecurity Capstone	This course is a capstone project course, enabling students to integrate their learning from prior coursework. Students will work on a broad array of contemporary cybersecurity problems and issues experienced by organizations. Students will be able to assess, analyze, and solve business cybersecurity problems and present their results and solutions as aspiring business cybersecurity professionals.

Table 13*Existing Courses with Applicable Business Cybersecurity Content*

Course # and Name	Course Description
Existing Graduate Courses	
INMT 540: IT Audit, Governance, and Frameworks	Focus is on IT Governance, IT Management Frameworks, IT Acquisition and Development, Project Management, and other related concepts in preparation for work in IT Audit.
INMT 543: Cybersecurity	Focuses on theories, technologies, and procedures underlying the protection of information assets. Students work with various tools to enhance their knowledge and technology skills in this ever-changing area.
INMT 544: Corporate Applications	Focus is on large systems in corporate environments. Topics include the audit of enterprise resource management systems and database systems.
INMT 545: E-Enterprise	This hands-on, project-based course introduces students to crucial information management trends and challenges related to established and emerging technologies and overviews critical business applications and algorithms that support the flow of data in businesses, with a focus on Internet-enabled business processes that connect buyers, suppliers, and trading partners in dynamic, real-time information sharing partnership. Students work with various tools to enhance their knowledge and technology skills.
INMT 546: Business Application Logic and Tools	This hands-on, project-based course introduces students to business application logic and object programming. Topics include fundamentals of business application logic, business application architectures, and project management. Students use application development tools and programming languages/scripts to write algorithms (including linking apps to databases and other file types).
INMT 548: IT Audit, Operations, and Management	Focus is on IT Management, IT Center Operations, Service Level Management, and other related concepts in preparation for work in IT Audit.

INMT 599: Special Topics in Info Mgt	Seminar designed to study new and innovative areas of interest in information management.
ACCT 504: Analytics and Disruptive Technologies I	Focuses on foundational data analysis methodologies and disruptive information technologies relevant to business processes and financial and organizational decision-making. Cases, hands-on projects, and real-world activities are applied to enhance learning.
ACCT 509: Analytics and Disruptive Technologies II	Focuses on advanced data analysis methodologies and disruptive information technologies relevant to business processes and financial and organizational decision-making. Cases, hands-on projects, and real-world activities are applied to enhance learning.
Existing Undergraduate Courses	
INMT 441: Introduction to Cybersecurity in Business	Introduction to the theories, technologies, and procedures underlying the protection of information assets. Students work with various tools to enhance their knowledge and technology skills. This course also includes the study of key business issues related to designing and implementing cybersecurity.

Table 14

Percentage of Existing and New Content by Course

Existing Courses	Proposed Courses										Total Content Used
	INMT 561	INMT 562	INMT 563	INMT 564	INMT 565	INMT 566	INMT 567	INMT 568	INMT 569	INMT 570	
INMT 540		60%			20%		10%		5%		95%
INMT 543	70%		30%								100%
INMT 544				70%			5%	25%			100%
INMT 545									60%		60%
INMT 546								50%			50%
INMT 548		10%		10%	20%	40%	20%				100%
INMT 504								20%	25%		45%
INMT 441	30%										30%
Total Existing Content:	100%	70%	30%	80%	40%	40%	35%	95%	90%	0%	

Appendix C: Noodle Memorandum of Agreement and Amendment



MSA Between
Noodle Partners and
University of Tennessee

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Master Service Agreement

MASTER SERVICE AGREEMENT ("MSA") between Noodle Partners, Inc., a Delaware corporation whose address is 860 Broadway, New York, NY 10003 ("NP", "Noodle", "We"), and University of Tennessee; ("UT", or "You"), whose address is Knoxville, Tennessee 37996, effective as of the date indicated below.

WHEREAS, NP and UT have agreed that NP will create, supervise and manage sophisticated and high quality online academic programs designated by UT, and set forth in the Appendices of this MSA;

NOW, THEREFORE, in consideration of the promises and the mutual covenants herein set forth, the sufficiency of which are acknowledged, NP and UT (each a "Party," collectively "Parties") hereby agree as follows:

1. Definitions

Capitalized terms shall have the respective meanings ascribed to such terms herein or as set forth below:

"Academic Year" means the academic year as published in UT's academic calendar.

"Academic Term" means the semester or summer session, usually four (4) months in length, during which the Programs are taught and delivered.

"Analytics": Generally speaking, "Analytics" as used in this MSA and in any separate Program Agreements, is a NP owned process for pulling data from various systems to create easy to read data that will allow UT to improve decision-making in marketing, recruitment, academics, and support.

"Subcontractor(s)" are service providers that are sourced by NP to provide part of the Service as set forth and defined in Appendix B. Each Subcontractor will enter into a subcontract agreement with NP and will be managed and directly supervised by NP (each, a "Subcontract").

"Strategic Subcontractor" means a Subcontractor whose fees are projected to exceed \$75,000 per year and are pre-approved by UT.

"Critical Subcontractor(s)" means a Subcontractor or Strategic Subcontractor that performs a part of the NP Service (as defined in Appendix B) that is integral to the success of the Programs in the following areas: a microsite, data integration, internal recruitment

Page 4

services, and placement technology (where applicable).

“Personal Information” means (i) any educational record of a student or applicant, or (ii) non-public personal information that relates to students, applicants, or UT’s personnel that could be used, either directly or indirectly, to identify any such person.

“Personally Identifiable Information” means Personal Information that reveals the name or identify of a particular student or other data that would enable one to identify the name or identify of a particular student.

“Program(s)” means the academic courses comprising a degree program designed by UT.

“Program Agreement” or “PA” means the Program set forth in Appendix E1 and any additional Appendices executed in the future by the Parties.

“Program Manager” means NP’s management of each Program.

“Service(s)” means the specific products and services, combined with the support and maintenance thereof, that NP provides to UT, as set forth in Appendix B and further specified or modified in each Program Agreement.

2. Description of the Service

NP shall, for each Program listed in Appendix E1 and in any additional Appendices executed in the future by the Parties, provide products and services to build and administer the Programs as set forth in Appendix B and shall support and maintain its work as set forth in Appendix C.

3. Program Governance Group

- a. Composition and Decision Making: In order to help ensure success, and prior to the execution of the first Program Agreement, the Parties shall establish a Program governance group (the "Program Governance Group") responsible for oversight, planning and strategy-setting with respect to all Programs under this Agreement, comprised of appropriate representatives of each Party, including each Party's Authorized Representative(s). UT's representatives to the Program Governance Group shall initially include Bruce Behn and Shay Scott. Each Party may substitute its representatives in its sole discretion upon notice to the other Party. The Program Governance Group shall meet on a quarterly basis or more frequently as necessary to carry out its responsibilities.
- b. Program Initiation Responsibilities: With respect to each Program, prior to the execution of the applicable Program Agreement, the Program Governance Group or a subcommittee appointed by the Program Governance Group shall establish a set of protocols (the "Program Protocols") setting forth:
 - i. a detailed transparent budget for all Program costs, fees and expenses, including any work performed by Subcontractors (the "Program Budget");
 - ii. a Program development protocol that clearly outlines the responsibilities of each Party and any Subcontractors to be hired with respect to the development, implementation and administration of the Program;
 - iii. a set of specifications that clearly outlines the content, functionality, standards of operation and service level expectations that will apply to the Program;
 - iv. a Program development timeline that includes deadlines for the achievement of key milestones, a scheduled delivery date and launch date (the "Program Timeline"); and
 - v. a schedule for regular Program progress reports from the Program Governance Group to update UT on the achievement of milestones, the allocation of the Program Budget, the performance of Subcontractors, and any anticipated issues or decisions to be made with respect to the Program Protocols.

Each set of Program Protocols shall be attached as an Exhibit to the applicable Program Agreement and incorporated by reference therein.

- c. Ongoing Responsibilities: The Program Governance Group or a subcommittee appointed by the Program Governance Group shall provide a forum for the planning, discussion, coordination, and review of all Program activities, including specifically (i) reviewing Subcontractors and determining and approving those Subcontractors that are Strategic Subcontractors, (ii) resolving any issues concerning Subcontractors who fail to perform the Service in accordance with Program Protocols or whose performance is otherwise unsatisfactory to UT, including by directing NP to replace such Subcontractors, (iii) reviewing, monitoring and anticipating any issues with respect to each Program's alignment with the applicable Program Protocols, (iv) coordinating on and approving scheduled maintenance of each Program, and (v) establishing and supervising an authorized marketing representative.

4. Fees

UT will pay NP's fees as set forth and defined in Appendix D and in the PAs

5. Term and Termination

- a. Term: The term of this MSA (the "Master Term") shall commence on June 11, 2018 (the "Effective Date") and shall continue until the expiration date of the program term of the last to expire of the PAs attached hereto, including those that may be executed after the Effective Date, unless this MSA, including all of the attached PAs, is earlier terminated.
- b. MSA Termination for Cause: Either Party may terminate this MSA or any individual Program Agreement by written notice to the other, if (i) such Party notifies the other Party of a material breach of this MSA or a Program Agreement and (ii) the other Party fails to cure such material breach within sixty (60) calendar days (thirty (30) calendar days in the case of a failure to make a due payment) from receipt of such notice (in each case, "Cause").
- c. Effect of Termination
 - i. Survival: Any provisions of this MSA that are expressly stated to survive for a period after termination shall survive termination or expiration of this MSA.
 - ii. Accrued Rights: Termination of this MSA shall not prejudice either Party's rights to any sums due or accrued under this MSA prior to such termination or expiration and shall not prejudice any cause of action or claim accrued or to accrue on account of any breach or default. Upon termination of this MSA for any reason, any and all fees or other monies based on the option(s) UT selected as set forth in the PAs due to NP prior to the termination or expiration of the MSA shall be paid according to established terms.

6. Assignment

Neither Party may assign this MSA or any rights and obligations hereunder, other than NP to an acquirer of NP or of substantially all of NP's assets, without the prior written consent of the other Party, not to be unreasonably withheld. Any purported assignment in violation of this section will be null and void.

7. Authorized Representative

NP and UT will each designate a person for this MSA and for each Program Agreement (each, an "Authorized Representative") to whom all communication regarding the planning, implementation and provision of the Service will be addressed, and who will have the authority to act on behalf of the Party such Authorized Representative represents, and whose actions may be relied upon by the other Party as set forth in Appendix A to this MSA or in the applicable Program Agreement attached hereto.. Each Authorized Representative shall:

- a. serve as the representative of the Party s/he represents;
- b. attend Program Governance Group meetings, as needed;
- c. obtain and provide the other Party applicable information, data, decisions and approvals as required by NP to perform the Service and by UT to perform its obligations hereunder, within a reasonable time frame after receiving such a request;
- d. resolve issues regarding the Service and, if necessary, refer issues to individuals at the Party it represents who have the authority required to resolve said issues; and
- e. inform the other Party of any changes in leadership or of stakeholders related to the MSA and exert reasonable efforts to aid as necessary during a transition in leadership.

8. Subcontractors

NP may, subcontract some of the Service to Subcontractors. In cases where, in NP's discretion, there are no readily available and suitable Subcontractors for a part of the Service, NP may subcontract such part of the Service to itself. In the event it is necessary for NP to subcontract a Service to itself, it will perform the Service as a Strategic Subcontractor, it will charge UT fair market value Subcontractor Fees, and it will provide UT full disclosure that it is doing so. NP will provide notice to UT of all Subcontractors. UT will provide consent for Strategic Subcontractors prior to NP executing a statement of work with such Subcontractors for the provision of the Services for UT.

9. Audit

- a. NP Right to Audit: During the Master Term, once per calendar year (or more frequently for good cause), NP shall have the right to have an auditor perform an

audit of UT's reporting of credit hours used in the calculation of the Credit Fee (or any other fee similarly calculated on the basis of credit hours) (an "Audit"), exercisable by at least twenty (20) days prior written notice delivered to UT, including providing reasonable access to UT's relevant financial books, records, and materials regarding the Program's financial affairs, which books, records, and materials shall be Confidential Information for UT. For greater certainty, any Audit will only be conducted for the limited purpose of verifying the Credit Fee that is payable by UT to NP hereunder. Such Audit will not interfere with the conduct of UT's business operations and shall be made at NP's sole cost and expense. If such Audit discloses that any amounts have not been paid or have been made in incorrect amounts, the Parties shall promptly take appropriate steps to correct such errors in payment.

- b. Maintenance of Books and Records: Each Party shall maintain and keep accessible and available all books and records relevant to its obligations under this MSA for inspection for the longer of: (i) three (3) years after termination or expiration of this MSA, or (ii) such time as is required by Title IV of the Higher Education Act (as amended) or other applicable law.
- c. UTs Right to Audit: During the Master Term, Once per calendar year (or more frequently for good cause), UT shall have the right to have an auditor perform an audit of NP's operations as they relate to Subcontractor Fees (a "Subcontractor Fee Audit"), exercisable by at least twenty (20) days prior written notice delivered to NP, including providing reasonable access to NP's relevant financial books, records, and materials regarding the Program's financial affairs, which books, records, and materials shall be Confidential Information for NP. Such Subcontractor Fee Audit will not interfere with the conduct of NP's business operations and shall be made at UT's sole cost and expense. If such Subcontractor Fee Audit discloses that any amounts have not been paid or have been made in incorrect amounts, the Parties shall promptly take appropriate steps to correct such errors in payment. Additionally, during the term of this MSA and for 3 years after UT delivers final payment to NP, UT or the Comptroller of the State of Tennessee, or both, may audit NP's records related to this MSA.

10. Insurance

- a. NP will obtain and maintain the insurance coverages specified herein.

- b. During the Master Term, NP will, at their own expense, obtain and maintain insurance issued by a company authorized to provide insurance in the United States of America and licensed to do business within the State of Tennessee with an A rating or better, in the following kinds and amounts:
 - i. Statutory worker's compensation and employer's liability, covering all employees on or off the work site, acting within the course and scope of their employment. NP shall waive its right of recovery and its insurer's right of subrogation.
 - ii. Insurance for bodily injury and property damage as listed below:
 - Commercial General Liability with:
 - \$1,000,000 per occurrence
 - \$1,000,000 personal injury
 - \$2,000,000 general aggregate
 - iii. Commercial Automobile Liability insurance with coverage of \$1,000,000 Combined Single Limit Liability including hired and non-owned.
 - iv. Professional liability or errors and omissions insurance covering all activities of the Parties in connection with this MSA, and endorsed to waive subrogation against UT for any claim arising out of or relating to performance of this MSA. The limits shall be no less than \$3,000,000 per occurrence and in the aggregate.
 - v. Commercial Umbrella or Excess Liability insurance acceptable to meet the above referenced limits required.

11. Confidentiality

- a. Announcements: UT authorizes NP to announce its relationship with UT to the general public, but not to discuss any of UT's Confidential Information as set forth below.
- b. Confidential Information: The Parties acknowledge that they may, in connection with the Service, exchange information that relates to NP's or UT's research, development, trade secrets or business affairs and includes NP's concepts presented to, but not selected by UT ("Confidential Information"). The Party

receiving Confidential Information is referred to herein as "Recipient," and the Party disclosing Confidential Information is referred to herein as "Discloser." Confidential Information shall not include the existence of this MSA or (ii) information that is generally known or easily ascertainable by third parties. Recipient will not, without prior consent from Discloser, other than for direct fulfillment of its responsibilities under this MSA duplicate and/or use Confidential Information for any purpose or disclose any of Discloser's Confidential Information, including information, reports and summaries of the activities of the Parties related to the Service, to any person or entity, etc. NP acknowledges that, in providing the Service, it may have access to Personal Information and Personally Identifiable Information, including student identity and educational record information, and that such information is the confidential property of UT and is also governed by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and other federal and state law relating to privacy of information, and, any provision herein notwithstanding, NP will comply with any and all of such applicable laws and regulations and cause each of its employees with access to any such information to agree to comply with same. Recipient shall, at Discloser's request upon or subsequent to termination of this MSA, return, transfer or certify the destruction of all of Discloser's Confidential Information in its possession, except Recipient may keep in a restricted access file one copy of Discloser's Confidential Information solely for the purpose of enforcement of this MSA. Recipient shall keep Discloser's Confidential Information strictly confidential by using the same care and discretion that Discloser would use to protect its own Confidential Information. This Section shall survive termination of this MSA. Any provision herein notwithstanding, this MSA shall not prohibit disclosure of Confidential Information in response to due legal process or if disclosure is required by state or federal law or regulations, including without limitation, the Tennessee Public Records Act, Tenn. Code Ann. § 10-7-503

Nothing in this section entitled "Confidential Information" will preclude NP from (I) disclosing non-"Personally Identifiable Information" as necessary and appropriate to perform NP's Analytics as set forth in this MSA and (ii) sharing with its insurance agents the terms of this MSA that are necessary for NP to obtain the insurance that it is required to obtain herein.

- c. Security Incidents. NP shall implement and maintain an appropriate data security incident management program. In the event there is, or NP reasonably believes that there is, any loss of UT's data, or any unauthorized or unlawful destruction of, access to, use of, or disclosure of, UT's data, or any other compromise of education records or UT data (each, a "Security Incident"), NP shall immediately, in compliance with applicable law, provide notice of the Security Incident to UT. NP

shall (i) cooperate with UT to investigate and resolve the Security Incident, including, without limitation, agreeing to the content of any notifications of the Security Incident, (ii) be responsible for all costs (including investigation, notification and reporting costs) arising out of any Security Incident to the extent the Security Incident is caused by the acts or omissions of NP, its affiliates, subcontractors, or its or their employees or agents, and (iii) properly document responsive actions taken related to any Security Incident, including post-incident review of events and actions taken.

12. Amendment and Waiver

This MSA may not be amended or modified in any respect (nor may a new Appendix be added hereto) without the **prior** written consent of all of the Parties affected by such amendment/ modification or addition, and no term or provision hereof may be waived without an instrument in writing signed by the Party or Parties granting such waiver.

13. Notices; Other Agreements

- a. Cooperation: The Parties hereto agree to cooperate with one another and to do all things necessary or convenient to carry out and effectuate the terms of this MSA.
- b. Compliance with Laws: During the Master Term, the Parties shall comply with all applicable laws, rules, regulations, ordinances and directives to which the Parties are subject, in accordance with UT's mission statement and educational purposes, and resulting from its status as an institution of higher education and other activities conducted by it.
- c. Notices: Any notices or other communications under this MSA, except as may otherwise be provided in this MSA, will be deemed given and delivered (i) when delivered personally; or (ii) on the date received by or rejected by addressee, if mailed postage prepaid by certified mail, return receipt requested, or if sent by nationally recognized courier service requesting signature on delivery; or (iii) when sent by email to NP's or UT's Authorized Representative designated in Appendix A, or to such other address as either Party shall designate by written notice to the other, effective ten (10) days after such notice.
- d.

14. Independent Contractors

Each Party shall be an independent contractor of the other Party hereto. This MSA shall not create a partnership and shall not authorize either Party hereto to bind the other Party in any manner.

15. Representations and Warranties

- a. Valid & Legal: Each Party represents and warrants solely to and for the benefit of the other that (i) when executed and delivered, this MSA will constitute a legal, valid, and binding obligation enforceable against it in accordance with its terms and (ii) its performance of this MSA, and the other Party's exercise of such other Party's rights under this MSA, will not conflict with or result in a breach or violation of any of the terms or provisions of, or constitute a default under, any agreement or instrument by which it is bound, or any laws, rules or regulations to which it is subject.
- b. Standing: Each Party represents and warrants to the other that each has the corporate power and authority to enter into and perform this MSA and is in good standing and that the person executing this MSA on behalf of such Party has been duly authorized and empowered by all necessary corporate actions to execute this MSA.
- c. Going Concern: NP represents that it has continuously been in business since July 16, 2013 as a Delaware corporation and is in good standing in its state of incorporation and will be authorized and in good standing to do business in each state in which it is required to be authorized to perform the Service. NP further represents that it will remain a going concern during the Master Term.
- d. Faculty Cooperation: UT represents and warrants that it will have the appropriate level of commitment from its faculty to ensure their compliance with NP's reasonable requests for assistance on matters necessary to effectuate the terms of this MSA and attendant Program Agreements.
- e. FERPA Compliance: NP represents and warrants that it will abide by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g and other federal and state law relating to privacy of information.

16. Severability

If any provision of this MSA is held invalid or unenforceable for any reason by a court of competent jurisdiction or other tribunal or body, such provision or part thereof shall be

considered separate from the remaining provisions of this MSA, which remaining provisions shall remain in full force and effect. Such invalid or unenforceable provision shall be deemed revised to effectuate, to the fullest extent permitted by law, the intent of the Parties as set forth herein.

17. Limitation of Liability of the Parties

Except with regard to a Party's indemnification obligations as provided in Section 18, neither Party or any of their respective directors, officers, subsidiaries, and affiliates, shall be liable to the other for any indirect, incidental, special, consequential, exemplary, or punitive damages arising out of or relating to its obligations under this MSA, even if the other has been advised of the possibility of such damages.

18. UT Liability

To the extent permitted by Tennessee law, including but not limited to the Tennessee Claims Commission Act, UT shall be responsible for its own negligent acts as well as the negligent acts or omissions of its employees. Nothing in the Agreement shall be deemed a waiver of the sovereign immunity of UT.

19. Accessibility

NP and UT shall collaborate to create, develop, and deliver Programs that are accessible according to industry standard and in compliance with applicable law including, but not limited to, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To this end, NP shall (i) develop and provide the Programs in reasonable compliance with the Web Content Accessibility Guidelines ("WCAG") 2.0, level AA developed by the World Wide Web Consortium ("W3C") or any other accessibility standards developed in the future that the Parties mutually identify as applicable, whichever affords greater accessibility standards for students, and (ii) to use reasonable efforts to respond and resolve any identified accessibility compliance issue.

To the extent that UT receives from an individual Program student a request for a reasonable accommodation related to such Program student's disability, UT shall have primary responsibility for assessing and responding to such request. However, to the extent a reasonable accommodation is within the scope of NP's course development obligations under this MSA, NP shall reasonably assist UT in providing such reasonable accommodations to Program students in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To the extent that providing a Program student with a reasonable accommodation is within NP's sole control, NP shall take commercially reasonable efforts to

provide the reasonable accommodation. To the extent that a Program student or prospective Program student requests a reasonable accommodation from NP rather than UT, NP shall refer such request to UT.

UT understands that while NP will ensure that the products and services it provides will comply with the accessibility laws set forth in this paragraph, it is also incumbent upon UT to take appropriate measures to ensure that it and its faculty understand and comply with those laws. Neither party will be responsible for the violation any accessibility law by the other party. If UT or its faculty have any questions about whether any action taken by it or its faculty is in compliance with an accessibility law, UT will raise the issue before the Program Governance Group and NP will appropriately advise and assist on those issues.

All accessibility accommodations, whether provided by UT or NP, are at UT's expense.

20. Force Majeure

The nonperformance of the responsible Parties to this MSA, except nonperformance of payment obligations, will be excused to the extent that performance is prevented by any act of God or circumstances beyond the control of a Party and without its fault or negligence, including, without limitation, fire, war, riots, flood, earthquake, failure of third-party hardware or software, governmental acts or orders or restrictions, or power or communications failure (each a "Force Majeure Event"), provided that the non-performing Party gives prompt notice of such Force Majeure Event to the other Party and makes all commercially reasonable efforts to remove such causes of non-performance promptly and resume performance as soon as practical after such Force Majeure Event has ceased.

21. Third-Party Beneficiaries

Nothing in this MSA, express or implied, is intended to or shall confer upon any non-party any right, benefit or remedy of any nature whatsoever under or by reason of this MSA.

22. Equal Employment Opportunity

This MSA incorporates by reference the following clauses: 41 CFR §60-1.4(a); 41 CFR §60-250.5(a); 41 CFR §60-300.5(a); 41 CFR §60-741.5(a); and 29 CFR Part 471, Appendix A to Subpart A. NP must abide by non-segregation regulations at 41 CFR §60-1.8 and any applicable affirmative action obligations as required by 41 CFR §60-1.40(a)(2).

23. Non-Interference and Non-Circumvention

- a. NP will not during the Master Term and for a period of one year thereafter employ or retain any of UT's employees or contractors who, to NP's knowledge, shall have provided services or otherwise had material interactions with NP's personnel in connection with the Programs. During such period, NP will also not negotiate with any such employees or contractors for any such employment or retention.
- b. The Haslam College of Business of UT's Knoxville campus will not during the Master Term and for a period of one year thereafter actively engage in targeted recruitment of NP's employees or Subcontractor(s) who have provided, directly or indirectly, services to UT (or to NP) in connection with the Service or any of the Programs (collectively, "Covered Providers") or negotiate with any such Covered Providers for any such employment or retention. "Actively engage in targeted recruitment" means to knowingly initiate personal contact for the purposes of hiring, but does not include responding to an unsolicited application, receiving unprompted responses to advertisements, or receiving candidates who are, without UT's involvement, presented to UT by a recruiting firm. .
- c. The terms "employ," "retain," "employment" and "retention" as used in this Section shall be broadly construed to include the direct or indirect employment, hiring, or retention of a person or entity as a full-time employee, part-time employee, independent contractor, Subcontractor, agent, consultant, advisor or any similar classification.

24. Proprietary Rights of UT

Subject only to NP's right to generate and provide Analytics with non-Personally Identifiable Information pursuant to this MSA and in any separate Program Agreements, UT and/or its faculty, shall have sole and exclusive ownership of all right, title and interest and all intellectual property in, any and all content of the Programs, including content used in its courses, and student Personally-Identifiable Information disclosed by UT to NP ("Student Data"). Nothing in this section shall interfere or diminish in any way the rights that UT faculty otherwise has.

Except to the extent necessary to perform and analyze the Service, NP shall not publish, circulate, or disseminate Student Data without the prior written consent of UT, which consent may be withheld in UT's sole discretion. Any provision herein notwithstanding, to the extent permitted by applicable law, NP may use Student Data and other data from the Programs in an aggregated, non-personally-identifiable manner.

UT hereby grants to NP a non-exclusive license in its trademarks, service marks and trade names used in connection with the Programs (the "Brand") to use in connection with the content or appearance (to users) of the Programs, including in connection with the promotion and marketing of the Programs on NP's website and marketing materials. All use by NP or Subcontractors of the Brand shall be subject to UT's prior approval, and such approval may be withheld in UT's sole and absolute discretion. Once the content or appearance of any use of the Brand in context is approved by UT in its sole and absolute discretion, no further approval shall be required hereunder for re-purposing such content or appearance in any different media that would be consistent with any marketing plan that UT otherwise approves; provided that UT may, upon reasonable advance notice, withdraw any such approval. NP acknowledges that UT is the owner of the Brand and that all use of the Brand by NP and its Subcontractors and any and all goodwill associated with the Brand shall inure exclusively to the benefit of UT. NP shall not do anything that is inconsistent with such ownership and shall neither acquire nor claim any title to the Brand by virtue of this license or NP's use of the Brand.

25. Proprietary Rights of Noodle

NP shall have sole and exclusive ownership of all right, title, and interest, in and to the specific proprietary materials and methodology used by NP for providing the Service hereunder (for clarity, excluding the substantive teaching content of the Programs); all media and documentation relating to the design, development, operation, testing, or use of the Service or any additions or modifications thereto; all media and documentation relating to the training and evaluation of NP personnel; all data and analyses related to NP's performance of the Service; and all intellectual property rights associated therewith (including, without limitation, rights to patents, copyrights, trade secrets, and know-how). UT shall have sole and exclusive ownership of all material created for UT as a work for hire and neither Party shall relinquish ownership rights in any IP to the other Party except by express written agreement.

26. Incentive Compensation Rule

NP shall compensate its employees engaged in the recruitment of Program students, or in the supervision of such employees, only in accordance with the provisions of 34 CFR § 668(b)(22), ("the Incentive Compensation Rule"). NP shall compensate any Subcontractor engaged in the recruitment of Program students only in accordance with the provisions of the Incentive Compensation Rule and such Subcontractors shall be required to compensate their employees in accordance with the provisions of the Incentive Compensation Rule.

27. Accrediting Agency Approvals

The Parties agree that the Programs contemplated by this MSA are subject to the approval of governmental accrediting or licensure agencies and that obtaining the approval of such agencies for the Programs is a condition precedent to offering any Programs under this MSA. UT shall use its best efforts to pursue and maintain the accreditations and authorizations necessary to offer the Programs. NP will cooperate in this effort and share its expertise in targeting appropriate states for authorization. In the event that a final determination is issued by the relevant accrediting or licensure body that either denies a pending accreditation or authorization for a Program or revokes an existing accreditation or authorization of a Program, the applicable Program Agreement for such Program may be terminated on thirty (30) days prior written notice by UT to NP. NP shall reasonably cooperate with UT to provide information in support of UT's efforts to pursue and maintain accreditation and authorization. In the event UT is not authorized to conduct a distance learning program in a state at the time admission decisions are made for a Program, a student physically located in such state at such time shall not be admitted into such Program.

28. Headings

The headings and subheadings in this MSA are for convenience of reference only and shall not constitute a part hereof or define, limit or otherwise affect the meaning of any of the terms or provisions hereof.

29. Conflict of Terms.

In the event of a conflict or inconsistency between the MSA and a Program Agreement, the Program Agreement shall control and govern the rights and obligations of the Parties.

Agreed to as of this 11th day of June, 2018

University of Tennessee

DocuSigned by:
By: James R. Maples
2254928164FE467...

Name: James R. Maples

Title: Treasurer

Noodle Partners, Inc.

DocuSigned by:
By: John Katzman
E4257EA6E15347D...

Name: John Katzman

Title: Chief Executive Officer

Appendix A: Authorized Representative for the MSA

Noodle Partners

Name	Keri Hoyt
Title	President
Work Email	KHoyt@Noodle.com
Work Phone	646.289.7812
Mailing Address	860 Broadway, 6th Floor, New York, NY 10003

University of Tennessee

Name	Bruce K. Behn
Title	Associate Dean for Graduate & Executive Education
Work Email	bnehn@utk.edu
Work Phone	865.974.1708
Mailing Address	611 Haslam Business Building Knoxville, TN 37996-4140

Appendix B: General Description of Available Services

Each Program Agreement will have attached to it a set of Program Protocols established by the Program Governance Group complete with a budget, timeline, and a chart outlining the responsibilities of each Party and any Subcontractor that will be hired to provide that Program's Services. Subject to the terms and conditions hereof, Noodle will supervise the performance of the Services for the Program and make suggestions regarding best practices, as specifically set forth in the Program Protocols attached to the relevant Program Agreement.

1. Program Services Advisor

For each Program, Noodle will act as a "Program Services Advisor," in connection with which Noodle will (a) oversee all subcontracted Services to ensure the Services are performed in accordance with the terms of this Agreement and the high standards which UT and Noodle strive to meet, and (b) advise UT using its in-depth experience and strategic knowledge to assist UT in creating a state-of-the-art program, including by informing on best practices and making recommendations on how to improve elements of the Program, and providing the Analytics Dashboard. NP will provide both on-site and off-site program management sufficient to supervise the implementation of the various Programs. .

2. Catalog of Services

The Parties expect that each Program will have unique needs. The following items describe service areas relevant to online degree programs; UT can choose, in its sole discretion, to offer these services internally, or to have Noodle hire and manage Subcontractors to provide these services:

- a. Marketing. Noodle and its Subcontractors can support a Program in conducting market research, and formulating and executing against a marketing strategy to attract students into the Program. Marketing services may include, but are not limited to, market research, branding, search engine optimization, microsites, strategic partnerships, public relations and communications.
- b. Recruitment. Noodle can work with UT to train the relevant Subcontractor on the Program and ensure that the Program is receiving complete applications for review as outlined in the admissions' requirements for the Program.
- c. Instructional Design & Media Production. Noodle and its Subcontractors can support a Program's instructional design efforts by working with the Program's instructional designers, faculty, and staff to create and periodically update any curricular and co-curricular materials or activities for the Program. Noodle and the relevant Subcontractors, at the request of UT,

can provide advice on best practices for online learning and how to design curricular and co-curricular components for the Program.

- d. Events and Student Groups. Noodle and its Subcontractors can support a Program in developing a plan for integrating students into both small and large-scale campus events (e.g., lectures, panel discussions, graduation activities), and for identifying pathways for connecting existing student groups in the Program and/or creating new opportunities for student groups in the Program.
- e. Immersion. Noodle and its Subcontractors can assist faculty and staff in developing immersion experiences, and meet the curricular and co-curricular goals of the Program. Noodle can also support faculty and staff through hiring and managing Subcontractors to help with the planning and implementation of the immersion programs. This can include, but is not limited to, managing immersion student attendance and communications, arranging accommodations, and coordinating meals and social outings.
- f. Student Advising Support. Noodle and its Subcontractors can provide student advising support. Student advising support can include, but is not limited to: answering questions about program requirements; registration processes; the academic calendar; add/drop deadlines, processes and procedures for registering a disability; and how to access wellness services.
- g. Student Success Support. Noodle and its Subcontractors can provide student success support. Student success support can include, but is not limited to: providing students access to advisors and/or creating content and programming that addresses: planning for success and goal setting; troubleshooting potential obstacles for success; time management; and support through personal challenges (including referrals to UT resources). Noodle and its Subcontractors can also provide the Program with patterns of at-risk behavior identified through interactions with students and/or through retention data from the Analytics Dashboard.
- h. Student Academic Support. Noodle and its Subcontractors can provide student academic support. Student academic support can include, but is not limited to, developing instructional videos and/or other resources (e.g., a tutoring platform), as well as synchronous tutoring and writing support to assist in students' academic success.
- i. Practicum Placement. Noodle and its Subcontractors can assist the Program with the placement of students into a practicum, where they will achieve the practical experience they need to complete their degree.
- j. Career Services. Noodle and its Subcontractors can support a Program in the development of career services resources and programming for students in the Program. This may

include, but is not limited to, creating videos and/or other resources, and working with Program staff to translate in-person programming to an online environment.

- k. Learning Stack/Tools. Noodle and its Subcontractors can integrate with UT's existing systems to build an integrated learning stack, including the Learning Management System, synchronous video, plagiarism review, online proctoring, video management services, and other required tools, subject to UT's approval.
- l. Technology Integration. Noodle and its Subcontractors can work with UT to ensure the integration of Subcontractors' technologies and services with UT's technologies and services. The goal is to deliver a cohesive and successful Program. Marketing, recruiting, and the delivery of the Program will run on this platform, side by side with the normal UT technology stack. It is the intent of the Parties that this stack, which Noodle will improve on an ongoing basis, will act as a sandbox for new technologies that may be useful to the UT campus overall.
- m. Technical Support. Noodle can support faculty, staff, and students through hiring and managing Subcontractors to provide technical support. Technical support can include, but is not limited to: LMS functional support; video-conferencing support (e.g., Zoom); username assistance; video and/or audio troubleshooting; and general tech questions relevant to the online learning environment.
- n. Analytics Dashboard. Noodle will provide UT access to information in the form of reports that benchmark data including, but not limited to: marketing performance; website analytics; student academic engagement and performance; and student co-curricular engagement related to the Program. The reports will display data for all services for which Noodle has access to the relevant systems. Benchmarks will be established in consultation with the Program for courses and user engagement. Data shown on the reports will be updated daily. Noodle will employ what it considers to be generally accepted "best practices" in the collection and use of UT's data, but in all cases will comply with UT's data governance policies, including its Data Classification Table.

3. Obligations of UT

- a. Admissions. Admissions decisions are within the sole purview of UT based on criteria established by UT and consistent with any University, State, or accreditation regulations.
- b. Financial Aid. UT will be solely responsible for the administration of all financial aid programs; Noodle shall not be involved in any manner in the award or disbursement of financial assistance or perform any work related to any of UT's responsibilities related to financial aid.

- c. Delivery of Degree. UT is responsible for student education and evaluation, including assignments, exams, grading and grading policy, probation standards, and the awarding and recording of credits and degrees, credentials and/or certificates, and the discipline and/or dismissal of students.
 - d. Accrediting Agency Application Submission. UT will be responsible for securing any accreditations, registrations and state and international authorization and licensure approvals with respect to the Programs as may be necessary to operate in any jurisdiction or to otherwise accomplish the activities set forth in this Agreement.
 - e. Faculty hiring and management. UT will hire and manage all faculty working with the Program.
 - f. Student Academic Support. UT will provide academic support to all students in the Program, with support from Noodle, if included in the applicable Program Protocols.
 - g. Job Placement. UT will provide career and job placement services to all students in the Program, with support from Noodle, if included in the applicable Program Protocols.
 - h. Administrative Access. To the extent required for Noodle to provide Services hereunder, UT will provide Noodle and Subcontractors administrative access to its existing Student Information System (SIS), Customer Relationship Management System (CRM), Learning Management System (LMS), Identity Management Provider/System (IDP), the marketing website, and any other of UT's systems required to create and manage the Programs and to inform the Analytics Dashboard. In connection with such access, UT may require Noodle and Subcontractors to agree to additional systems access terms.
 - i. Relevant Program Information. UT will coordinate with Noodle to provide Noodle relevant information pertaining to classroom-based and online students' admissions, performance and post-graduation outcomes, as well as relevant faculty and staff information (subject to the requirements of the FERPA and other relevant laws and regulations), solely to be used by Noodle in connection with providing the Services.
4. Subcontractors
- a. Use of Subcontractors. Noodle will source, vet and, create agreements with Subcontractors to provide services that conform to Noodle's best practices.
 - b. Strategic Subcontractor Approval and Review. In the event that it rejects a Strategic Subcontractor, UT agrees to, at Noodle's option, allow Noodle a commensurate amount of additional time to meet Program milestones (e.g., Program launch) to allow Noodle time to contract with another mutually acceptable Strategic Subcontractor. UT will either accept or reject a Strategic Subcontractor presented by Noodle as soon as practicable, and will use

best efforts to do so within ten (10) business days. If UT fails to make a decision on whether to approve or reject a Strategic Subcontractor in a timely manner, UT acknowledges that Noodle will not be held accountable for meeting applicable Program milestones as per the Program Protocols.

- c. Withdrawal of Approval. UT may withdraw its approval with respect to a specific Subcontractor or Subcontractors at any time with ten (10) days' notice to Noodle for good reason provided. If UT needs to withdraw approval of a Subcontractor for reasons relating to legal compliance, UT shall notify Noodle and Noodle will act expeditiously to comply with UT's request.
- d. Noodle Direct Services as a Subcontractor. In certain circumstances, Noodle can provide Services in the areas described in Section 2 above more effectively and/or efficiently than a Subcontractor. In those events, Noodle will obtain UT's prior approval for Noodle to perform those additional Services. Since Noodle's performing of those Services are outside of Noodle's advisory and supervisory functions for which it receives University Fees, Program Fees, or Credit Fees (as defined in Appendix D of this Agreement), Noodle will invoice for those additional Services as the Subcontractor of such Service.
- e. Critical Subcontractors. Certain Subcontractors ("Critical Subcontractors") perform key parts of the Services. Noodle will use commercially reasonable efforts to ensure that the fees charged by Critical Subcontractors are at a fair market rate for the nature and scope of their Services. UT agrees to the use of these Critical Subcontractors and acknowledges that if UT chooses not to hire any of the Critical Subcontractors Noodle has selected, Noodle will not be held accountable for achieving any of the Program's goals that are related to such Critical Subcontractors' area of the Services. Critical Subcontractors include, but is not limited to Services in the following areas: a microsite, data integration, internal recruitment services, and placement services (where applicable).

Appendix C: Support and Maintenance of NP Analytics

1. Scheduled Maintenance:

NP and its Subcontractors, may, from time to time, provide to UT updates, enhancements, modifications, improvements in and to their Services, during the Master Term. NP and its Subcontractors will use commercially reasonable efforts to notify UT in advance of any disruptions.

2. NP Analytics Availability:

a. NP will use commercially reasonable efforts to make its Analytics generally available twenty-four (24) hours a day, seven (7) days a week, except for:

- i. Scheduled maintenance or planned downtime (which NP shall schedule during off-peak hours to the extent reasonably practicable); or
- ii. Downtime caused by circumstances beyond NP's reasonable control including, without limitation, acts of God, acts of government, flood, fire, earthquakes, civil unrest, war, acts of terrorism, strikes or other material labor problems, computer or telecommunications failures or delays involving hardware or software not within NP's possession or reasonable control, and network intrusions or denial of service attacks. NP will use commercially reasonable efforts to keep data and other information stored by UT in NP's database secure; provided, however, that NP shall not be responsible for any data loss or theft due to the failure of any security measure.

b. NP Analytics will not be deemed to be unavailable for:

- i. any outage that results from any maintenance performed by NP of which UT is notified three (3) days in advance; during NP's scheduled maintenance windows; or as a result of UT 's request outside of scheduled maintenance;
- ii. any outage of the Service due to UT 's information content or application programming or software, acts or omissions of UT or its agents, failures of equipment, software, technology or facilities provided by UT or any third Party, or network unavailability outside of the NP network;
- iii. delays or failures due to circumstances beyond NP's reasonable control that could not be avoided by its exercise of reasonable care;

- iv. suspension or termination by NP, as permitted in this MSA, of UT 's right to access the Service.

3. NP Analytics Customer Support

- a. Customer Support: Customer support is provided Monday through Friday, 9AM to 9PM Eastern Time, excluding national holidays.
- b. Tier 1 Customer Support: NP will provide Tier 1 support to administrators to the Response Times below. Tier 1 or "front line" support is responsible for addressing basic, repetitive issues like forgotten passwords, and other straightforward and simple problems. The goal for this tier is to handle 70%-80% of the user problems before finding it necessary to escalate the issue to Tier 2.
- c. Tier 2 Customer Support: NP will provide Tier 2 support to UT or UT's Tier 1 Subcontractor for all issues escalated by Tier 1 support according to the Response Times below. Tier 2 support is responsible for addressing more complex issues requiring engineering or deeper system knowledge and expertise.
- d. Response Times: NP guarantees a Response Time to UT according to the priority and severity of the reported issue:

Priority	Severe	Medium	Minor
High	15 minutes	1 hour	1 hour
Medium	1 hour	4 hours	1 business day
Low	1 business day	1 business day	1 business day

Priority Definitions

- o High: Critical functions are unavailable or affected
- o Medium: Important functions are unavailable, but business can continue
- o Low: Minor functions are unavailable; business can continue

Severity Definitions

- Severe: All or a large number of users are affected
- Medium: Limited number of users are affected
- Minor: One or Few users are affected

Response times are measured from the moment the issue is reported to NP to the moment that NP responds to the initial request ("Response Times").

- e. Resolution Times: NP is unable to guarantee resolution times, as they will vary. NP agrees in good faith to resolve issues as swiftly as possible and communicate regularly with UT until issues are resolved.

Appendix D: Fees

1. NP Service Fees

The fees indicated in this Appendix D are NP’s standard Service fees and shall apply during which time a PA is in effect for a particular Program, unless modified in a PA for a particular Program:

- a. \$12,000/month Service fee paid by UT as long as any PA is in effect (“University Fee”).
- b. \$6,000/month for each Program as outlined in the PAs (“Program Fee”).
- c. A fee for all credit hours taken by all students accessing any Program or portion of the Program during an Academic Year (“Credit Fees”) as per below:

Program Credit Fee Chart <i>(Based on total UT enrollment across all Programs)</i>	
Credit Tier	Fee per Credit
For the first 10,000 credits	@ \$68
Then, for the next 10,000 credits	@ \$52
Then, for the next 10,000 credits	@ \$36
Then, for the next 10,000 credits	@ \$20
Then, for all credits thereafter	@ \$4

By way of clarification, if the cumulative total of all credits taken by all students accessing any Program during such Academic Year (“Total Credits”) equals 9,500, the fee per credit will be equal to \$68 per credit or \$646,000. If the Total Credits is 26,000, the fee will be 10,000 times \$68 per credit (\$680,000) plus 10,000 times \$52 per credit (\$520,000) plus 6,000 times \$36 per credit (\$216,000) for a total of \$1,416,000.

Each of the University Fee and Program Fees (collectively, "Fixed Fees") and Credit Fees (together with Fixed Fees, "NP Fees") will increase by 2.5% on each annual anniversary of the Effective Date hereof during the Master Term of this MSA.

2. Setup and Customization Fees

None.

3. Subcontractor Fees

- a. Each Subcontractor, including NP when acting as a Subcontractor, will charge such fees and expenses as set forth in its applicable subcontract (together, the "Subcontractor Fees"). Upon UT's payment of such Subcontractor Fees to NP, NP will remit same to Subcontractor.
- b. These Subcontractor Fees will be prorated for partial months as appropriate.
- c. Any increases in Subcontractor Fees will be in accordance with the terms of the applicable subcontract and agreed to by the Parties in the applicable budget.

4. Payment Terms

The components of NP Fees and Subcontractor Fees will be invoiced and due as follows:

- a. Fixed Fees will be invoiced for each Academic Term in advance. However, the first Program Fee and University Fee portion of Fixed Fees payment will be due as of December 1, 2018, as set forth in Appendix E1.
- b. Beginning at the Effective Date, NP will invoice Subcontractor Fees for each Academic Term in advance for the Services expected to be rendered during that Academic Term. At the end of each Academic Term, NP will provide a reconciliation and adjustment of Subcontractor Fees, so that any overpayment is credited and any underpayment is charged to UT on the invoice for the next Academic Term.
- c. Credit Fees invoiced for each Academic Term will be based on the cumulative total of all credit hours taken by all students accessing any Program through such Academic Term within such Academic Year after giving credit for all previous Credit Fees invoiced for such Academic Year. If applicable, any adjustment of Credit Fees for an Academic Term will be made on the Credit Fees invoice for the subsequent Academic Term.
- d. All invoices sent to UT by NP are due on UT payment terms.

- e. A one-and-a-half percent (1.5%) late fee ("Late Fee") per month per payment (or portion thereof) will be applied to the net due amount of any invoice from NP that is not paid within thirty (30) days of the payment due date, with the exception of any specific amount that is the subject of a good faith dispute by UT.
- f. In the event UT disputes any portion of an invoice, UT shall submit to NP the timely full payment of the undisputed portion of the invoice, along with written documentation detailing the disputed amount.

Appendix E1: Program Agreement (“PA”) Master’s in Supply Chain Management

1. Authorized Representative

Name	
Title	
Work Email	
Work Phone	
Mailing Address	

2. Program Management:

NP will act as Program Manager for Haslam College of Business (“Haslam”) Master’s in Supply Chain Management program (the “Supply Chain Management Program”).

3. Term and Termination:

- a. Program Term: The term of this PA shall commence on June 11, 2018 (the “Effective Date”), and shall continue thereafter for a period of three (3) years after the “Supply Chain Management Program Launch Date,” as defined below (the “Supply Chain Management Program Term”).
- b. Renewal: The Supply Chain Management Program Term may be renewed for an additional two (2) periods of one (1) year each. The Parties will begin discussions in good faith of the size, scope, and terms of each renewal no less than twelve (12) months prior to the then-current expiration of the Supply Chain Management Program Term.
- c. Fees: UT will not be responsible to pay NP Fees (as set forth in Appendix D of this MSA) until December 1, 2018. UT is responsible to pay Subcontractor Fees starting on June 11, 2018.

4. Payment Terms: All payment terms are outlined in Appendix D of this MSA.

5. Launch Date:

The Service described above will be implemented for an August 2019 cohort of students for the Program (the "Supply Chain Management Program Launch Date").

6. Incorporation into Agreement:

The Parties to this Appendix agree that this PA is subject to all of the terms of the MSA including all attached Appendices.

Agreed to as of this 11th day of June, 2018

University of Tennessee

DocuSigned by:
By: James R. Maples
2254328164FE467...

Name: James R. Maples

Title: Treasurer

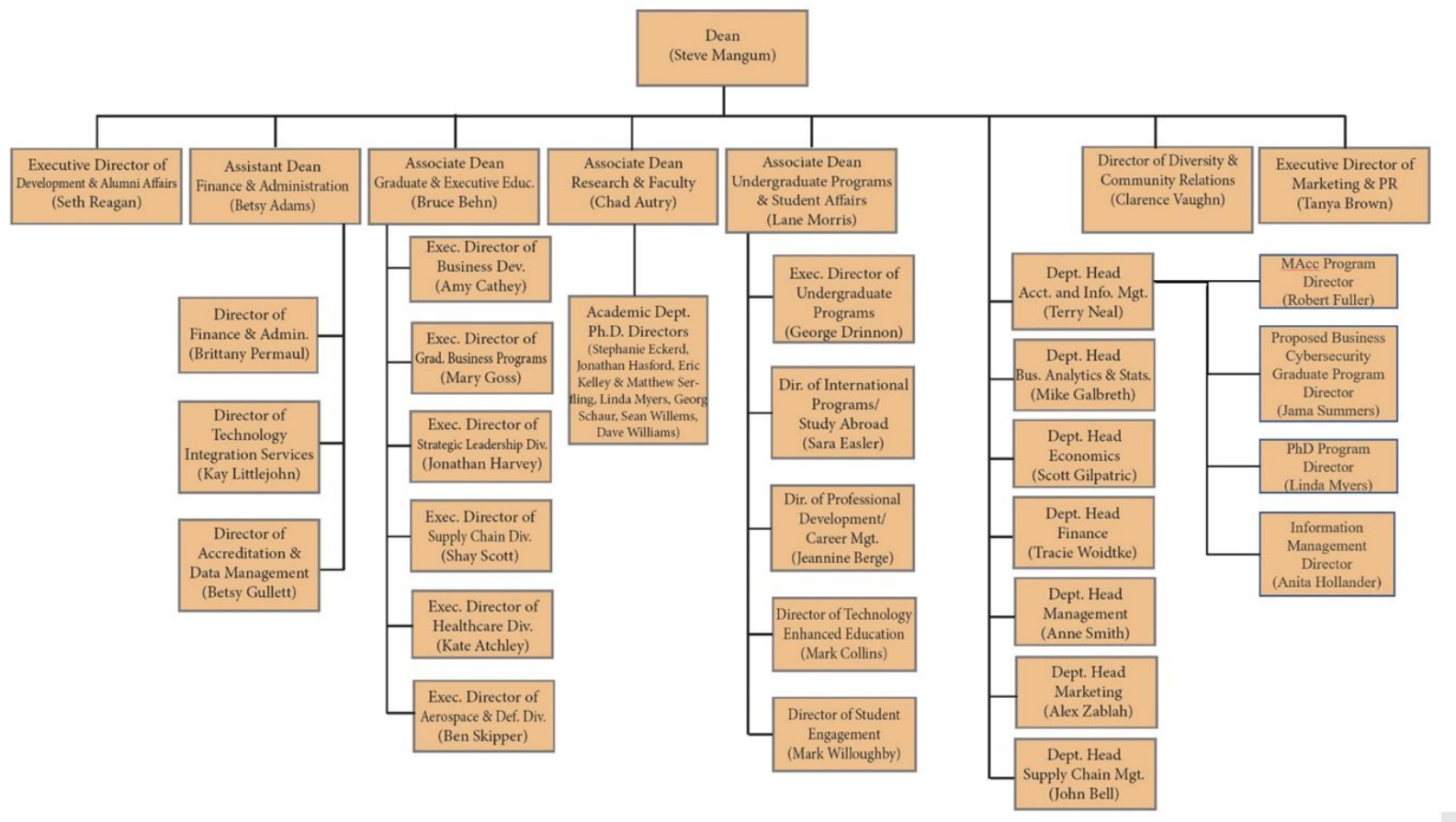
Noodle Partners, Inc.

DocuSigned by:
By: John Katzman
E4257EA6E15347D...

Name: John Katzman

Title: Chief Executive Officer

Appendix D: Haslam College of Business Organizational Chart



Appendix E: Student Evaluation Instrument and Teaching Evaluation

Student Evaluation

Quantitative Feedback

Please rate the following questions based on your experiences in this course. The rating categories are 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, and 1=Strongly Disagree. If the question does not apply to this course then choose 0=Not Applicable.

1. The instructor contributed to your understanding of course content.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

2. The instructor created an atmosphere that invited you to seek additional help.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

3. The instructor responded to your inquiries about the course (e.g., emails, texts, phone calls) within a reasonable timeframe (i.e., 48-72 hours).

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

4. The instructor created a respectful and positive learning environment.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

5. The instructor provided useful feedback on course assignments.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

6. The course challenged you to learn something new.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

7. The class sessions were well organized.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

8. The course materials (readings, homework, laboratories, etc.) enhanced your learning in this course.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------	----------	-------------------	----------------

9. On average, how many hours per week have you spent on this course outside of class meetings (e.g., doing readings, completing assignments, studying for exams, and/or any other related course work)?

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
---------	-----	-----	-----	-----	-------	-------	-------	-------	-------	-------	------------

10. The grade I expect in this course is:

A	A-	B+	B	B-	C+	C	C-	D	F	Satisfactor y/Passing	No Credit/ Not Passin g	Incomplet e	I do not know what my grade will be
---	----	----	---	----	----	---	----	---	---	-----------------------	-------------------------	-------------	-------------------------------------

Qualitative Feedback

1-Is there any additional feedback you would like to provide about the instructor (e.g., teaching style, time management, accessibility)?

2-Is there any additional feedback you would like to provide about the course (e.g., workload, content, technology)? -

OBSERVATION SUGGESTIONS –TEACHING EVALUATION**Department of Accounting and Information Management
The University of Tennessee**

Date of evaluation: _____

Date of debrief: _____

Evaluator: _____

Candidate Name: _____

Course: _____

Class Size (# Students enrolled) _____

Students in attendance on date of observation (approx.): _____

- A. Class Atmosphere – If F2F-- Room (lighting, temperature, screen visibility, audio quality). If online-- quality of videos, background lighting, and audio quality.**
- B. Professor/Instructor's Teaching Effectiveness:**
- 1) Voice and delivery
 - 2) Body language
 - 3) Eye contact
 - 4) Use of technology
 - 5) Addressing student questions
 - 6) Handling mistakes in presentation.
 - 7) Handling classroom disruptions
 - 8) Timeliness (start and finish)
 - 9) How well did instructor cover material stated on syllabus for this day – relating it to prior and/or future material?
- C. Students:**
- 1) Attentiveness
 - 2) Asking questions or making observations
 - 3) Respect toward instructor
 - 4) Other student-teacher interaction (before, during, after class)

D. Syllabus Review

- 1) Does the syllabus communicate clear and explicit expectations?
- 2) Does the syllabus include course goals, class norms and rules, expectations for and evaluations of student learning, and forms of assistance and support?
- 3) Are class policies stated on the syllabus equitable and fairly/uniformly applied to students with similar circumstances?

E. Course Site (Canvas) Review

- 1) Is the site designed to fulfill the objective of a positive user experience?
- 2) Is the site user-friendly and organized?
- 3) Are course tools used for frequent communication and connections that reflect a supportive environment (with the goal of motivating students to stay on track, which is especially important in a fully online learning course).

F. Assessment Plan Review

- 1) Is the assessment plan consistent with the pedagogy?
- 2) Is the assessment plan consistent with the stated goals/desired learning outcomes for the course?
- 3) Observations related to review of sample assessment instruments, metrics and grading rubrics.

G. Additional Comments**H. Suggestions for Improvement**

Appendix F: UTK Guide to Program Assessment

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
GUIDE TO PROGRAM ASSESSMENT

Developed by the Assessment Steering Committee

October 2021

Second Edition

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INTRODUCTION

In this *Guide*, you will find information about what program assessment is and why it’s important at the University of Tennessee, Knoxville (UT Knoxville).

There are basic steps in a quality assessment process, which are outlined in the following pages, from planning to reporting. Details are included that include writing student learning outcomes that can be assessed, describing various assessment methods and why program faculty might choose one over another.

Additionally, there is instruction on using the Anthology (formerly Campus Labs) Planning module for entering assessment plans and reporting results. Lastly, the meta-assessment process here at UT Knoxville is explained, as well as the connection between assessment and the institution’s accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

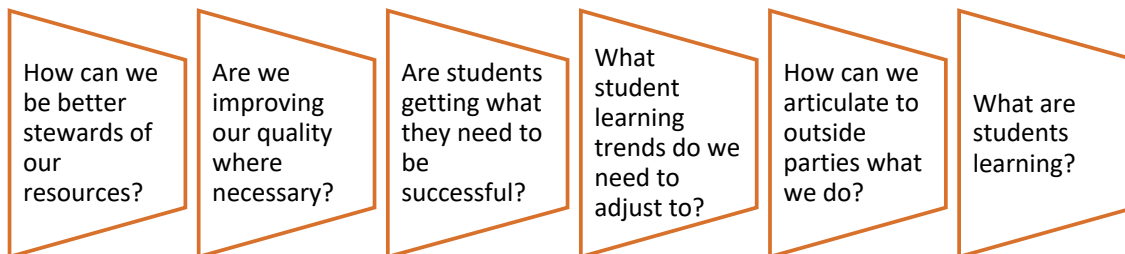
An important goal for UT Knoxville is to establish a culture of assessment throughout the institution. A “culture of assessment” is a set of pervasive actions and behaviors by staff across an organization that focus on the collection, analysis, and use of data to make decisions regarding the accountability and improvement of programs and services.

WHY DO ASSESSMENT?

Program assessment involves providing evidence of the effectiveness of courses and curriculum. While reporting this evidence may fulfill programmatic accreditation requirements, it is primarily useful for determining whether the college, department, or faculty is achieving identified student outcomes.

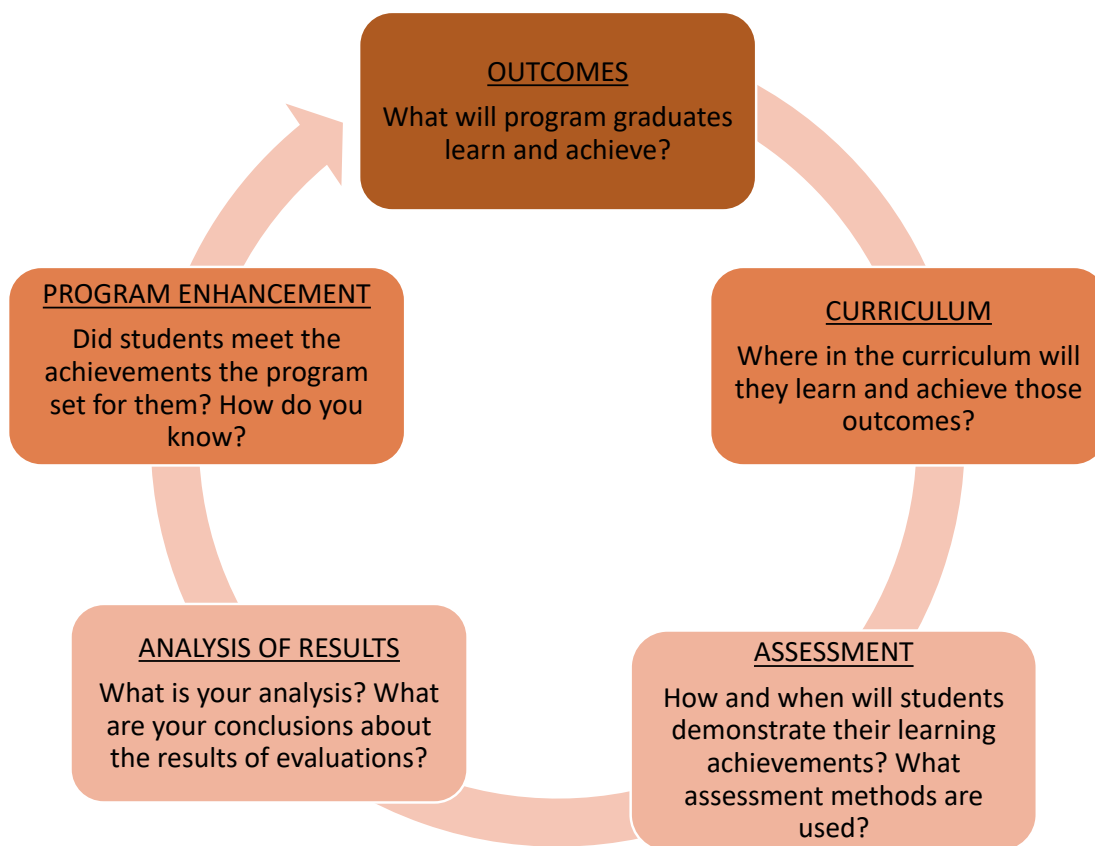
The University of Tennessee, Knoxville (UT Knoxville) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), yet assessment practices and the culture of assessment at the university extend beyond SACSCOC to include many other accreditation agencies. In accordance with SACSCOC requirements, student learning must be assessed each year. However, assessment is important not just to our accreditors but also for assurance of, and the continual improvement of, student learning.

Understanding what assessment is, how to do it, and providing the tools to do it, will empower you to improve personal student success efforts and those of your department. Assessment allows us to gather data surrounding the work being done at our institution. Before beginning the process of assessment, one must ask:



THE ASSESSMENT PROCESS

Program assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their educational experiences. Assessment occurs at the course, department, college, and institution levels. Assessment is an ongoing process aimed at understanding and improving student learning, using a variety of evidence to document and explain learning and performance. Assessment should focus on measuring the effectiveness of teaching strategies and curricula. It requires making expectations regarding learning explicit and public by establishing clear and measurable standards. Program assessment at UT Knoxville is outlined by five main steps in a cycle, as seen below. It’s important to note that the cycle is iterative, meaning changes can be made at any step when deemed necessary by the program.



DEVELOPING AN ASSESSMENT PLAN

Program assessment plans ensure outcomes relate up to divisional and institutional goals, serving as a unifying template for the department, division, and upward. Typically, assessment plans begin with a unit's mission and goals. The mission and goals of a unit will help connect a course or section to the larger program by outlining what interventions are occurring to enhance student success.

As part of a continuous improvement process, each academic program in the University is expected to have student learning outcomes and conduct systematic assessment using direct measures of student learning. Chances are academic programs will have many outcomes; identify the outcomes faculty want to focus on by considering:

- What has the program not collected data on recently?
- What significant changes have been made to the program mission/goals/strategic plan this year?
- What changes still need to be made, but more information is needed to make a good decision?
- What data do others need from the program?
- What is your department/college focusing on?
- In which areas would faculty like to see progress in student learning?

When the unit knows what they want to measure, the next step is to determine how they will gather data to demonstrate the attainment of each outcome. When choosing methods, consider:

- How does the method match the intended outcome?
- How will the data be used?
- Should multiple methods be considered to gain different perspectives from the data?
- Has someone already collected this information? If so, can the program use the existing data?
- Is there potential for collaboration with another person, program, or department?
- Is more training needed on choosing methods?

In the end, create a template that works for the program faculty and can be used to collect information consistently and easily. Maintain connections to the bigger picture by grounding assessment in the overall framework of the university.

WRITING CLEAR STUDENT LEARNING OUTCOMES (SLO'S)

Student learning outcomes (SLOs) are statements describing what students should be able to know, think, or do by the end of a defined experience. A good SLO describes an observable behavior that can be measured within a specific time frame (e.g., by the end of a course or by the time the student graduates). **Every degree program should be assessing at least 3 outcomes; certificate programs should have no less than 2 outcomes they are evaluating.**

Strong student learning outcomes:

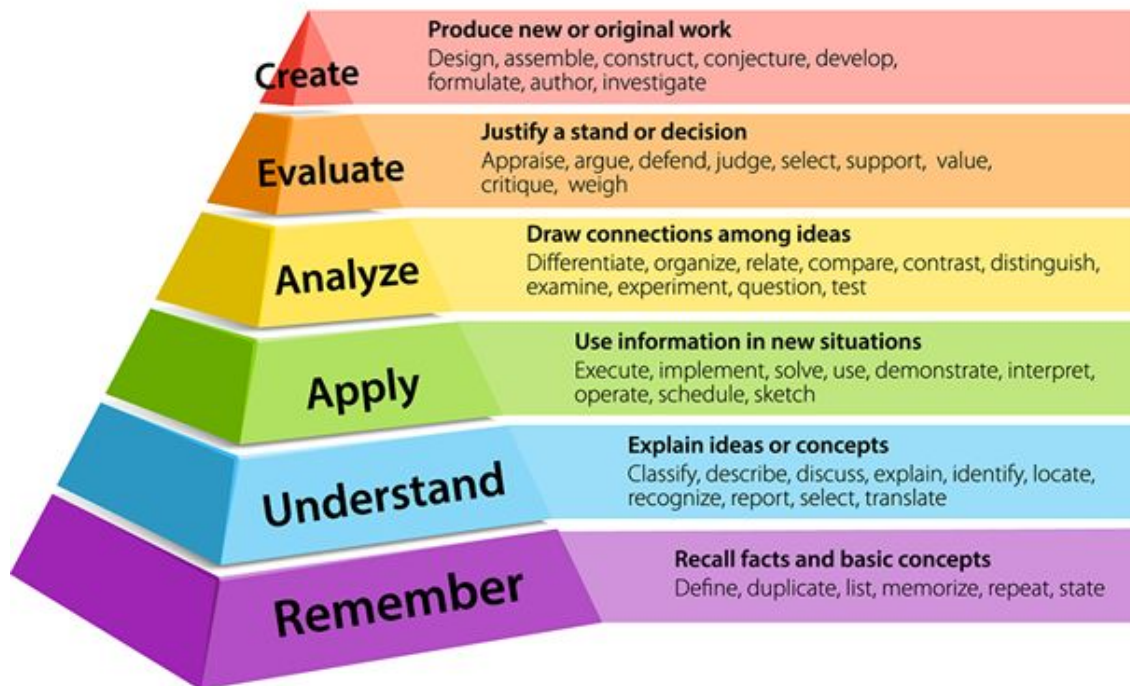
- Align with the mission and values of the program, department, division, and institution.
- Focus on learning resulting from the student doing/knowing/thinking rather than learning from the activity itself.
- Seek to enhance skills and abilities central to professional standards of excellence.
- Are general enough to capture important learning, but clear and specific enough to be measurable.

When read together, SLOs should give a comprehensive look at a unit. Ensuring outcomes relate to program and institutional goals creates a framework that allows for direct measurement of learning. Keep the following questions in mind when designing outcomes:

What are the expectations for student learning success in the course/program?	What action do you want the student to take that impacts learning?	How does the outcome support the department/college/university mission and goals?
Is the outcome realistic and sustainable?	What resources do you need to achieve the outcome?	How will you measure the outcome?
Are learning outcomes present repeatedly in the curriculum?	Do you focus on one goal at a time?	How will you know if the outcome is achieved?

Using the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) to pick action verbs that match the desired outcome will also guide what method is used:

Bloom's Taxonomy



Beware of SLOs that are too wordy or too complex, measure multiple skills at a time, that are not specific enough, or describe what the *program* outcomes are rather than *learning* outcomes.

SELECTING EFFECTIVE ASSESSMENT METHODS

Students don't always experience college in a way that makes measuring outcomes simple. Some outcomes may take months, years, or a lifetime to manifest, so how do you know where to start? If the program faculty are trying to assess overall learning, the assessment method should reflect that. Similarly, if the program is assessing the learning of a specific concept, this will need to be considered in choosing an assessment method. One way to ensure the effectiveness of a program's assessment strategy is to be SMART:

S

- **Specific:** Do the outcomes focus on particular skillsets?

M

- **Measurable:** Words such as "know," "understand," and "learn" should be avoidable; be specific!

A

- **Achievable (and Improvable):** Can these outcomes be met within a reasonable time frame? Is there room for improvement?

R

- **Relevant:** Are the outcomes measuring skillsets that give you information about student learning in the program?

T

- **Time-Framed:** When were these outcomes assessed last? When will they be assessed again?

Before you begin, identify any information that may already be collected by other processes in place. Discuss the desired outcome with program faculty to gauge if methods are already in place to measure the outcome. This ensures your time is spent efficiently gathering information that is not already being assembled elsewhere.

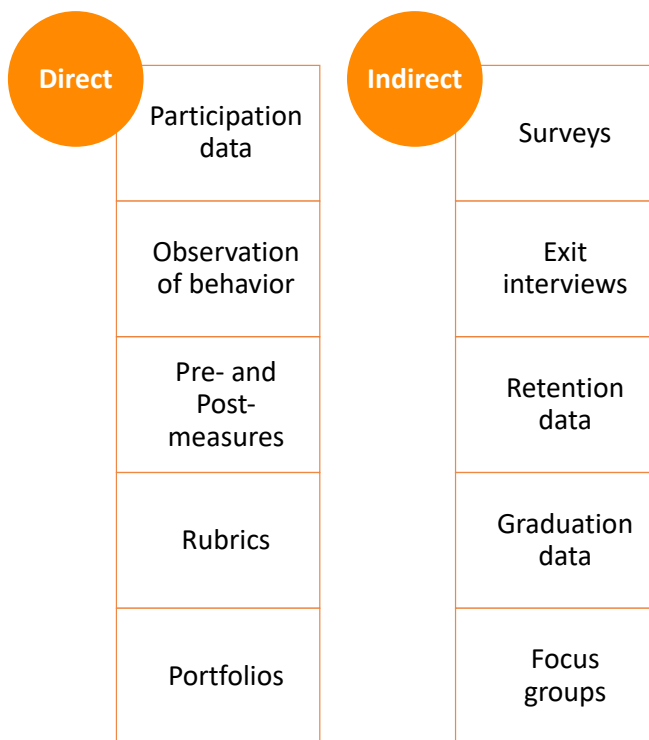
It is important that measurements are related to outcomes, however you do not want to wait until the assessment plan is “perfect” before beginning. Remember that assessment does not require complex methods or multiple methods to capture data. Once the faculty have inventoried what information has already been collected, match the outcome to an assessment method; there may be instances where multiple methods are appropriate, but it is not required to have a multitude of methods. Using SLOs as learning objectives in course syllabi so students continuously connect their learning to the bigger picture makes it less challenging to connect measurements to outcomes during reporting.

Overall, the assessment method should reflect the learning program faculty are trying to assess. Faculty members must also be sure to give students enough support and exposure to content to achieve the outcomes being set. Create assignments and assessment methods that will reflect what faculty are trying to measure. Remember, different levels of thinking require different assessment methods. The higher the level of learning, the more in-depth the assessment method will need to be.

USING DIRECT AND INDIRECT ASSESSMENT METHODS

Direct assessment is used to determine the level of student learning achieved against established learning outcomes. Activities in this category usually have a direct impact on measures of student performance (e.g., grades in a course). Some examples of direct assessment may include exams, quizzes, oral presentations, dissertations, theses, essays, and portfolios. A direct form of assessment is required for all student learning outcomes.

Indirect assessment is typically used to evaluate the quality of student learning experiences. For instance, students might be given a survey to gauge their perceptions of their growth in a skill because of a class or a study abroad experience. They might also evaluate the quality of instruction in a course or during a service-learning experience. Some examples of indirect assessments include self-efficacy surveys, end-of-course evaluations, focus groups, and questionnaires for alumni regarding program effectiveness and retention.



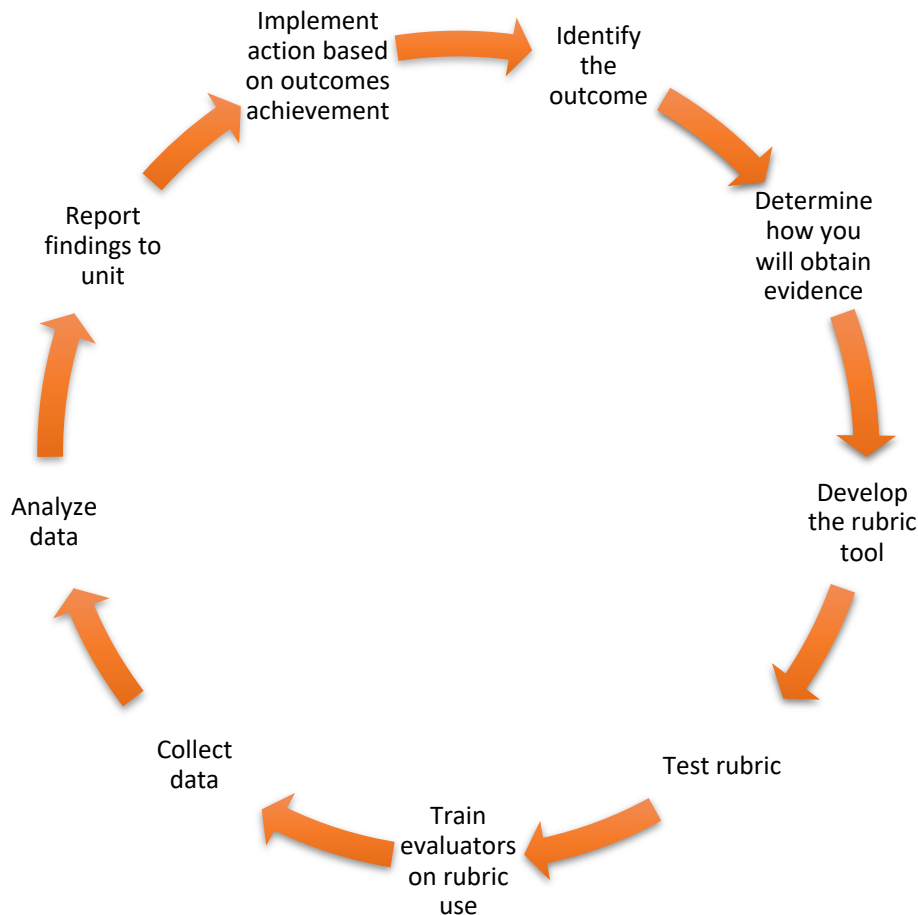
Both forms of assessment can be completed to triangulate data or measure other outcomes. It is important to note that conference papers and presentations cannot be considered a form of direct assessment because they are not requirements for all students, and they are usually not evaluated by program faculty. Such work is generally categorized as an indirect assessment of student learning because it is reflective of the quality of the student learning experience in a program. However, if program faculty decide to score or evaluate conference papers or presentations as part of a course, they can consider the student work a direct assessment.

Course grades cannot be used as an assessment method because what they measure goes beyond a single outcome (i.e., grades may also reflect attendance, quality of writing, etc.). To assess a

student learning outcome, the method must be outcome specific. A course grade provides little information about what could be enhanced to help students more effectively master the outcome. An alternative to a course grade could be a grade on an assignment whose focus is to demonstrate the outcome. Another example would be to submit a sample of student work focused on the outcome from a select group of courses, and for the assessment group to examine the artifacts using a rubric or criteria list. If the sole purpose of the test is to measure one specific student learning outcome, the grade on the test can be used as a measure. If the test measures several outcomes, sub scores for relevant questions should be used for each outcome.

USING RUBRICS

A rubric is a set of criteria specifying the assets of an outcome and the levels of achievement available for each component. Rubrics provide consistency in evaluation of behaviors and performance, allowing for direct measurement of learning. The steps for implementing a rubric are very similar to the steps for creating a learning outcome, as the outcome drives the scale and achievements outlined in the rubric.



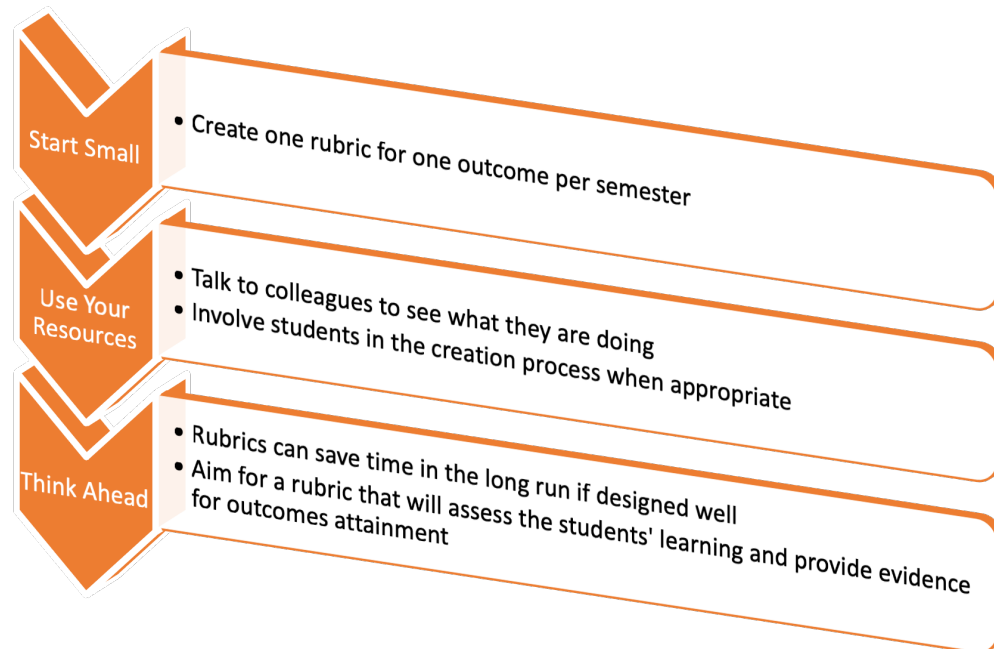
While there is no set scale for program rubrics, it is generally acceptable to have a scale of four to five levels of achievement. Three levels provide a baseline for student performance. For example, it is not uncommon for departments to use program rubrics with the levels “excellent,”

“proficient,” and “beginner.” In most cases, it is useful to start with a three-point scale, grade a small sampling of student work to check the validity and user-friendliness of the rubric, and then add additional levels as needed.

There are three main benefits to using a rubric or checklist:

1. Rubrics and checklists clearly communicate expectations to students to promote the engagement of learning outcomes and outcomes in the classroom.
2. Grading becomes easier and can be completed faster.
3. Using a tool that reflects learning outcomes facilitates the reporting process.

Because the requirements are explicitly included on the actual document, instructors do not have to spend as much time writing feedback when a rubric is used. Moreover, a rubric created with student learning outcomes in mind facilitates the reporting process. For example, if faculty want to assess student performance in the areas of oral presentation and writing proficiency in one assignment, they may create one rubric that measures both. However, in their report, they may discuss oral presentation and writing proficiency as two different learning outcomes. Having a rubric isolates specific data about each outcome so that reporting is easier for departments and programs while ensuring students understand what is expected of them for the program.



DATA COLLECTION AND ANALYSIS

All reports should have the following:

- Student learning outcomes
- A description of the direct and, if included, the indirect methods used to assess those learning outcomes
- An analysis and discussion of the results of the assessments and a plan for use of the results to improve student learning (that is, what the department will do, based on the assessment data, to improve the program)

Each department should have learning outcomes that describe the competencies students in the program should master by the time they graduate. The learning outcomes for the following term are usually discussed, developed, and revised in late spring. Once they have been established, the faculty in the department must decide how they will measure student performance in these areas. This is generally also decided in late spring or during the summer semester.

In the subsequent fall and spring semesters, data from the assessments chosen are collected. During the spring semester, faculty discuss the results and, if the data reflect a need for improvement, develop a plan to address what they will do as a department to improve the program. If the data reflect adequate improvement, there may not be any action taken for the following year.

Appropriate sampling size varies according to the academic program. When collecting data for assessment reporting, understand that it is not required for each student's progress within a program to be analyzed. To determine the appropriate sampling size for an assessment report, it is helpful to look at trends of student involvement in the program over time. In larger departments, it is not uncommon to have a sample size of 30 to 100 students. However, in smaller departments, it is not uncommon to have a sample size of five to 10 students. In smaller departments, any sampling size below five students may be considered too small, and it is recommended that the outcomes be put on extended cycle so that faculty can continue to collect data until the sampling size is sufficient for analysis. Generally, a good sample size is at least 20 percent of student enrollment in the program, with a minimum of five students.

EXTENDED CYCLE

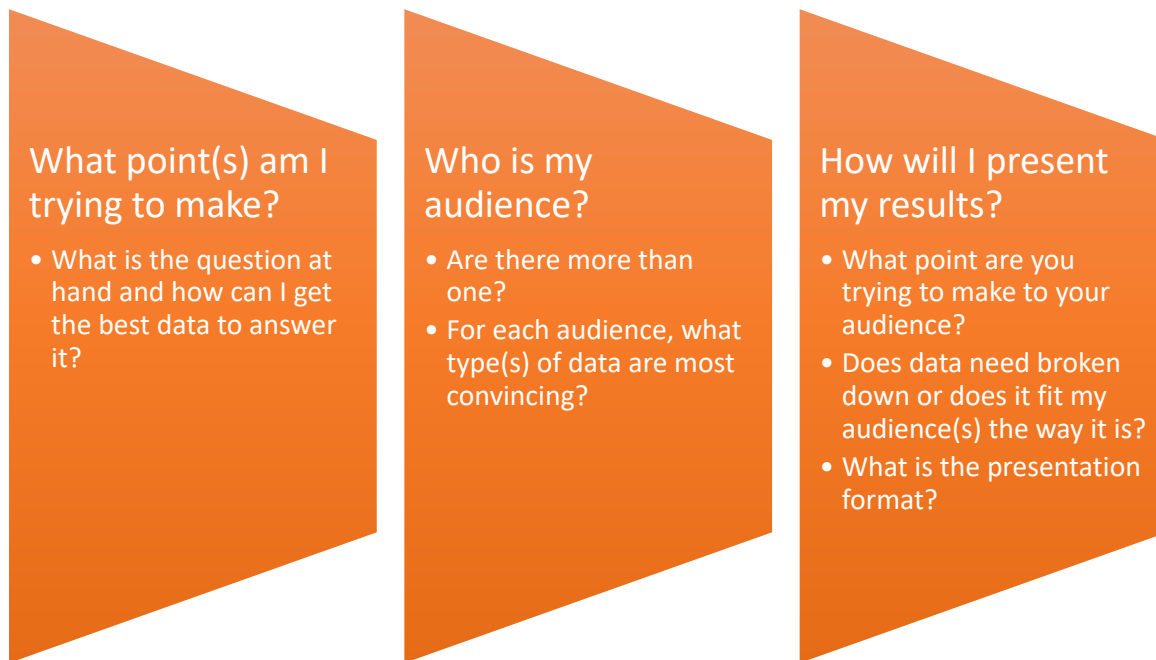
Extended cycle allows program faculty to extend the assessment beyond an annual cycle to a biennial or triennial cycle. An extended cycle for outcome assessment is an option most used:

- For programs with low enrollment, hence low sampling numbers. If placed on extended cycle, faculty may collect samples of student work over a multi-year period,
- For programs with small faculty numbers, making it difficult for them to assess multiple outcomes in one year, or
- When outcome itself or the assessment method(s) are revised, and it will be a year or two before the change may be evident in student work.

Data should be collected and documented throughout an extended cycle. The Planning module can serve as the archive for artifacts of student work that will be used for the assessment in the final year of the cycle, as opposed to being stored in a manner that might allow the artifacts to be forgotten or lost. During the final year of the cycle, the faculty analyze artifacts and data added over the multi-year period to complete the assessment report.

COLLECTING DATA

Before deciding how to collect data, faculty should consider:



These questions will guide the data program faculty collect and *how* it is collected, stored, and analyzed. Qualitative data can mostly provide us with people's perceptions, and frequently tells a story that numbers cannot. Qualitative data can be used to explore a topic before conducting quantitative assessment or can be used alone. Pairing qualitative data with quantitative methods allows faculty to think ahead to what data is needed to provide evidence of student learning.

Quantitative data can be analyzed as numbers. This type of data helps us to look below the surface and see what is going on in a more definable way. It also provides data that, for some, is more convincing.

DOCUMENTING EVIDENCE OF SEEKING IMPROVEMENT

Evidence of seeking improvement involves documenting any change from one year to the next. Even if the program experiences setbacks or stagnation, data should be reported. To determine whether there has been improvement, compare the results from the current evaluative year to the results from previous assessment cycles. For example, note the following outcome from the Mathematics BS program:

The student will demonstrate computational skill in basic calculus and differential equations.

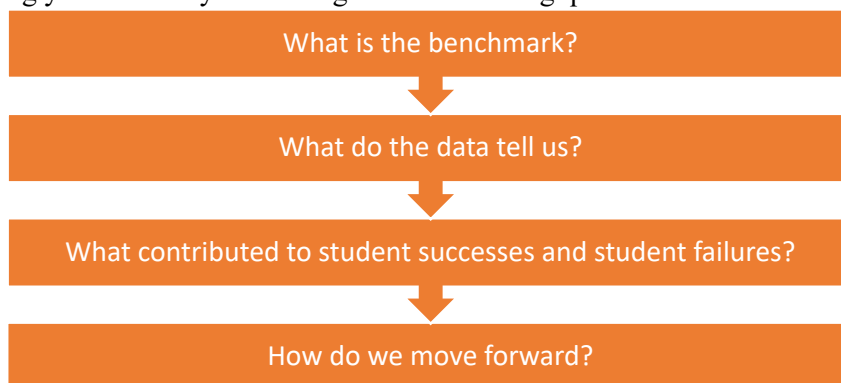
Program faculty set a benchmark that student cohorts will scores in the 80th percentile or higher on the Calculus sub-area on the ETS Major Field Test. If 55 percent of students performed at or above the benchmark in spring 2019, and 65 percent of students scored at or above the benchmark in spring 2020, there is evidence of a 10 percent improvement in learning from one year to the next. This data should be reflected and explained in the report. Let's say, though, that the outcome is changed to the following:

75% of students will demonstrate computational skill in basic calculus and differential equations.

Although the benchmark is not met, the previously stated data (55 percent of students in spring 2019 and 65 percent in spring 2020) would still show some evidence of improvement. This growth should be explained in the Assessment Analysis and Results section of the annual program assessment report.

HOW TO ANALYZE SLO DATA

Once the results have been collected, the next step is to critique the outcome and data. This involves asking yourself and your colleagues the following questions:



A benchmark is a quantifiable means of determining whether students have satisfied a learning outcome. Setting a benchmark allows departments to quantify the student success rate in meeting an outcome while clearly defining areas where growth is needed.

Once a benchmark has been set to determine what success looks like in terms of fulfilling the outcome, faculty can begin to organize and report their findings in the Assessment Results and Analysis portion of the report. In addition to communicating the results, faculty should also think about what might have caused the results. Was there a change in the curriculum? Were students lacking in a certain skill? Was there a change or a loss in personnel? This discussion will also go in the Assessment Results and Analysis section of the report.

Assessment is an ongoing process where the goal is improvement. Therefore, after looking at the data and hypothesizing about what worked and didn't work in terms of curricular activities, it is important to think about what should be done to enhance student learning and to improve the program curriculum.

Faculty may decide that, because students met the established learning outcome, no actions should be taken to alter the curriculum. However, if students are consistently meeting the outcomes, faculty might want to consider raising the benchmark. Conversely, if students did not meet the learning outcome, the faculty will want to explore what they can do to help students reach the benchmark they set. An effective strategy might involve a change in the curriculum or providing students with extra tutoring opportunities. Irrespective of the decision, the actions explored should be reported in the Actions Taken section of the report.

Finally, should the faculty decide to change the learning outcome, they will need to indicate this in the Actions Taken section of the report. Actions to change the student learning outcome based on results can be documented in minutes or notes from a faculty meeting where the changes were discussed.

TAKING ACTION

Once the data have been collected and analyzed, there are several actions that faculty can take to address the needs of the students in their programs. These actions must be reported in the Planning module, in the Actions Taken section of the report. The following are some examples of actions taken as derived from other reports:

Course Revision	Curriculum Revision	Faculty Development and Training
<ul style="list-style-type: none"> • Reflects course changes like adding a new unit, revising a required assignment, changing a required textbook, adding a practicum rotation, or adopting a common syllabus for multi-instructor course. 	<ul style="list-style-type: none"> • Reflects curricular changes including adding a new course, modifying the sequencing of courses, changing prerequisites, and dropping a course. 	<ul style="list-style-type: none"> • Reflects activities aimed to more effectively prepare faculty to teach or assess a learning outcome, including training of practicum supervisors, convening of norming session for faculty using a program rubric, etc.

CLOSING THE LOOP

Closing the loop simply means using data to make decisions that improve programs. It's the analysis of assessment results from one academic year, interpreted and used by faculty to make

changes to improve student learning the next year. These improvements vary (e.g., curricular changes, assessment methods replacement, benchmark or threshold adjustments, even outcome restructure or retirement.) At the end of that subsequent year, another analysis of data reveals whether the changes were impactful and what, if any, additional changes might be beneficial. Evaluation of the impact of those changes continues the assessment cycle. Though assessment and accreditation often accompany each other, we assess academic programs to improve student learning.

META-ASSESSMENT

Meta-assessment is simply evaluating the assessment process. To evaluate the quality of academic program assessment efforts, the university's Assessment Steering Committee uses a rubric (Appendix B) to "score" all reports in the following areas: Content, Student Learning Outcomes (SLOs), Assessment Methods and Data Collection, Analysis of Results, and lastly (most importantly) Use of Results.

Each year by September 15th, program faculty submit an assessment report evaluating student learning in the last academic year, based on student learning outcomes established in the program's assessment plan. The report includes data collected during that year, an analysis of the results, and an indication of actions taken based on those results.

USING THE PLANNING MODULE

The university currently uses several modules offered by Anthology to collect data using assessments. Annual program assessment reports are entered into the Planning module.

LOGGING IN



The URL for the Planning module can be found at utk.campuslabs.com/planning. You may also find the URL on the OIRA and SACSCOC websites for the university.

- Log in using your UT NetID and password.
- Whenever you change your UT NetID password, you will need to use that new password to log in for Anthology.
- There may be a 20-second delay in loading due to server communication.
- It is recommended that you use Google Chrome or Firefox as the browser.

USING THE DASHBOARD

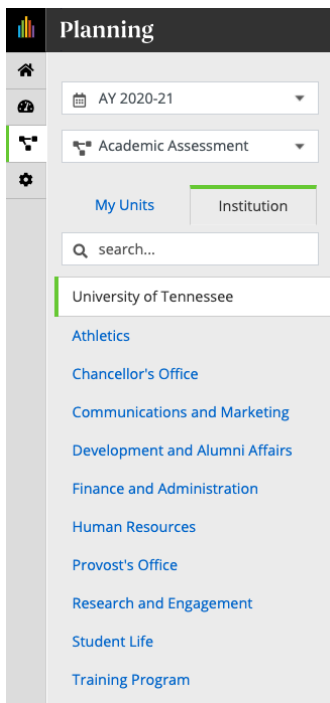
The home page *is* your **Dashboard**. Note that the **Dashboard** defaults to the current assessment cycle. The number of items you can view and edit will differ depending on your permission level.

You will see two small navigator tabs on the page:

-  This icon will take you to the **Dashboard**
-  This icon will take you to **Plans**

The **Dashboard** (🏠) will list all items you have been assigned, as well as the **Plans** you have created and/or are working on.

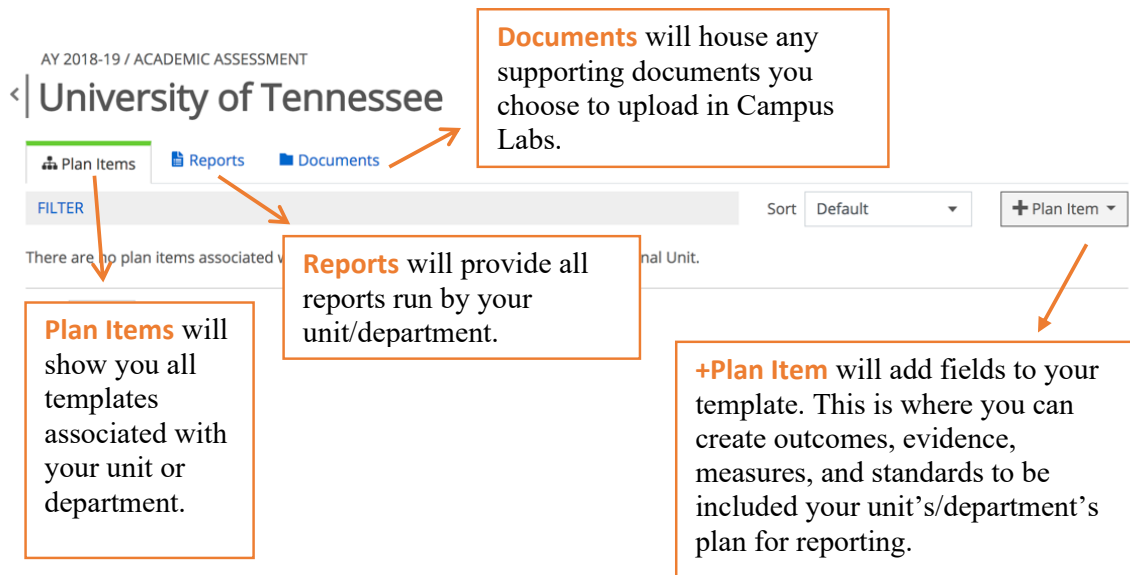
You may select the **Plan** you are modifying from here or you may visit the **Plans** page (📄).




This dropdown menu allows you to choose the academic year in which you want to work. You may view items from previous academic years here as well. Selecting "All" shows each outcome from every assessment year on one screen.

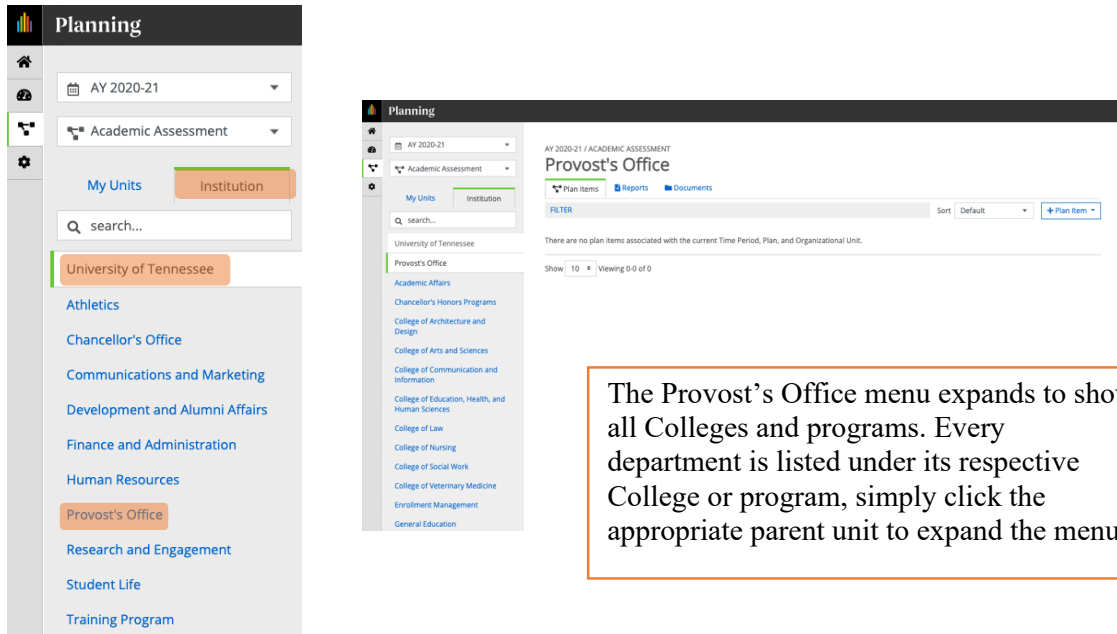
Your department will then be listed under **My Units**. Additionally, you may view other unit or department plans and reports under the **Institution** tab. Both areas have a search function to assist in finding what you need quickly.

The **Plans** workspace consists of four main components: Plan Items, Reports, Documents, and the +Plan Item button. These components will all auto-save changes as you work, so there's no need for a save button!



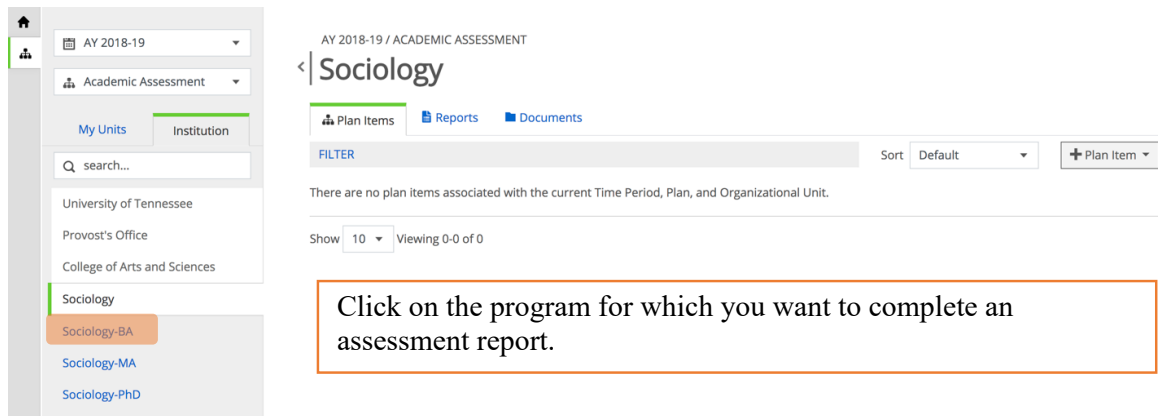
CREATING A PROGRAM/MAJOR STUDENT LEARNING OUTCOME

Outcomes can be edited through the **Responsible Items** tab on the Dashboard, but it does not distinguish between programs very well. To view programmatic reports, either click on Academic Assessment in the **Plans** area of your **Dashboard** page or click on the  icon located in the top-left corner of the screen. Once again, what you can view depends on your permission level; you will need access to “Provost’s Office” underneath the **Institution** tab to report your measurements and outcomes (Institution>University of Tennessee>Provost’s Office).



The Provost’s Office menu expands to show all Colleges and programs. Every department is listed under its respective College or program, simply click the appropriate parent unit to expand the menu.

Once a department is completely expanded, all the academic majors and credentials offered by that department are listed and include the type of degree (Bachelor’s, Master’s, Ph.D., etc.) after the hyphen.



Click on the program for which you want to complete an assessment report.

AY 2018-19 / ACADEMIC ASSESSMENT

Sociology-BA

Plan Items Reports Documents

FILTER Sort Default + Plan Item

Feedback Form - SOC BA

Sociology-BA
Feedback Form

Show 10 Viewing 1-1 of 1

Click **Plan Item** to reveal the list of forms available. To report outcomes, select “Program/Major Learner Outcome”.

For the purposes of this example, a “Training” program will be used to illustrate how to create a major learner outcome in Anthology. Once you have clicked “Program/Major Learner Outcome”, a blank template will populate.

Permissions Related

Assign Responsible Users

Responsible Users

No responsible users have been added.

Available Users

Select users from the list below or search

Q Start typing a user's name

You may add **Assign Responsible Users** on the right side of the page to add others who are responsible for the report. This allows Campus Labs to notify appropriate parties when attention is needed from assigned users. Apply permissions top-down.

To add a user, simply type a name into the **Available Users** field. Once the name is found, click it and the name will be added to **Responsible Users**. To remove someone, simply select the blue (X) icon beside their name and they will be removed.

AY 2016-17 / ACADEMIC ASSESSMENT

Edit Plan Item

Template: Program / Major Learner Outcome

Academic Major *

Training Program

Assessment Team Members (Optional)

List all of the unit's personnel engaged in this assessment.

File Edit View Insert Format Table

Formats B /

Powered by Inymce

AY Start *

07/01/2016

AY End *

06/30/2017

Learner Outcome Number *

Enter a number; don't use alphabetic characters.

Learner Outcome (Required) *

A brief statement describing what students should be able to demonstrate to know (knowledge), think (attitudes, values), or do (skill) by the end of the program.

New Program / Major Learner Outcome Item

Description (Optional)

The **Academic Major** section is already filled out and cannot be changed.

The **Assessment Team Members** field is optional and can be used if you have additional people within your program who contribute towards assessment practice. To use the field, click within the box, type out their names, and the information will automatically be saved once you click outside the box.

AY Start *

07/01/2016

AY End *

06/30/2017

The **AY Start** and **AY End** are already filled in based on the filter you selected in the **Plans** area earlier.

Learner Outcome Number *

Enter a number; don't use alphabetic characters.

1

Type the numeric value for the **Learner Outcome Number** being added. If the number is spelled out, the template will not arrange outcomes in sequential order.

Learner Outcome (Required) *

A brief statement describing what students should be able to demonstrate to know (knowledge), think (attitudes, values), or do (skill) by the end of the program.

Students will demonstrate clarity of scientific writing skills.

Next, enter the actual outcome in the **Learner Outcome** box. These are statements of what students should know, think, or do because of your program. Outcomes should be specific and measurable. There is a 255-character limit for this field (spaces included in the count).

Description (Optional)

Use this to provide additional supporting information relating to this outcome, if needed.

This outcome corresponds to external accreditation requirement.

There is an optional **Description** box that can be used to describe the learner outcome in more depth.

Term data collected (Required)

Select the semester(s)/term when the data is collected.

- Fall semester
- Spring semester
- Summer term

The next two boxes ask for the term the data was collected (required) and the courses in which data is collected or collection schedule detail (optional). For **Term Data Collected**, you have 3 options. Select the appropriate term(s) by clicking in the small box to the left of each applicable term. You may choose more than one.

Course(s) or collection schedule detail (optional)

List courses used to assess this outcome or the time or frequency, s

File Edit View Insert Format Table

Formats B I [text alignment icons]

Data collected every Fall in TRP 431: Advanced Training Protocol

Powered by tinymce

Below the term selection is **Course(s) or Collection Schedule Detail**. Generally, it's a good idea for record-keeping purposes to include both the course number and name in this optional field.

ENTERING THE ASSESSMENT PLAN

The next four fields allow you to choose direct and indirect assessment methods and provides space to describe these methods in more detail. These fields constitute the Assessment Plan.

Direct Assessment Method(s) (Required)

Assessment tool(s) that are used to assess specific student learning outcome (you may select one or more, if appropriate); if not included in list, select Other (please describe below).

- CCTST (Critical Thinking Test)
- Doctoral dissertations
- Embedded course work
- Graduate comprehensive exam
- Internship/practicum/coop observation
- Laboratory reports
- Licensure exams
- Master's theses
- Oral defense
- Oral presentation
- Portfolio review
- Ready for the World Activity
- Rubric for a direct measure
- Senior theses
- Major field test (THEC, ETS, PRAXIS, etc.)
- Other (please describe below)

Click on the box beside the applicable direct and indirect method(s) listed. More than one option can be chosen.

Direct Assessment Method(s) Description

Describe your direct assessment method(s) in more detail (at least one direct method needed for each outcome). Include supporting documentation of assessment. If "Other" is chosen from the list, please specify here.

File Edit View Insert Format Table

Formats B I [text alignment icons]

Powered by tinymce

After the direct and indirect methods have been selected, there is a text box where you may elaborate on your methods.

Plan Item Files

Internship Evaluation Form-Training Program.docx

+ File + Folder

Finally, there is an option to attach any supporting files (e.g., examples of test items, copies of rubrics, survey questions, etc.).

The Planning module will support only the following file types:

.PDF	.PPT
.DOC	.PPTX
.HTM	.XLS
.HTML	.XLSX

The fields are similar for indirect assessment methods:

Indirect Assessment Method(s)

Select those that are appropriate: if not on list, please select Other (please describe below). You may select more than one, if needed.

- Alumni survey/focus group
- Employer survey/focus group
- Internship/practicum/coop student self-assessment
- Presentations - conference, professional
- Publications
- Reflective writings
- Senior exit interview
- Student survey/focus group
- Other (please describe below)

Indirect Assessment Method(s) Description

Describe your indirect assessment method(s) in more detail. Include supporting documentation of assessment. If "Other" type of method is chosen above, please specify here.

Plan Item Files

There are no attachments.

[+ File](#) [+ Folder](#)

COMPLETING THE ASSESSMENT REPORT

After finishing the sections about the assessment method(s) used, the next fields ask for results, analysis, and actions. These constitute the annual assessment report. Each of the fields is similar in that there is a text box for a narrative and a “File” upload option for you to attach documentation. The **Assessment Results and Analysis** field is required; you must enter a narrative.

Assessment Results & Analysis (Required)

Provide appropriate data, describe and interpret the results of the direct and indirect assessments as findings relate to the outcome. NOTE: Remember, this is a longitudinal analysis. You should comment on any changes made in previous years and the impact those changes have made in student learning as evidenced by this year's results.

The image shows a rich text editor interface. At the top, there are menu options: File, Edit, View, Insert, Format, and Table. Below these are various formatting tools like bold, italic, text color, background color, bulleted list, numbered list, link, and image. A large orange box highlights the main text area, with a label 'Narrative' and an arrow pointing to it. At the bottom left of the editor, it says 'Powered by tinymce'.

Plan Item Files

+ File + Folder

Action(s) Taken Category(ies) (Required)

This field is used to categorize the types of actions. The actions can be in progress, or completed. Select as many as appropriate.

- Assessment methodology
- Assessment outcome revision
- Student support/ mentoring
- Course revision
- Criteria/ benchmarking changed
- Curriculum revision
- Faculty development/ training
- Pedagogy/ instructional strategy
- No action(s) taken after review
- No students enrolled/graduated
- Extended Cycle (Provide an explanation in Notes field)
- Outcome retired (explanation required)

The **Action Taken Category** is required. More than one action can be selected. When units make their selections, it allows the Academic Assessment Steering Committee to run reports to quickly identify how many programs are taking each defined action. This data is helpful in planning faculty development workshops and provides a high-level assessment about what is happening.

If the program is being placed on extended cycle, indicate by checking the appropriate box and provide an explanation of why in the Notes field (see page 32).

The next field is a text box, Action Taken, where you provide a required narrative. Fill in this field the same way as the other open-ended fields. Be as detailed as possible and note that you can also upload supporting files (e.g., minutes from a faculty meeting).

Action(s) Taken (Required)

Describe the specific actions linked to learning that were taken by the faculty as a result of the assessment (changes made to specific course(s) or the curriculum). Provide date of faculty meeting when action was discussed and when changes went into effect. Optional to attach curricular documents submitted to college.

File Edit View Insert Format Table

Formats B I [text alignment icons] [list icons] [link icon] [image icon]

Powered by tinymce

Narrative

Plan Item Files + File + Folder

There are no attachments.

Next Scheduled Assessment Analysis Term (Required)

This is to designate the next time the faculty will complete the assessment analysis (review samples of student work, review test results, etc.)

- Fall semester
- Spring semester
- Summer session

The next two required fields (**Next Scheduled Assessment Analysis Term** and **Next Scheduled Assessment Analysis Year**) are for choosing the next term and year for assessment analysis. Multiple terms can be selected.

Next Scheduled Assessment Analysis Year (Required)

Select the appropriate academic year in which this outcome will next be assessed. It should not be more than three years out without an explanation in the Notes section below.

- AY 2012-2013
- AY 2013-2014
- AY 2014-2015
- AY 2015-2016
- AY 2016-2017
- AY 2017-2018
- AY 2018-2019
- AY 2019-2020
- AY 2020-2021

There is an option to add **Notes** about the assessment of the learner outcome. This is handy for providing background information and explanations for low enrollment or extended cycle of assessment. It is a text box like the other fields and has a file upload associated with it.

Notes

Use this section to provide any supplemental information regarding program reorganization, restructure, and/or explanatory notes for retiring or major revision outcome. This field may also be used to explain your assessment cycle for this outcome.

File Edit View Insert Format Table

Formats B I [text alignment icons] [list icons] [link icon] [image icon]

Powered by tinymce

Plan Item Files + File + Folder

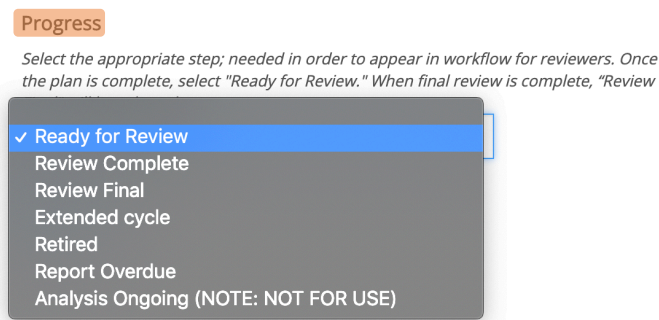
Think about how reports can be useful throughout the entire assessment cycle, not just at accreditation time. Results could be used to improve strategic planning, establish criteria for success moving forward, outline key development opportunities for faculty and staff, and

determine how effective current measures and outcomes may be. The keys to successful reporting are to begin with identifying what the faculty are trying to communicate to others, to know your audience, and to pinpoint appropriate evidence for what the program faculty have chosen to communicate.

ROUTING FOR REVIEW

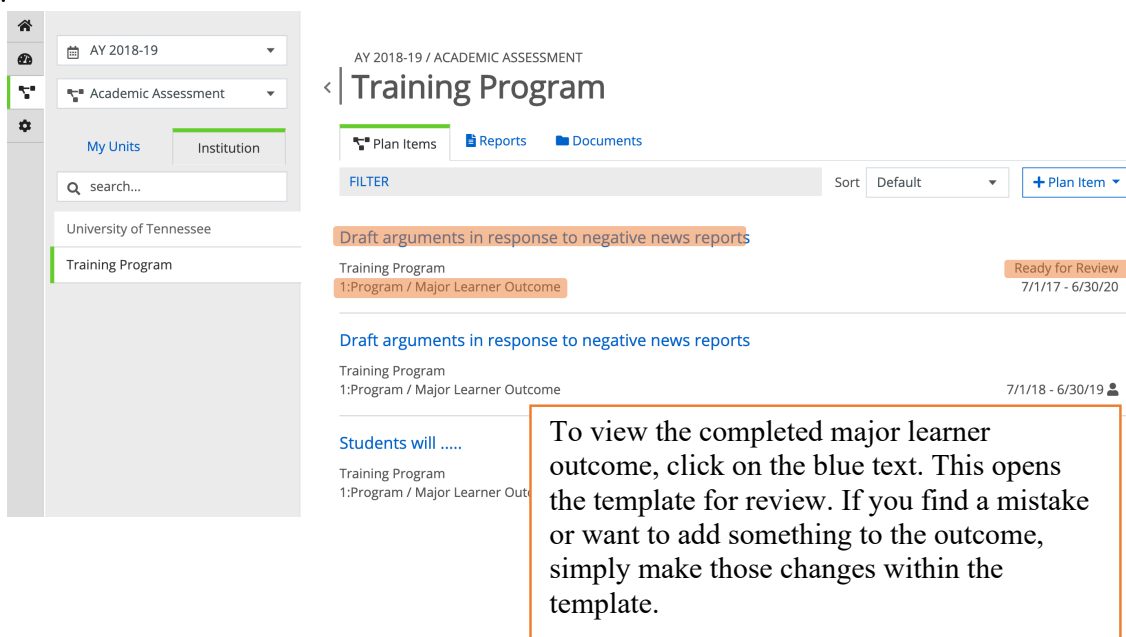
Progress consists of a drop-down menu and provides a few options to choose from.

In this example, we selected “Ready for Review”:



Once you complete the form, click the  button at the bottom of the page.

After all outcomes are complete, the screen should look like the image below. Note the “Ready for Review” text on the top outcome, signifying that it is ready for institutional review



The report will be read by two reviewers and adjudicated. Comments and suggestions for improvement are provided via the **Feedback Report** (see p.34 for further details).

RETIRING AN OUTCOME

Programs will add outcomes or retire old outcomes that they feel no longer need to be monitored. This provides step-by-step instructions on how to retire one that is being replaced. There are two reasons for retiring an outcome,

- 1) based on assessment, students are performing and have performed consistently so the faculty decide it is time retire the outcome and replace it with another one.
- 2) In response to internal (e.g., review of outcomes after a few rounds of assessment) or outside forces (e.g., curriculum review conducted because of programmatic accreditation, changes in the industry/profession that hires graduates), the faculty made major revisions to the outcomes If the report writer simply wants to edit the wording without changing the meaning, you may revise the outcome.

RETIREMENT BASED ON ASSESSMENT

Step 1: Enter Assessment Report as Normal

Step 2: Enter Actions Taken with an Explanation for Retirement

Action(s) Taken Category(ies) (Required)
This field is used to categorize the types of actions. These actions can be initiated, in progress, or completed. Select as many as appropriate for this outcome.

- Assessment methodology
- Assessment outcome revision
- Criteria/ benchmarking changed
- Student support/ mentoring
- Course revision
- Curriculum revision
- Faculty development/ training
- Pedagogy/ instructional strategy
- No action(s) taken after review
- No students enrolled/graduated
- Extended Cycle (Provide an explanation in Notes field)
- Outcome retired (explanation required)

Action(s) Taken (Required)
Describe the specific actions linked to learning that were taken by the faculty as a result of the assessment (changes made to specific course(s) or the curriculum). Provide date of faculty meeting when action was discussed and when changes went into effect. Optional to attach curricular documents submitted to college.

File Edit View Insert Format Tools Table

← → Formats **B** *I* [List Icons]

Outcome was difficult to measure, so Department decided to retire it.

+ File + Folder

In the Action(s) Taken Category(ies) choice list, select “Outcome retired (explanation required)”

In the Action(s) Taken field, enter an explanation for retirement. This should include information that indicates the faculty did discuss this and concluded that the outcome should be retired.

You can attach minutes from the faculty meeting when it was discussed.

Step 3: Create New Outcome: Following established guidelines, create the new outcome in the Planning module, as is outlined on pages 17-22 above.

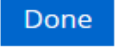
IMPROVING AN ASSESSMENT REPORT

Remember to complete all required fields	Attach a copy of your assessment tool(s)	Redact names/identifiers of individual students
Provide a break down by question, rubric dimension, or scoring sheet item when submitting data	Ensure data analysis includes all data, course(s) of action for wanted outcomes, and if the course(s) of action worked	Remember to review multi-year results and analyses to make connections to current trends
Provide a complete discussion of actions taken, even if no actions were needed	Provide detailed explanations for extended cycle requests	Relate assessment methods and/or actions taken to the outcome it was supposed to measure
Conference presentations and publications are not appropriate assessment methods because they are not directly reviewed by faculty for student achievement		

EXPORTING REPORTS TO A FILE

This process allows you to generate a file of this one outcome for distribution:

Notice the option at the bottom of the Program/Major Learner Outcome template that says **Read**

View, located next to the  button.

Progress
 Select the appropriate step needed in order to appear in workflow for approvers. Once the Office of the Dean has approved plans, they should select "Ready for institutional review." When final review is complete, "Institutional review complete" will be selected.

Ready for College

OrgUnitId coming soon.

Date of College Approval
 Enter date when approved by Office of the Dean personnel.

03 / 09 / 2018

OrgUnitId coming soon.

Date of Institutional Review

mm / dd / yyyy

Program level
 This is for administrative purposes. It will allow for sorting reports on program level.

Bachelor's

Delete

Read View Done



This opens the outcome in a new window. From there, you may choose to **Share Item** to share the report with someone electronically or select **Print** if you wish to have a physical copy of the document.

AR2016-07-1100000000
 Students will demonstrate clarity of scientific writing skills.
 This view always presents the most current state of the plan item.
 Plan item was last modified on 3/13/18, 7:01 PM
 Your individual permission settings determine what fields and content are visible to you.

Go to Item in Planning

Print Share Item

Template:
 Program / Major Learner Outcome

Academic Major:
 Training Program

Person Completing Report:

Assessment Team Members (Optional):

AF Start:
 7/1/2016

AF End:
 6/30/2017

Learner Outcome Number:
 1

Learner Outcome (Required):
 Students will demonstrate clarity of scientific writing skills.

Description (Optional):
 This outcome corresponds to external accreditation requirement 4.6

Term data collected (Required):
 Fall semester,

Course(s) or collection schedule detail (optional):
 Data collected every Fall in TRP 431: Advanced Training Protocol



This process allows you to generate a file of all outcomes for distribution:

AY 2018-19 / ACADEMIC ASSESSMENT

Training Program

Plan Items Reports Documents

2018-2019 Institutional Review: Program Name

Test

View Report: 7/1/18 - 7/1/19

View Report

Customize Dates 1 of 1

CSV Report

Word Export

Print

Within the Planning module, select the “Reports” tab.

Click the dropdown arrow to the right of “View Report” and then select “View Report”

This opens the report for all program SLOs in a new window. *Please note it may take several minutes, five or more, for the report to load. Do not refresh your screen during this time.*

From here, you may choose to **Share Item** to share the report with someone electronically or select **Print** if you wish to have a physical copy of the document.

UNIT REPORT

2018-2019 Institutional Review: Program Name

Generated: 1/29/20, 12:29 PM

Remove indentation on related items

Customize Dates CSV Report Word Export Print Share Item

Filter Report

No Filters Applied

Clear Filters Apply Filters

Report view currently reflects filter option selections.

Program / Major Learner Outcome

1 Draft arguments in response to negative news reports

Term data collected (Required): Fall semester
Spring semester

Course(s) or collection schedule detail (optional):
PR 498 Capstone Experience.

Academic Major: Training Program

Person Completing Report: (null), Ashley Charsha (acharsha)

Assessment Team Members:
Doc, Grumpy, Sneezzy, and Dopey. Snow White. ykxfcykfyxk

AY Start: 07/01/2017

AY End: 06/30/2020

Description (Optional): These students are in a public relations program and need to be able to protect clients from negative press.

Direct Assessment Method(s) (Required): Doctoral dissertations
Embedded course work
Rubric for a direct measure
Other (please describe below)

Direct Assessment Method(s) Description:
Students in this class need to produce press releases that address negative media coverage. They are scored against a **rubric**. We expect students to perform, as seniors, at a very high level.

HOW TO VIEW MULTIPLE YEARS OF ASSESSMENT AND GENERATE A REPORT

Good assessment includes reviewing previous years’ findings and actions, and then following up with analysis that looks at multiple years of assessing the same outcome. Therefore, it is important to have a cycle of assessment that looks at outcomes on a very regular, short cycle. Once you’ve completed your work in the Planning module, you may want to run a report for one or more years of assessment. Anthology allows users to look at one year at a time or to provide a listing of all outcomes across all years. It does not combine the individual years into one report on screen. However, it is possible to develop a report that allows the reader to have all assessments in one year for analysis purposes.

The screenshot shows the 'Reports' tab in the Planning module. The left sidebar lists navigation options: My Units, Institution, search..., University of Tennessee, Provost's Office, College of Arts and Sciences, Sociology, and Sociology-BA. The main content area shows 'Annual Assessment Report 2017-18' with a 'View Report: 7/1/17 - 6/30/18' dropdown menu. A callout box points to the 'Reports' tab, another points to the 'Customize Dates' option in the dropdown, and a third points to the date selection area. Below this, 'Major Program Changes' is also visible with a similar date dropdown. At the bottom, a 'Show 10' dropdown and 'Viewing 1-3 of 3' are shown.

Within the Planning module, select the “Reports” tab.

Click the dropdown arrow to the right of “View Report” and then select “Customize Dates”

You may choose to type the dates in manually or use the calendar tool that auto-populates to select your timeframes.

The next page is where you will set the parameters of your review:

UNIT REPORT

< Custom Report Date Range

Annual Assessment Report 2017-18

For creating the annual report for a unit, college or Provost's Office.

Date Range

Adjust the start and end dates and click, View Report

Start Date: 07/01/2017

End Date: 06/30/2018

Cancel

View Report

Once your date parameters have been set, click "View Report"

REVIEWING THE FEEDBACK REPORT

The review process provides detailed feedback to program faculty in the form of a **Feedback Report** housed in the "Reports" tab within Plan Items in the Planning module.

AY 2018-19 / ACADEMIC ASSESSMENT

Training Program

Plan Items Reports Documents

Sort Default + Report

2018-2019 Feedback Report

View Report: 7/1/18 - 7/1/19

View Report

Customize Dates

Click the dropdown arrow to the right of "View Report" and then select "View Report"

The Feedback Report will show the AY of assessment report in the title and offers guidance and advice for improvement, helping programs identify strengths and areas for improvement in their annual assessment process.

UNIT REPORT
2018-2019
Feedback Report
 Generated: 1/29/20, 12:42 PM

Customize Dates CSV Report Word Export Print Share Item

Filter Report
 No Filters Applied

Clear Filters Apply Filters
 Report view currently reflects all filter option selections.

2018-2019 Review:

Academic Program/Major:

Content: 4- Advanced (All data provided that was requested)

Student Learning Outcomes (SLOs):
 4- Advanced (All have specific language, all have observable behaviors that can be measured, adequate number of SLOs)

Assessment Methods and Data Collection:
 4- Advanced (All data collection reported, explanation linking method to SLO is clear, direct methods are present, if extended cycle, it is reflected)

Analysis of Results:
 4- Advanced (Results are present, history of results is provided appropriately, if on extended cycle, written explanation provided)

Use of Results:
 3- Satisfactory (Most actions stated are derived from assessment results, most actions address student performance deficiencies, most actions are faculty-driven with a clear timeframe for implementation, some demonstration of ongoing program improvement)

Overall Level of Report:
 Advanced (19-20 points) - Clear measures, clear process, good interpretation and use of results, clearly closes the loop, focused on improvement of learning; complete report

Overall Report Feedback:
 SLO 3 should also have "Extended Cycle" marked as an Action Taken Category.

Areas of Concern:

Ways to Improve:

Progress: Review Final

Each section reflects information from reviewers used to provide a score for each area of the rubric (Appendix B).

The **Overall Report Feedback** field allows the reviewer to leave more detailed advice and feedback on departmental reports.

Aligning with the scores and feedback above, **Areas of Concern** and **Ways to Improve** provide the reviewer an opportunity to highlight specific reasons for the ranking assigned.

Associate deans for academic programs have access at the college-level allowing them to see all departments and programs in their respective colleges. If an associate dean wishes to provide access at the college-level to a delegate or members of a college-level review team, notify the SACSCOC Liaison at SACS_Liaison@utk.edu, providing the name, NetID, and UTK email address for each person (NOTE: some people have a preferred alias for their email which differs from their NetID).

APPENDIX A: THE SACSCOC CONNECTION

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the university's regional accreditor. A condition of membership in this organization is that the institution will undergo a peer review every ten years to be reaffirmed. At the midpoint between those examinations, the institution prepares a Fifth-Year Interim Report, which touches on a subset of the SACSCOC standards that are addressed in the 10-year reaffirmation process.

Institutional effectiveness is one of the core requirements that is deemed so integral to the success of institutions of high education that it is evaluated at both reviews. In those reviews, peers look to see that the institution follows a systematic assessment process that promotes continual improvement...that we "close the loop."

*Following are excerpts from *The Principles of Accreditation* and its companion, *The Resource Manual*, which serves as a guide, assisting in the interpretation of the standards, posing pertinent questions, and suggesting ways to document compliance.

The SACSCOC standards are basic measures against which we can examine our institution and make improvements where needed. In the new *Principles of Accreditation*, Section 8: Student Achievement states:

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

The following core requirement is used to evaluate the compliance or non-compliance of member institutions:

CORE REQUIREMENT 8.1 – STUDENT ACHIEVEMENT

1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. **(Student achievement) [CR]**

Supporting this Core Requirement, the *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement* offers the following guidance.

Student learning and student success are at the core of the mission of all institutions of higher learning. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support student learning outcomes for its educational programs. To meet the goals of educational programs, an institution provides appropriate academic and student services to support student success.

An institution needs to be able to document its success with respect to student achievement. In doing so, it may use a broad range of criteria to include, as appropriate: enrollment data; retention, graduation, or course completion; job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Note the three related obligations of the institution to meet this standard: student achievement goals (target levels of performance) must be identified; data for student achievement must be presented and evaluated (outcomes); and both the goals and the outcomes must be published. For purposes of this standard, “multiple measures” refers to several distinct outcomes, not multiple ways of measuring the same outcome. Being published means in a way accessible to the public—not published only behind an internal firewall.

The standard recognizes that not every institution will utilize the same goals or establish the same targets. For example, an open-admissions institution would generally have a lower target for undergraduate graduation rates than a highly selective institution. An institution that prepares students for transfer to other institutions may use National Student Clearinghouse data for graduation rates while an institution that has little transfer activity might prefer to use IPEDS data. A seminary and an institute of technology may well define job placement “in the field of study” in very different ways. In some cases, institutions may use local data that can only be benchmarked against itself, such as a locally created alumni survey. Nonetheless, every institution has an obligation to establish goals, collect data, and publish this information.

NOTES:

In accord with federal regulations, it is expected that the institution will demonstrate its success with respect to student achievement and indicate the criteria and thresholds of acceptability used to determine that success. The criteria

are the items to be measured (and published); the thresholds of acceptability are the minimal expectations set by the institution to define its own acceptable level of achievement (i.e., a minimum target). The institution is responsible 8.1 Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement 65 for justifying both the criteria it utilizes and the thresholds of acceptability it sets. The items measured and the thresholds of acceptability should be consistent with the institution's mission and the students it serves. In their reviews, SACSCOC committees will examine and analyze (1) documentation demonstrating success with respect to student achievement, (2) the appropriateness of criteria and thresholds of acceptability used to determine student achievement, and (3) whether the data and other information to document student achievement is appropriately published.

While this standard does not ask what the institution does when it finds it falls short of its own expectations, institutions not meeting their self-identified thresholds of performance would be expected to document efforts to meet expectations. [See especially Standard 7.1 (Institutional planning), as well as Standard 7.2 (Quality Enhancement Plan), Standard 8.2.a (Student outcomes: educational programs), Standard 8.2.b (Student outcomes: general education), and Standard 8.2.c (Student outcomes: academic and student services).]

In addition to the guidance above, the *Resource Manual* offers the following “Questions to Consider.”

1. How does the institution determine appropriate measurable goals and outcomes for student achievement consistent with its mission?
2. Does a state board or specialized accreditor expect certain student achievement rates that would be relevant for this standard?
3. Are data sources for this information clearly identified?
4. If the institution does not use examples of criteria mentioned above, what are the criteria used and why are they appropriate?
5. Are both criteria and thresholds of acceptability clearly identified?
6. Can the institution justify both criteria and thresholds of acceptability that would be found acceptable by a reasonable external party?
7. How does the institution publish this information for the public?

In addition to the more general core requirement (8.1), the following specific areas are highlighted in this section:

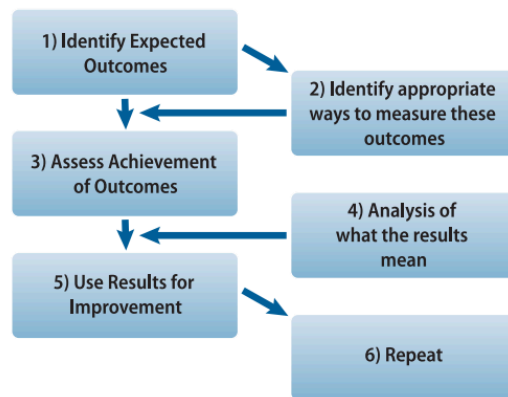
- 8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
 - 8.2.a. Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)
 - 8.2.b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. **(Student outcomes: general education)**
 - 8.2.c. Academic and student services that support student success.
(Student outcomes: academic and student services)

Supporting the additional standards regarding specific outcomes, the *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement* offers the following guidance.

Student outcomes—both within the classroom and outside of the classroom—are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals and how it can become even better.

Even though the concept of institutional effectiveness may not be explicitly referenced in all the standards, the accreditation process assumes that all programs and services, wherever offered within the context of the institution’s mission and activity, are reviewed as part of the institutional effectiveness process.

When reviewing this standard, peer evaluators will look for evidence of each of the three key elements of the standard but do so as an integrated activity where the parts are linked. When reporting about the process, it might be useful to consider the process in this fashion:



While the standard emphasizes the three points on the left of the graphic, a thorough explanation of the process will also describe the processes on the right side of the graphic. The institution will not be able to show effective assessment of its outcomes if its means of assessment do not measure what it has set forth as its expected outcomes. Likewise, if the assessment findings are not somehow analyzed or evaluated, it will be hard to show the linkage between undertaking assessments and the continuous improvement of programs and services. Finally, this is a process, and the underlying expectation is that it is ongoing.

NOTES

If there are commonalities in the process by which institutions use student outcomes assessment for institutional improvement across the three elements of this standard, the institution may want to prepare a single preface that could be referenced or hyperlinked from each substandard that outlines the process (organizational structure, timetables, local resources, internal review, etc.). However, review committees will make a separate determination of compliance on each substandard. **Because components of the process may differ for each part of the standard, additional content in this Manual [is] presented separately for each substandard.**

Effective outcomes assessment can be achieved in a variety of ways, and the mentality that “one size fits all” is inappropriate and diminishes the individual missions of institutions. This is especially true regarding the use of language to describe processes; for example, “assessment,” “evaluation,” “goals,” “outcomes,” and “objectives” may have precise meaning to a reviewer, but the institution may have a meaningful effectiveness system even if it is not as precise with its language as the reviewer would like. The institution should develop and/or use methods and instruments that are uniquely suited to its circumstances

and are supported by its faculty and its academic and student support professionals.

At the time of its review, the institution is responsible for demonstrating that the full cycle outlined above has taken place, and that the current process is being used to promote continuous improvement. For institutions that do not use annual reporting, sufficient cycles of reporting should be provided to establish that the process is applied to all educational programs. At the time of its review, the institution is responsible for providing evidence of “seeking improvement.” The institution should be using the data to inform changes based on evaluation of its findings. Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.

NOTE ON SAMPLING

There is an expectation that an institution can demonstrate institutional effectiveness for all its educational programs and related academic and student services. The volume of material represented by this activity can be quite large, especially at larger institutions. To this end, an institution may provide a sampling of the effectiveness of its programs at the time of its comprehensive review. Sampling, for the purpose of accreditation, includes the following three elements:

- (1) A representation that is mindful of the institution’s mission.
- (2) A valid cross-section of programs from every school or division (and across all levels), with every major division and level of program represented. Sampling should be inclusive of off-campus sites and distance or correspondence education offerings, as applicable; at a minimum, the institution should clarify that assessment activities are inclusive of these modes of delivery and explain that process.
- (3) A compelling case as to why the sampling and assessment findings are an appropriate representation of the institution’s educational programs and its academic and student support services. Sampling does not preclude the institution from having effectiveness data/analysis available on all programs and units. It is the prerogative of a SACSCOC committee to conduct a more in-depth review of an institution’s data/findings/analysis on the effectiveness of all its educational programs and its academic and student support services.

STANDARD 8.2.A – STUDENT OUTCOMES: EDUCATIONAL PROGRAMS

For purposes of this standard, an academic program is a credential as defined by the institution. A degree with a defined major is clearly a program. On the other hand, programs in the same field but taught at different levels (e.g., a BBA and an MBA) are typically viewed as distinct programs. The Institutional Summary Form Prepared for Commission Reviews should be a useful guide as to how programs are defined within this standard.

The expectation is that the institution will engage in ongoing planning and assessment to ensure that for each academic program, the institution develops and assesses expected student learning outcomes. Expected student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program. Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program. Shared widely within and across programs, the results of this assessment can affirm the institution’s success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised.

Questions to Consider:

1. Is there a common process across programs at the institution, or is the means of establishing outcomes assessment processes widely dispersed? If the latter, how is information collected and evaluated?
2. What is the role of faculty, chairs, deans, oversight committees and others in the process?
3. Is the process systematic and ongoing?
4. Are expected student learning outcomes clearly defined in measurable terms for each educational program?
5. What types of assessment activities occur to determine whether learning outcomes are met?
6. How are results from periodic assessment activities analyzed?
7. How does the institution seek improvements in educational programs after conducting these analyses?
8. If programs consistently report “no improvements needed,” what happens?

9. If the institution used sampling to present its process and to establish compliance with the standard, why were the sampled programs an appropriate representation of all the institution's programs?
10. Were multiple assessment methods used? If so, describe.
11. How has the institution's use of assessment results improved educational programs?

Sample Documentation:

- Lists of program-specific expected student learning outcomes for educational programs (usually embedded into individual program or unit reports).
- Descriptions of the assessment measures used to collect information on student learning.
- Details on the assessment and analysis of results from these assessments.
- Specific examples where the findings from analysis of results have led to efforts to make program improvements.
- If sampling is used, (1) how the sampling is representative of the institution's mission, (2) documentation of a valid cross-section of programs, and (3) make a case as to why sampling and assessment findings are an appropriate representation of the institution's programs.

STANDARD 8.2.B – STUDENT OUTCOMES: GENERAL EDUCATION

General education is a critical element of undergraduate degree programs, yet the delivery of courses related to general education is often dispersed across multiple academic departments. As a result, there is a tendency for this extremely important part of the undergraduate degree experience to be assessed, revised, and discussed in a haphazard fashion. This standard ensures that general education competencies are specifically addressed by establishing expected learning outcomes, assessing these outcomes, and providing evidence of seeking improvements based on the findings.

The standard does not mandate a specific approach to this outcomes assessment process. The approach is up to the institution, consistent with principles of good practice, the role general education plays in that institution's curricula, and the organizational structure of the institution.

The institution is responsible for identifying measures of expected student learning outcomes to determine the extent to which students have attained appropriate college-level competencies.

NOTES

See the Standard 8.2 discussion as well as this substandard for full coverage of this standard within the Resource Manual. **Note that “Sampling” does not apply to general education assessment due to the limited number of competencies involved.**

This standard only applies to undergraduate degree programs. The term “collegiate-level” implies that assessment of general education competencies within developmental courses generally is not appropriate. This standard does not apply to noncredit programs.

It is acceptable to implement a schedule of assessment in which only a subset of competencies is evaluated each year. It is expected, however, that all competencies would be evaluated within the multiple-year cycle, and that the institution provides evidence of assessment findings and of actions seeking improvement across the full cycle. It is unusual for a multiple-year cycle to exceed three years.

Different institutions use widely different approaches to determine expected general education outcomes for their students, and they may also use very different means to deliver general education. Some institutions have a very prescriptive set of courses, while others offer a smorgasbord of courses. Some institutions augment basic core courses with additional general education outcomes within the major (e.g., writing across the curriculum or discipline-specific critical learning skills). Some institutions collect the bulk of their assessment data regarding general education early in the student’s studies, while others rely on assessments closer to the time of graduation. Larger institutions may have multiple approaches across different colleges and schools. Community colleges may have different general education expectations for students earning technical degrees than for those seeking transfer degrees. Some institutions will utilize embedded assignments within broad general education core courses as part of its set of assessments, others will utilize upper-level courses or external evaluations to capture these outcomes, and still others will turn to their alumni for some of their assessments. Because of these variations, reviewers must be even more mindful of the dangers of a “one size fits all” approach for general education than for student learning outcomes within defined majors. Conversely, due to the

variability in the ways that institutions establish, teach toward, and assess general education competencies, it is essential that institutions carefully describe their concepts and results for this integral component of undergraduate programs.

As an institutional improvement standard, the expectation is not that the institution be required to certify the competency of each student. The institution undertakes that process when it issues a diploma. The intent of the standard is for the institution to make continuous improvements by assessing itself through its assessment of students.

Questions to Consider:

1. What is the organizational structure that allows the institution to gain a sense of consistency in its expectations regarding general education outcomes?
2. What expected learning outcomes capture the intended college-level general education competencies the institution envisions for its undergraduate students?
3. Where and when are these expected learning outcomes best assessed? Within the course where they are taught? Within other courses that utilize the material taught earlier in the college experience? By external instruments that can be benchmarked to peers?
4. How will the institution maintain consistency in its measurements across different programs of study?
5. How (and by whom) are the findings analyzed to take possible action on the findings?
6. If weaknesses are found, what process is there to seek improvements in the delivery of general education learning experiences?
7. How does this standard relate to the rationale underlying the general education component of the curriculum? [See Standard 9.2 (General education requirements).]
8. How are off-campus, distance education, and transfer students included in this process? Sample Documentation
9. Identification of student learning outcomes from the institution's expected competencies of graduates.
10. If different units of the institution use different approaches, a discussion and rationale for each.
11. Justification that all measures are intended to capture college-level learning.

12. Descriptions of the assessment measures used to collect information on student learning.
13. Details on the assessment and analysis of results from these assessments.
14. Specific examples where the findings from analysis of results have led to efforts to improve the general education component of undergraduate degree programs.
15. Specific attention to the way off-campus, distance education, and transfer students are part of this process.

STANDARD 8.2.C – STUDENT OUTCOMES: ACADEMIC AND STUDENT SERVICES

Academic and student support services that support student success normally include such activities as library and learning/information resources, faculty resource centers, tutoring, writing centers, academic computer centers, student disability support centers, financial aid, residence life, student activities, dean of students' office, and so on. Most institutions would also include admissions offices within this category. These units provide direct support to faculty and students as related to their educational programs, indirect support for student learning, or a specific co-curricular mission that supports the college experience. It would be common to find that some of these units have expected student outcomes very similar to those of educational programs. Examples might be a library unit tasked with providing information literacy instruction to students, or wellness programming aimed at influencing student behaviors. Regarding library and other learning/information resources, see Standard 11.3 (Library and learning/information access), which specifically addresses instruction in the use of the library. In other cases, expected outcomes might not be related to a directly measurable student learning outcome but instead related to quality of service. An example might be a maximum percentage “downtime” target for levels of academic computing network availability.

As discussed in the “Rationale and Notes” for Standard 7.3 (Administrative effectiveness), it is sometimes difficult to separate assessment of outcomes of administrative goals from assessment of outcomes related to academic and student support services. Generally, these “dual function” units would be addressed in this part of the Principles. If those units are instead addressed in Standard 7.3, it is incumbent on the institution to explain how this determination follows from its mission and organizational structure; it is strongly suggested that this explanation appear in both standards of the Compliance Certification. While institutions may

organize functions differently, it is expected that all services, whether administrative or academic student support services, engage in institutional effectiveness processes.

NOTES

Often, the nature of academic and student support services differs between services for graduate students and those for undergraduate students. Similarly, some services are geared toward commuter students and others primarily target residential students. While institutions have moved more services online, making them available to residential, online, and off-campus students, this is not always the case. Institutions should take care to explicitly address how outcomes assessment activities take these (and other) student populations into effect.

Questions to Consider:

1. Has each unit developed expected outcomes in clearly defined and measurable terms?
2. For units that have direct instructional responsibilities, or that provide specific co-curricular activities, are there measurable expected student learning outcomes for these functions?
3. What types of assessment activities are undertaken by each unit?
4. How (and by whom) are the findings analyzed to take possible action on the findings?
5. If weaknesses are found, what is the process for seeking improvements in the delivery of academic and student support services? What are some of the efforts made to improve services?
6. If the institution used sampling, why were the sampling and findings an appropriate representation of the institution's academic and student support units? Sample Documentation
7. Information as to how the institution's academic and student support services units are structured for reporting purposes.
8. Specific expected outcomes for academic and student support services units, to include expected student learning outcomes as appropriate.
9. Specific evidence of the assessment of outcomes.
10. Information as to how findings are analyzed.
11. Examples of units seeking improvements based on this analysis.

12. If sampling is used, (1) how the sampling is representative of the institution's mission, (2) documentation of a valid cross-section of units, and (3) make a case as to why sampling and assessment findings are an appropriate representation of the institution's units.
13. Discussion of how assessments address different types of student populations.

PRINCIPLES OF ACCREDITATION, SECTION 7

Also included is Section 7: Institutional Planning and Effectiveness, which states in part:

Effective institutions demonstrate a commitment to principles of continuous improvement, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

CORE REQUIREMENT 7.1 – INSTITUTIONAL PLANNING

The following Core Requirement is used to evaluate the compliance or non-compliance of member institutions:

1. The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation process that (a) focus on institutional quality and effectiveness and (b) incorporate systematic review of institutional goals and outcomes consistent with its mission. **(Institutional Planning) [CR]**

Supporting this Core Requirement, the *Resource Manual for The Principles of Accreditation: Foundations for Quality Enhancement* offers the following guidance.

Effective institutions demonstrate a commitment to principles of continuous improvements, based on a systematic and documented process of assessing institutional performance with respect to mission in all aspects of the institution. An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions and resource allocations.

Institutions with missions that expand beyond teaching into research and public/community service set strategic expectations in all these areas.

The purpose of this Core Requirement is to assure that the institution has an appropriate broad-based approach to institution-wide effectiveness that supports its mission and serves as a framework for planning. This is followed by evaluation activities that allow the institution to discern whether it is making the progress it had anticipated in its planning efforts, and making corrections as needed. Unlike other standards that relate to assessing outcomes on a more “micro” unit-by-unit basis (see Standard 8.2 of this document), this standard emphasizes the more “macro” aspects of planning and evaluation. The two are, of course, related and should certainly not be inconsistent with each other.

These “macro” planning and evaluation activities often entail a longer time horizon than unit planning. The activities of the institution’s planning and evaluation system may be scheduled at periodic intervals that make sense for the institution and its mission.

Institutional narratives—and reviewer expectations—often involve parsing the words of this standard carefully. For example, note there are two sets of processes required: planning and evaluation. Also, establishing compliance with the adjectives in the standard is generally made explicit: ongoing, comprehensive, integrated, research-based, and systematic. Each word is important and deserves attention. While the standard does not require a formal strategic plan or similarly named document, the expectations of the standard closely parallel that type of process. The key is that the institution can show its processes are undertaken seriously, with a focus on institutional improvement.

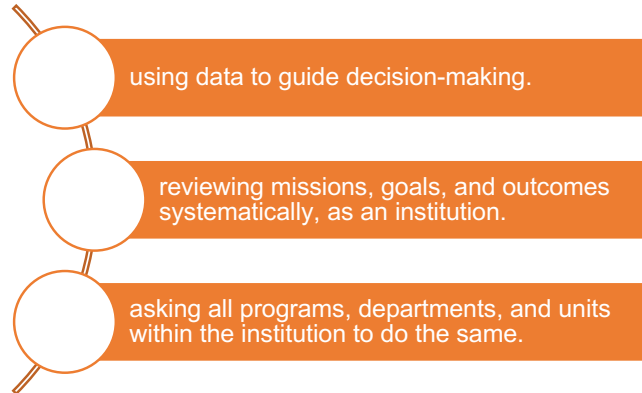
In addition to the guidance above, the *Resource Manual* offers the following

Questions to Consider:

1. Are there both planning and evaluation processes at the institutional level?
2. Is the process ongoing, and not something initiated to get through the accreditation review?
3. In what sense are the processes comprehensive? Is this more than academic planning? More than enrollment planning? More than financial planning? More than facilities planning?
4. For institutions with missions that are broader than classroom instruction, how are goals and expected outcomes set for research, public/community service, or other aspects of the mission?

5. How are the processes themselves integrated? Does evaluation arise from planning expectations? Does evaluation feed back into changes in institutional plans?
6. How is the comprehensive “macro” planning effort integrated with “micro” unit-level planning and evaluation? How does it inform resource allocation decisions?
7. In what sense are these processes research based? What types of data are collected and analyzed?
8. Are plans and evaluations of results mission consistent?
9. What evidence exists that the institution-wide planning and evaluation processes result in continuing improvements in institutional quality?
10. Is there appropriate institutional research and budgetary support for assessment programs throughout the institution?
11. Are appropriate internal and external constituents and stakeholders involved in the planning and evaluation process? Sample Documentation
12. Descriptions of the institutional planning and evaluation processes, including a timetable.
13. Documents related to the most recent applications of these processes (e.g., formal comprehensive plans, periodic updates).
14. Specific examples of how institutional research has led to continuing improvement or otherwise affected the institution.
15. Specific examples to document adherence to the adjectives: ongoing, comprehensive, integrated, research-based, systematic.
16. Minutes from board meetings, cabinet meetings, ad hoc committees, and task forces (or other similar documents) that show that planning and evaluation are taken seriously and that there is broad involvement.

In summary, this standard asks us to engage in continual improvement of institutional quality by



Meaningful assessment uses these standards of quality and others to measure how the university operates, even during periods when we are not reporting to SACSCOC to maintain accreditation. Therefore, annual reporting provides us a way to assess decision-making, missions, goals, and outcomes independent of compliance requirements.

THE IMPORTANCE OF ACCREDITATION

Regional accreditation is

- Vital to uphold the institution's reputation and the perceived quality of the degrees conferred.
- Necessary for the transferability of earned credit hours to other programs and institutions.
- Essential for the acceptance of students to graduate and professional schools elsewhere.
- Required for access to federal student financial aid and to some federal grants.

Since 1897, the University of Tennessee, Knoxville, has been continuously accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the accreditation of the University of Tennessee, Knoxville.

APPENDIX B: RUBRIC FOR META-ASSESSMENT REPORT EVALUATION

Rubric for Assessment Report Evaluation
 Assessment Steering Committee, Updated 7/27/2021

OVERALL LEVEL OF REPORT	4 – ADVANCED	3 – SATISFACTORY	2 – DEVELOPING	1 – UNSATISFACTORY	NO REPORT
Content (Report contains required information)	All data provided for the following for each outcome:	Missing 1 – 2 of the following:	Missing 3 or more of the following:	SLOs are present. No data provided for the following:	Program on hiatus or new program
	Responsible Users/Assessment Team Members	Responsible Users/Assessment Team Members	Responsible Users/Assessment Team Members	Responsible Users/Assessment Team Members	No report
	Term Data Collected	Term Data Collected	Term Data Collected	Term Data Collected	
	Next Scheduled Assessment Analysis Term and Year	Next Scheduled Assessment Analysis Term and Year	Next Scheduled Assessment Analysis Term and Year	Next Scheduled Assessment Analysis Term and Year	
	Program level	Program level	Program level	Program level	
	Progress (e.g., Ready for Review)	Progress (e.g., Ready for Review)	Progress (e.g., Ready for Review)	Progress (e.g., Ready for Review)	
Student Learning Outcomes (SLOs) Certificate Program = minimum of 2 SLOs Degree Program = minimum of 3 SLOs (recommended 3-5)	All SLOs use specific language describing expected skill or competency	Most SLOs use specific language describing expected skill or competency (e.g. instead of using "know", "understand" describe the expected skill or competency)	Some SLOs use specific language (e.g., instead of using "know", "understand" describe the expected skill or competency)	No SLOs use specific language (e.g., instead of using "know", "understand", describe the expected skill or competency)	No report
	All SLOs describe specific observable student behaviors	Most SLOs describe specific observable student behaviors	Some SLOs describe specific observable student behaviors	No SLOs describe specific observable student behaviors	
	All SLOs are measurable (i.e., outcomes describe how students will meet standards)	Most SLOs are measurable	Some SLOs are measurable	No SLOs are measurable (may not use taxonomies for learning)	
	Adequate number of SLOs (Certificate = Minimum of 2 SLOs; Degree = Minimum of 3 SLOs; 3-5 SLOs recommended)	Adequate number of SLOs	Fewer than the minimum SLOs	Fewer than the minimum SLOs	

OVERALL LEVEL OF REPORT	4 – ADVANCED	3 – SATISFACTORY	2 – DEVELOPING	1 – UNSATISFACTORY	NO REPORT
Direct/Indirect Assessment Methods and Data Collection	All data collection (results) reported	Most data collection (results) reported	Some data collection (results) reported	No data collection (results) reported	No report
	Explanation linking all SLOs with assessments is clear	Explanation linking most SLOs with assessments is clear	Assessment methods appear to align with SLOs, but explanation is unclear or is not provided	No explanation given as to why nothing has been done	
	If using one assessment for multiple SLOs, an explanation of how the instrument assesses each is clear	If using one assessment to assess multiple SLOs, an explanation of how one instrument assesses each SLO may not be clear		If assessment methods are reported, no methods align with stated SLOs	
	All SLOs are measured using direct methods	All SLOs are measured using direct methods	Some SLOs are measured using only indirect methods		
	"Progress" selected reflects extended cycle, if applicable	"Progress" selected reflects extended cycle, if applicable	"Progress" selected does not reflect extended cycle, if applicable	"Progress" selected does not reflect extended cycle, if applicable	
Assessment Results & Analysis	Results are present, and there is reference in the analysis for all assessed SLOs	Results are present, and there is reference in the analysis to most assessed SLOs	Presentation of data is weak (i.e., results are too broad or do not provide measures of student performance on assessed SLOs)	No analysis of results is provided	No report
	History of results is provided and is used in conjunction with the current year's results to make inferences about student learning	Some history of results is mentioned, but not always connected to current results	No mention of history of results (i.e., results from previous assessment cycles), if applicable	No mention of history of results (i.e., results from previous assessment cycles), if applicable	
	Detailed explanation and discussion of results including whether or not outcome was achieved	Limited level of detail in explanation and discussion of whether or not outcome was achieved	No explanation/ discussion of results including whether or not outcome was achieved	No interpretation of results	
	If on extended cycle, written explanation is provided in "Action(s) Taken"	If on extended cycle, written explanation is provided in "Action(s) Taken"	If on extended cycle, no written explanation is provided in "Action(s) Taken"	If on extended cycle, no written explanation is provided in "Action(s) Taken"	

OVERALL LEVEL OF REPORT	4 – ADVANCED	3 – SATISFACTORY	2 – DEVELOPING	1 – UNSATISFACTORY	NO REPORT
Use of Results/Actions Taken	All actions are clearly derived from interpretation of results	Most actions are clearly derived from interpretation of results	Some actions are clearly derived from an interpretation of results	No actions are stated	No report
	All actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning	Most actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning	Some actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning	If reported, the actions <ul style="list-style-type: none"> do not support results are not faculty-driven do not enhance student learning 	
	All actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation	Most actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation	Some actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation		
	Clear evidence that the program is seeking (and experiencing) improvement, where possible, based on historical trends already identified in "Analysis of Results" (i.e., "Closing the loop")	Limited evidence that the program is seeking (and experiencing) improvement, where possible, based on historical trends already identified in "Analysis of Results" (i.e., "Closing the loop")	No evidence that the program is seeking (and experiencing) improvement, where possible, based on historical trends already identified in "Analysis of Results" (i.e., "Closing the loop")		

Definitions for Overall Level of Report

- No report (0 points)** A new program; an existing program undergoing curriculum change or on hiatus.
- Unsatisfactory (5 – 8 points)** A program with outcomes, methods, and no assessment completed; incomplete assessment report.
- Developing (9 – 13 points)** Started assessment, tweaking methods, need to provide more information about the assessment methods, weak discussion of results, hard to determine validity due to lack of explanation, perhaps no actions stated; room for improvement.
- Satisfactory (14 – 18 points)** Sufficient report; has a few areas needing clarification and/or enhancement. On the way to becoming advanced. Data is collected, but not analyzed due to program being on extended cycle.
- Advanced (19 – 20 points)** Clear measures, clear process, good interpretation and use of results, clearly closes the loop, provides evidence of seeking improvement based on analysis of results; complete report.

APPENDIX C: EXPLANATIONS OF FIELDS IN THE PROGRAM/MAJOR LEARNER OUTCOME FORM OF THE ACADEMIC ASSESSMENT PLAN

Field	Explanation
Academic Major	Pre-populated by the system.
Person Completing Report	Units enter the names of those who have access and work in the preparation and posting of the report. The unit updates this field annually after the roll-over from the previous year. Entering names allows the College and Institutional Reviewers know who to contact if there are any questions.
Assessment Team Members (Optional)	List all the unit's personnel engaged in this assessment. This is different from Person Completing Report (field above) in that Assessment Team Members may include all instructors engaged in the assessment of the specific learning outcome.
AY Start	Pre-populated by the system.
AY End	Pre-populated by the system.
Learner Outcome Number	Enter the number (Arabic numeral) of the learner outcome.
Learner Outcome (Required)	A brief statement describing what students should be able to demonstrate to know.
Description (Optional)	Use this to provide additional supporting information relating to this outcome, if needed. Examples of information are a more detailed outcome statement or a reason why this outcome is important. Those programs that undergo programmatic accreditation may use this to explain how the outcome relates to the standards of their programmatic accreditation.
Term data collected (Required)	Predetermined selections. Can select more than one: Fall Semester, Spring Semester, Summer Term.
Course(s) or collection schedule detail (Optional)	List courses used to assess this outcome or the time or frequency, such as each fall semester.
Direct Assessment Method(s) (Required)	Select those that are appropriate; if not on list, please select " Other (please describe below). " You may select one or more of the following: CCTST (Critical Thinking Test), Doctoral dissertations, embedded course work, Graduate comprehensive exam, Internship/practicum/coop observation, laboratory reports, licensure exams, Master's theses, Oral defense, oral presentation, portfolio review, rubric for a direct measure, senior theses, Major field test (THEC, ETS, PRAXIS, ETC.).
NOTE: Added for the 2013-2014 academic year and thereafter	

Direct Assessment Method(s) Description	Describe your direct assessment method(s) in more detail (at least one direct method needed for each outcome). Include supporting documentation of assessment (i.e., standardized test results report; rubric used for scoring student work). If " Other " is chosen from the above list, a detailed explanation should be provided here.
Indirect Assessment Method(s) NOTE: Added for the 2013-2014 academic year and thereafter	Select those that are appropriate; if not on list, please select " Other (please describe below). " You may select one or more of the following: Alumni survey/focus group, employer survey/focus group, internship/practicum/coop student self-assessment, presentations - conferences, professional, publications, reflective writings, senior exit interviews, student survey/focus group.
Indirect Assessment Method(s) Description	Describe your indirect assessment method(s) in more detail. Include supporting documentation of assessment (i.e., actual surveys, questionnaire used in focus group or exit interviews). If " Other " is chosen from the above list, a detailed explanation should be provided here.
Assessment Results & Analysis (Required)	Provide appropriate data, describe, and interpret the results of the direct and indirect assessments as findings relate to the outcome.
Action(s) Taken Category(ies) (Required) ₁ NOTE: Added for the 2013-2014 academic year and thereafter, used for internal tracking	This field is used to categorize the types of actions. These actions can be initiated, in progress, or completed. Select as many as appropriate for this outcome: Assessment methodology, assessment outcome revision, student support/mentoring, course revision, criteria/benchmarking changed, curriculum change, faculty development/training, pedagogy/instructional strategy, no action(s) taken after review, no students enrolled/graduate, extended cycle (Provide an explanation in Notes field).
Action(s) Taken (Required)	Describe the specific actions linked to learning that were taken by the faculty because of the assessment (changes made to specific course(s) or the curriculum). Provide date of faculty meeting(s) when action was discussed and when changes went into effect; Can attach minutes of the meeting, curricular documents submitted to college, etc.
Next Scheduled Assessment Analysis Term (Required)	Fall semester, spring semester, summer term This is to designate the next time the faculty will complete the assessment analysis (review samples of student work, review test results, etc.)


Next Scheduled Assessment Analysis Year (Required)	Select the appropriate academic year in which this outcome will next be assessed. It should not be more than three years out without an explanation in the Notes section below.
Notes	This field is a way to explain any significant changes or characteristics of the program that will impact assessment, such as 1) program reorganization/ restructure (attach any minutes from a faculty meeting or other documentation that support this action), 2) retiring or major revision to an outcome (attach any minutes from a faculty meeting or other documentation that support this action), 3) assessment cycle for this outcome, 4) discussion of program size 5) other information that will benefit the department into future assessment cycles.
Progress	<p>Select the appropriate step. Needed to appear in workflow for approvers: Ready for Review (selected by the report writer), Review Complete (selected by the report reviewer), Review Final, Retired, Extended Cycle (selected by the ASC reviewer)</p> <p>When final review is complete, “Review Final” will be selected.</p>
Program level	This is for administrative purposes to allow sorting by degree level. Select the appropriate level for this particular outcome: Bachelor’s, Master’s and EdS, Doctoral (research and professional), Graduate Certificate.

¹ If you are unsure of what option to select for the “Action(s) Taken Category(ies)” field, please contact a member of the Assessment Steering Committee for assistance.

APPENDIX D: ASSESSING GENERAL EDUCATION

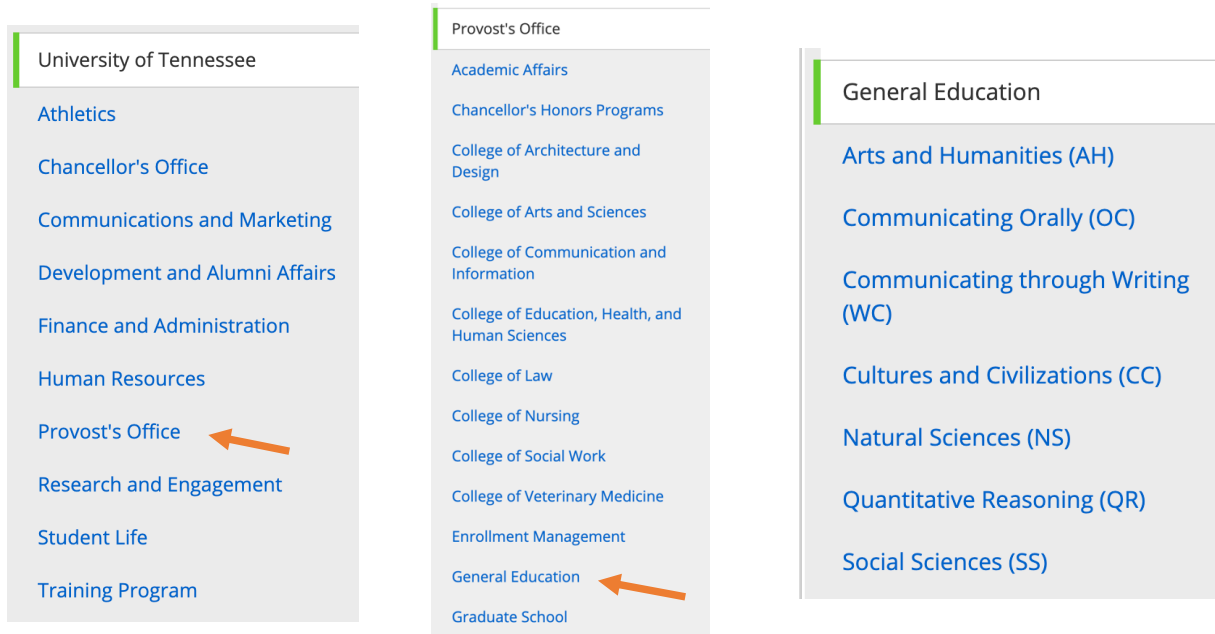
Each year, instructors of general education courses conduct assessment of the general education student learning outcomes for each of the Basic Skills and Broadened Perspectives distribution requirements. Rubrics developed by the UT General Education Committee are available at <http://sacs.utk.edu/general-education-assessment/> (alternatively, go to www.sacs.utk.edu, select General Education Assessment from the navigation menu on the left-hand side of the webpage). Instructors are asked to use these rubrics and report through the Planning module. This document is a guide on how to enter the findings in the Planning module. This document is not a guide on how to conduct assessment. For assistance on how to conduct general education assessment and how to use the general education rubrics, contact the chair of the [General Education Committee](#) and the [Teaching & Learning Innovation Unit](#).

STEP #1: NAVIGATING TO THE GENERAL EDUCATION PROGRAM DATA ENTRY AREA

Upon logging into the Planning module, you should see three icon tabs in the upper left-hand corner of the screen. Make sure you have selected the **Plans** tab icon ().

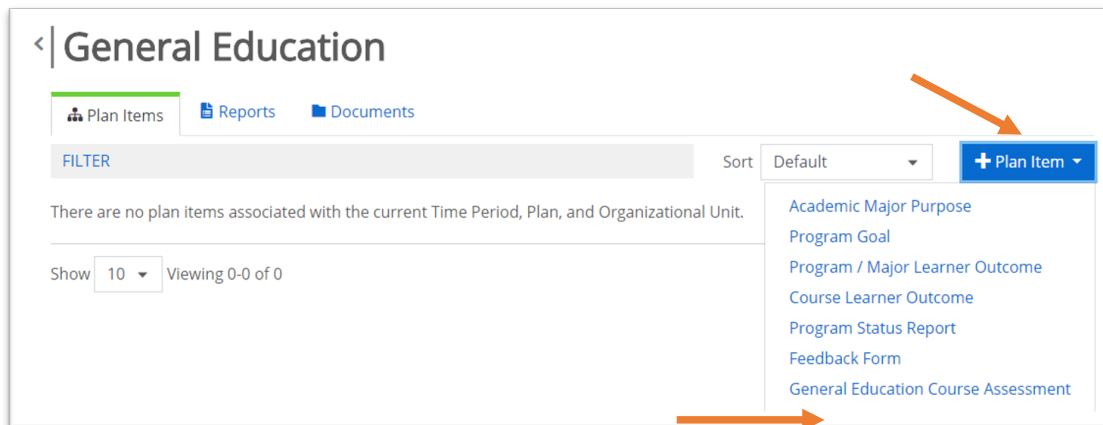
If you are unable to log in to the Planning module, contact [Ashley Browning](#) to request access.

Once in the **Plans** area, use the links along the left side of the screen to navigate to the General Education Program data entry area. First, choose **Provost’s Office**. Then, scroll down to choose **General Education**. Finally, select the requirement for which you are reporting (**AH, OC, WC, etc.**)



STEP #2: CREATE A NEW GENERAL EDUCATION ASSESSMENT FORM

To create a form for your assessment, select the requirement for which you are reporting (**AH, OC, WC, etc.**), then click the **+Plan Item** drop down box in the upper right part of the screen and choose **General Education Course Assessment**.

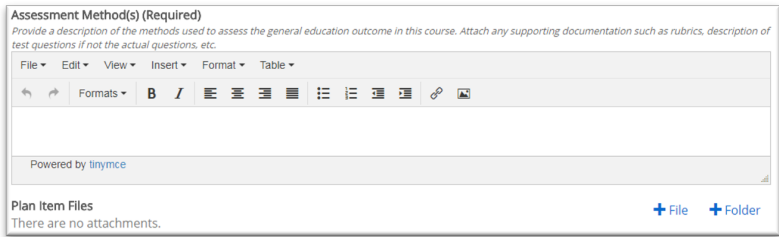


STEP #3: ENTERING THE ASSESSMENT REPORT

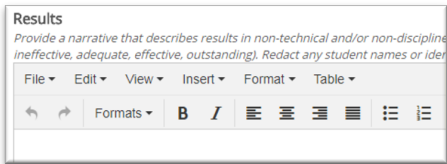
Fields in the **General Education Course Assessment Form** and the information that is entered into each field are given in the following table:

Field	Description	
Course Discipline Name and Number	Enter the information without abbreviations (e.g., English 101).	<p>Course Discipline Name and Number *</p> <p>Provide the discipline full name (do not use any abbreviations) as it not be familiar with all prefixes.</p> <p>New General Education Course Assessment Item</p>
Course Title	Click the Edit button and enter the title as it appears in the undergraduate catalog. Do not use any abbreviations.	<p>Course Title</p> <p>Provide the full and correct title from the UT Catalog. Do not use any abbreviations.</p> <p>File Edit View Insert Format Table</p> <p>Formats B I</p>
Catalog Course Description	Click the Edit button and enter the course description. Using the online undergraduate catalog, simply copy and paste the catalog description and course notes into the field. This is only done once. The information will be rolled forward to the coming years. Verify the description and provide any edits should the course be revised and approved through the curriculum process.	<p>Catalog Course Description</p> <p>Provide the course description as given in the UT catalog for the appropriate year.</p> <p>File Edit View Insert Format Table</p> <p>Formats B I</p>
General Education Requirement	This is a pull-down menu that contains the different categories of general education courses. Select the most appropriate choice for this course. You can only make one choice.	<p>General Education Requirement</p> <p>Required field. Select the appropriate category for this course. Only one choice allowed.</p> <ul style="list-style-type: none"> Arts and Humanities (AH) Cultures and Civilizations (CC) Oral Communications (OC) Quantitative Reasoning (QR) Social Sciences (SS) Natural Sciences (NS) Communicating through Writing (WC)

Assessment Method(s) (Required) Use this field to describe the assessment methods used. Provide a clear description so others will understand exactly how the assessment was done. You will also want to upload any supporting documentation you have for your assessment (e.g., copy of the assignment, test questions, rubric, scoring sheets, etc.). If a rubric is used, you can also upload examples of student work that represent the different levels of achievement (always redact any information that would identify the student).

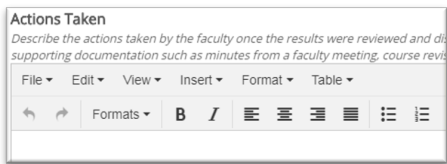


Results Enter a discussion of the assessment results directly in the **Results** box. The field has a **File Library**. You may want to upload any additional documentation of the results.

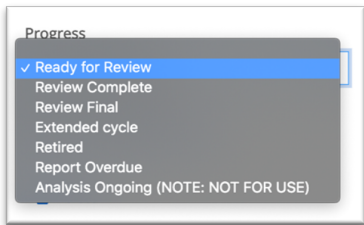


Actions Taken Provide a discussion of the actions taken based on the assessment results here. For example, if the faculty reviewed the results and decided that an assignment needs to be added to help build competency for one of the general education learning outcomes, then provide a synopsis of the discussion, what will happen, and when the revisions will be implemented.

If no actions are needed because students are performing at an acceptable level, then provide evidence that students are performing at a satisfactory level in the **Results** field. Also, in this field, provide a statement the faculty met, discussed the results, and decided no changes were needed at this point in time and the outcome will be reassessed and provide the term when it will occur. This field has a **File Library**. If you have minutes from a faculty meeting, they can be attached as evidence of the discussion.

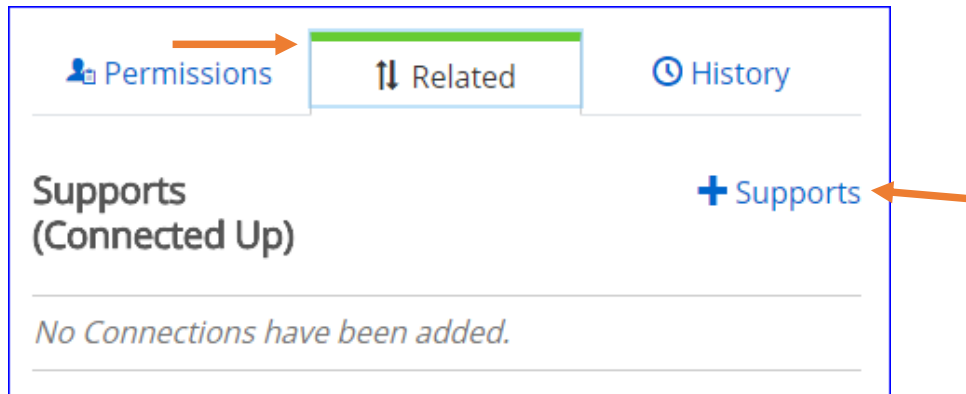


Progress When the report is complete, select from the **Progress** pull-down menu **Ready for Review** and email the chair of the General Education Committee (gened@utk.edu) that your report is complete.



STEP #4: LINKING THE REPORT TO A SPECIFIC GENERAL EDUCATION LEARNING OUTCOME

Each report must be linked to one or more learning outcomes for the general education distribution requirement. This is done through the **Related** tab in the upper right corner of the page. When you click the **Related** tab, you will want to select [+ Supports](#).



When you click [+ Supports](#) you will get the list of learner outcomes for that specific distribution requirement of general education (The example below is for the Arts & Humanities distribution requirement). Click the learner outcome that your course supports and then click **Back to Plan Item**. This will take you back to your course assessment report form.

FILTER

Demonstrate the ability to identify and describe prominent works, figures, and/or schools of thought in the arts and humanities. +

Arts and Humanities (AH)
AH1: Program / Major Learner Outcome 7/1/16 - 6/30/17

Demonstrate the ability to describe the cultural and historical significance of prominent works, figures, and/or schools of thought in the arts and humanities. +

Arts and Humanities (AH)
AH2: Program / Major Learner Outcome 7/1/16 - 6/30/17

Demonstrate the ability to critically interpret prominent works or accomplishments in artistic and humanistic fields. +

Arts and Humanities (AH)
AH3: Program / Major Learner Outcome 7/1/16 - 6/30/17

Supports (Connected Up)

No Connections have been added.

This Item

Supported By (Connected Down)

No Connections have been added.

← Back to Plan Item

The form auto saves as you go. When you have finished entering all the necessary information click the Done button at the bottom of the page.

APPENDIX E: ASSESSING QUALITY ENHANCEMENT PLANS

A QEP is a document developed by SACSCOC-accredited institutions that

- (1) includes a process identifying key issues emerging from institutional assessment,
- (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution,
- (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP,
- (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and
- (5) identifies goals and a plan to assess their achievement.

Engaging the wider academic community and addressing one or more issues that contribute to institutional improvement, a QEP describes a carefully designed and focused course of action that addresses a well-defined topic or issue(s) related to enhancing student outcomes. The topic typically emerges from a review of student data that reveals an area of weakness that needs improvement, or the institution identifies another area it wishes to improve or pursue, consistent with its mission, that will improve student learning and/or the learning environment.

A QEP is developed and submitted for review by a SACSCOC On-Site Reaffirmation Committee at the time of reaffirmation. If the institution has prepared a *Focused Report* in response to the Off-Site Reaffirmation Committee's draft report, the QEP is concurrently submitted with the *Focused Report*. The On-Site Reaffirmation Committee reviews the QEP to see whether it meets the above guidelines provided by SACSCOC. Once approved, the institution may move forward with implementation.

In the years between reaffirmation and the Fifth-Year Report, the institution implements the approved QEP, collects data, analyzes the data, makes changes to the QEP based on assessment data, and prepares a QEP Impact Report (due to SACSCOC with the Fifth-Year Interim Report). The QEP Impact Report is read by peer readers serving on Committee E at either the SACSCOC Annual Meeting in December or its summer board meeting held in June. The assessment component, which is the most-cited shortcoming in QEP Impact Reports, is most relevant to this *Guide*.

THE QEP IMPACT REPORT

Institutions submitting a QEP Impact Report are asked to provide a copy of the QEP Executive Summary which was submitted to the Commission following reaffirmation and a report brief (10 pages or less) addressing the following:

1. a succinct list of the initial goals and intended outcomes of the Quality Enhancement Plan;

2. a discussion of changes made to the QEP and the reasons for making those changes;
3. a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP. This description should include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP; and
4. a reflection on what the institution has learned because of the QEP experience

Two outcomes are possible upon completion of the review by SACSCOC Committee E:

1. Accept with comment, which means no additional report is required
2. Refer to C&R for review, which requires the institution to submit an additional report after 12 months that documents progress on implementation of its QEP

Assessment should be addressed for the final outcomes, and for each implementation step along the way, so that adjustments can be made as necessary; the institution must use more than pre- and post-test assessment tools. The assessment plan includes both formative and summative components.

Two important strategies to remember: Specification and triangulation

Specification

- Name the assessment tools
- Clear timelines and responsibilities for administrators of assessments
- Articulated process for the review and use of the assessment results

Triangulation

- Use of multiple assessment strategies
- Quantitative and qualitative assessment
- Internal and/or external

APPENDIX F: LOCATING ASSESSMENT RESOURCES

[Anthology Planning Support Center](#)

[Office of Institutional Research and Assessment \(OIRA\) Planning and Assessment Resources Webpage](#)

[Teaching & Learning Innovation's \(TLI\) Assessment Frequently Asked Questions](#)

[Teaching & Learning Innovation's \(TLI\) Assessment Resources Webpage](#)

[UTK SACSCOC Assessment Frequently Asked Questions](#)

[UTK SACSCOC Resources Webpage](#)

[Program Assessment Training Site](#) - (Canvas Commons) Search for: "Program Assessment Training Site" and click on course name. If you "add to favorites," the course will be listed in your Favorites in the top navigation

[Association for the Assessment of Learning in Higher Education Webpage](#)

The Anthology Planning module has recently undergone some changes, and help can be found online through recorded webinars, or by scheduling online or in-person training by contacting [Ashley Browning](#) in the Office of Accreditation.

GLOSSARY

- **Action(s) Taken** – A statement that indicates the specific changes that a given unit/department plans to implement in the next cycle, based on assessment results.

Assessment – The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.
- **Assessment cycle** – An annual process of establishing outcomes, targets, and assessment tools, collecting data, and analyzing results. In higher education, this generally happens annually and fits within the academic year.
- **Assessment tools (Methods)** – Instruments that are distinguished by what is being measured to gather data and provide evidence regarding student learning and program goals. May be quantitative or qualitative in nature, depending on the outcome being assessed.
- **Assessment report** – A report submitted annually from each unit/department based on its goals and accomplishments as well as an assessment plan. This report outlines how measures were taken to improve student learning outcomes and program outcomes, providing evidence for changes in outcomes. If no changes take place, documentation of no changes should still be provided to reviewers.
- **Direct assessment** – Assessment that uses coursework, exams, and other assignments directly to gauge student achievement of learning outcomes. (*Examples: participation data, observation of behavior, pre- and post-measures, rubrics, portfolios.*)
- **Indirect assessment** – Assessment that uses perceptions, thoughts, and feelings of students and other agents of the university to deduce outcomes. (*Examples: Surveys, exit interviews, retention data, graduation data, focus groups.*)
- **Learning outcomes** – Behavioral objectives for determining whether students are achieving the educational goals of a program, and, ultimately, whether overall program goals are being successfully met.
- **Meta-Assessment** – Assessment of the assessment process. At UT Knoxville, the Assessment Steering Committee conducts a meta-assessment annually to improve the process.
- **Population** – An entire group of people or objects known to have similar characteristics that enable findings to be applied broadly.
- **Random sample** – A sample selected so that each subset within a population has the same chance of being selected.

- **Retired** – Used when a department determines after several assessment cycles that this outcome is continually being successfully met and the department wants to focus on other aspects of the program OR when professional standards or the job sector shifts emphases and new outcomes are needed. ATTACH under the Action(s) Taken field section any minutes or other documentation that supports the retirement of an outcome.
- **Rubric** – A set of criteria specifying the characteristics of a learning outcome and the levels of achievement for each characteristic.
- **Sample** – A designated subset chosen to represent the entire population; may be formed in a variety of ways, including random, systematic, convenience, cluster, and stratified.
- **Qualitative data** – A type of empirical data that collects information concerned with understanding or conveying meanings or contexts rather than making statistical inferences. Common forms include participant observation, focus group, and interviewing.
- **Quantitative data** – A type of empirical data that is represented numerically, focusing on occurrences, measuring characteristics, or behavior rather than meanings. Common forms include questionnaires, experiments, and statistical analysis.

New Academic Program Proposal

Master of Music

Music Education



Updated 5.15.2023

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Section I: Overview

Program Information

Institution:	The University of Tennessee at Martin
College:	College of Humanities and Fine Arts
Department:	Department of Music
Title of Degree:	Master of Music in Music Education
Formal Degree Abbreviation:	MM
CIP/THEC Code:	13.1312
CIP Code Title:	Music Teacher Education
Proposed Implementation Date:	Fall 2023
Academic Program Liaisons:	<p>Dr. Karen Etkorn, Director of Academic Affairs 505 Summer Place / 1268-B UT Tower University of Tennessee System, 37902 Phone number: 865-974-2140 Email: etzkorn@tennessee.edu</p> <p>Dr. Jody N. Blake, Assistant Professor of Music Education Fine Arts 229 The University of Tennessee at Martin, 38238 Phone number: 731-881-7482 Email: jblake17@utm.edu</p>

Documentation of Governing Board Approval

Insert after approval at June BOT Meeting

System and Campus Letters of Support



August 5, 2022

Dr. Emily House, Executive Director
Tennessee Higher Education Commission
312 Rosa L. Parks Ave 9th Floor
Nashville, TN 37243

Dear Dr. House:

Please find attached a Letter of Notification for a proposed Master of Music Education (CIP 13.1312) at the University of Tennessee, Martin, with a target date of Fall 2023 for implementation.

The attached LON describes the need for the proposed program, which will offer four concentrations: Leadership, General Music Education, Instrumental Conducting, and Vocal Conducting. This program will also offer a flexible hybrid format of face-to-face and online learning opportunities.

The proposed program has the full support of the department, Deans, Provost, and Chancellor at UT Martin. We look forward to your review and response regarding this Letter of Notification. Please do not hesitate to contact me should you have any questions.

Bernie Savarese, Ed.D.

Acting Vice President of Academic Affairs and Student Success

- C: Julie Roberts
Karen Etzkorn
Keith Carver
Philip Cavalier
Lynn Alexander
Roberto Mancusi
Jody Blake
Stephanie Kolitsch



Office of the Chancellor
325 Administration Building
554 University Street
Martin, TN 38238
office: (731) 881-7500
fax: (731) 881-7019

November 3, 2021

President Randy Boyd
University of Tennessee
800 Andy Holt Tower
1331 Circle Park
Knoxville, TN 37996

Dear President Boyd:

Please accept the attached letter of notification for a new M.A. in Music Education in the College of Humanities and Fine Arts at the University of Tennessee Martin.

The program will help meet a demand we have identified in west Tennessee for music educators with advanced degrees, and the program aligns with our mission and our commitment to workforce development in the region.

This new academic program will undergo review by the appropriate committees, and it has the full support of campus administration. After the program has been approved on campus, we will submit the program to THEC for review.

Please contact me if you have any questions or need additional documentation.

Sincerely,



Keith S. Carver, Jr.
Chancellor

js

c: Philip Acree Cavalier
Linda C. Martin
Karen Etzkorn
Lynn Alexander
Roberto Mancusi

Section II: Background

Background Concerning Academic Program Development

Realizing the need for a graduate-level program in music education that primarily serves West Tennessee, the Department of Music at the University of Tennessee at Martin initiated discussions about program development in 2018. Through collaborative efforts, research, and institutional support, the faculty worked together to develop a curriculum that would meet the needs of working music teachers and enhance 21st Century teaching skills. A significant impetus for this development was the *Five-Year Strategic Plan for The University of Tennessee at Martin 2018-2023*.¹ This plan states the following goal: “Recruit, retain and graduate students prepared for careers, professions, and life.” Furthermore, the expansion of graduate programs for the West Tennessee region is paramount for UTM and the music department.

Purpose and Nature of the Academic Program

The Department of Music at the University of Tennessee at Martin proposes a Master of Music (MM) in Music Education under federal CIP code 13.1312: Music Teacher Education. This program’s target start date is Fall 2023 for the inaugural cohort. The proposed degree program will support the growing need for highly qualified music educators in Tennessee and beyond while providing music educators with advanced academic and professional skills for the classroom.

Upon completion of the program, students will be able to:

1. Articulate music education's historical, philosophical, and psychological tenets for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.
5. Examine and evaluate current issues in music education, such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to music education.

Other MM programs are designed so that significant portions of the degree address performance skills involving ensemble participation and studio lessons. Uniquely, UTM's proposed MM will focus on teaching practices, including conducting and developing curricula. Although the proposed

¹ https://www.utm.edu/strategic/docs/UR_StrategicPlan_Summary.pdf

MM will be a professional degree program, the curriculum will incorporate elements of practitioner-oriented research, thereby encouraging students to become leaders and experts in music education.

The proposed MM is relevant and unique because of its flexible online/hybrid format. Students will have the option of several tracks, allowing them to complete the degree either entirely online (accessible off-campus) or in a hybrid format, which includes some in-person courses during the summer. Online learning provides many benefits to students concerning accessibility, convenience, and learning.² Additionally, a face-to-face aspect of a hybrid program promotes student retention, facilitates student-faculty communication, and leads to a greater understanding of program expectations once the online component starts.³

UTM faculty have generated the following plan based on a five-week summer course:

Virtual Part I – 2 Weeks

Prior to the end of each students' academic year in their full-time job, they will video record themselves in at least two rehearsals and the subsequent performance. These videos will be submitted as initial assignments and be used as fodder for individual development in their conducting lessons.

In-Person – 1 Week

Both the instrumental and choral conducting courses will be offered concurrently, with the members of both tracks providing the live ensemble together. UTM undergraduate and community musicians will supplement as needed to create a viable ensemble.

The lab ensemble portion of each day will be held with two hours of instrumental conducting in the morning and two hours of choral conducting in the afternoon

The remaining four hours during the day will be a series of intensive seminars with topics including but not limited to gesture, score study, rehearsal techniques, related arts (dance, mime, improvisation), and repertoire selection.

Virtual Part II – Two Weeks

Skills learned in this process will be further developed while on campus, with the intention that these skills will be applied to new repertoire they plan to perform with their home ensembles the following academic year.

The MM program will offer four concentrations for students: Leadership, General Music Education, Instrumental Conducting, and Choral Conducting. These concentrations address the

² Koutsoupidou, T. "Online distance learning and music training: benefits, drawbacks and challenges," *Open Learning: The Journal of Open, Distance and e-Learning* 29, no. 3 (2014).

³ Helm, S. "Blended/hybrid courses: A review of the literature and recommendations for instructional designers and educators." *Interactive learning environments*, 2014, 22 no. 6, 804-810.

need to cultivate leadership skills, enhance teaching techniques, and enrich curriculum development.

UTM's Department of Music has maintained a successful undergraduate music education program for nearly 60 years. Alumni from the undergraduate music education program have led school programs across the country, gained acceptance into top graduate schools for music, and have consistently been placed in leadership positions in music education. The Music Department's success is primarily due to our (a) highly experienced professors with many combined years of public-school teaching, (b) experiential curriculum focused on teaching practica, and (c) wide-reaching network of supportive and well-established music educators and music education leaders. The Department of Music will apply these same approaches to the proposed MM program to provide high-quality pedagogical policies, advocacy, curriculum efforts, and best practices. This program will seek highly motivated recent music education graduates and practicing music educators from elementary, middle, and high schools.

Alignment with State Master Plan and Institutional Mission

State Master Plan

The proposed MM supports the Master Plan for Tennessee Postsecondary Education 2015-2025, which highlights the importance of increasing Tennesseans' educational attainment, addresses the state's need for economic and workforce development, and expresses a desire to increase research across the state. The proposed MM also supports THEC's *Access and Success* program by providing resources and strategies to reach students across Tennessee and surrounding regions. Examples of how this program supports the master plan include:

- Educational attainment – this degree program offers practicing music educators the opportunity to earn a master's degree in their field of study, increasing knowledge and earning potential.
- Economic and workforce development – this degree program offers music educators the ability to increase knowledge, skills, and income while also providing career advancement.
- Increase research – discipline-specific research in music education is taught as part of this degree program. The program encourages music educators (scholar-practitioners) to conduct and apply research.

THEC also addresses the need to increase the “educational attainment of Tennesseans” and optimize online education.⁴ The proposed MM targets practicing music educators throughout the state of Tennessee and across the country. The UTM MM would increase the educational attainment of Tennesseans through an accessible course of study.

The University of Tennessee at Martin Institutional Mission and Vision

The University of Tennessee at Martin has identified goals for increasing graduate offerings and growing summer term enrollment in the 2019 Strategic Plan.⁵ The proposed MM would contribute significantly to achieving these goals by serving west Tennessee and beyond with an accessible, high quality, and flexible course of study.⁶ This MM also provides support for UTM's Mission Statement:

“The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.”⁷

UTM's mission is to educate and engage responsible citizens to lead and serve in a diverse world. The proposed MM would further this mission by providing a quality graduate program to engage our surrounding counties and music educators in neighboring states and beyond. Although many UTM graduates may teach in rural communities with little diversity, the proposed program would increase perspective and understanding of diverse communities by recruiting students from urban,

⁴ <https://www.tn.gov/content/dam/tn/thecc/bureau/research/other-research/master-plan/MasterPlanSummary.pdf>

⁵ Ibid.

⁶ <https://www.tn.gov/content/dam/tn/thecc/bureau/research/other-research/master-plan/MasterPlanSummary.pdf>

⁷ <https://www.utm.edu/about/missionstatement.php>

suburban, and rural communities. Students will share experiences through a highly interactive program, increasing exposure to current issues and trends.

The online/hybrid option of the proposed MM program allows for the education and engagement of students from diverse locales, allowing students from anywhere in the world to study music education while continuing to earn a vital salary. Additionally, since the MM trains teachers to improve their craft by continuously exploring contemporary trends in music education and studying emerging education research, UTM will impact our graduates and the students of those graduates.

In the 2019 Strategic Plan, UTM prioritized increased graduate degree offerings and summer term growth. The proposed graduate degree would increase student enrollment throughout the academic year and the summer term. On-campus housing will be available to students, as needed, for a reasonable fee.

The Academic Supply and Occupational Demand in Tennessee classify music education as a field with a positive growth rate and verifies the disparity between job openings and trainer completers. The need for secondary teachers, in particular, is so great that they have the highest number of projected openings annually through the year 2029. While job openings are on the rise for secondary school teachers, music teachers are projected to grow at a rate consistent with the average job growth rate, suggesting the need to remain competitive with an advanced degree. UTM's increase in graduate degree offerings will set UTM MM alumni apart from other job-seekers. Below are specific links to numbers and data.

[Strategic Plan and Implementation Update](#)
[Academic Supply and Occupational Demand](#)
[The US Bureau of Labor Report](#)
[Teacher Salary with a Master's Degree](#)
[College Humanities and Fine Arts Website](#)
[UTM Department of Music Website](#)

College and Departmental Mission and Vision

The proposed MM aligns with the UTM College of Humanities and Fine Arts' mission to:

Educate and prepare students to be responsible citizens through an academically rigorous and creative environment that provides broad and diverse humanistic experiences. We believe that by providing quality programs and degrees, we offer opportunities for thought, inquiry, and expression that engage and unify the campus and the local and regional communities in a cultural life that fosters curiosity, responsible citizenship, and extended boundaries of knowledge.

The proposed MM also aligns with the UTM Department of Music's mission to:

Cultivate excellence in musical education, performance, and the liberal arts. The department works to support and enhance the cultural and intellectual diversity of the community while also serving as model performers, educators, and scholars.

The online/hybrid format and creative nature of the proposed MM will train responsible students through a rigorous course of study, leading to an expanded knowledge of music education and higher-quality service to the community by engaging students in music-making.

Institutional Capacity to Deliver the Proposed Program

UTM's Institutional Research data from 2009-2018 (2019-2020 data was excluded due to the COVID-19 pandemic) indicated that part-time students accounted for 85% of graduate students enrolled in Fall 2018. The average graduate student at UTM has enrolled in 5-6 credit hours per semester for the past three years, further supporting the need for a part-time master's program. The proposed MM is designed with flexibility and customization to benefit working professionals.

The enrollment and productivity projections in Table 1 are based on students enrolling in six credit hours per semester. This ratio is similar to other graduate programs at UTM and is based on responses from the feasibility study. Full-time students should graduate in three or four semesters by taking nine credit hours per semester. Part-time students should graduate in approximately six semesters, taking an average of six credit hours per semester.

Since 1960, UTM's Department of Music has maintained a successful undergraduate music education program focused on educator preparation, experiential learning, and professional training. The program's success results from small class sizes, stellar partnerships with area K-12 schools, and highly-trained faculty. The MM's projected enrollment is small enough to provide a personalized and student-centered approach to course delivery while increasing opportunities for networking and interactivity.

The UTM Department of Music will recruit from West Tennessee and throughout the United States. We will draw heavily on our current relationship with local schools and utilize social media for marketing purposes. Approximately \$2,500 has been allotted for marketing expenditures per year. This will allow us to reach potential online students, as well as local students. By using best practices in academic advising and student support, we plan to maintain an active enrollment of five or more students, meeting THEC's requirements as illustrated below:

The music department consists of 17 full-time faculty members. Core faculty for the proposed MM program include:

- **Mr. Steve Barnett**, Department Chair & Lecturer (MM, Music Education, and public-school teaching experience)
- **Dr. Jody N. Blake**, Assistant Professor & MM Program Coordinator (Ph.D., Music Education, and public-school teaching experience)
- **Dr. Elaine Harriss**, Professor (Ph.D., Music Education)
- **Dr. John Oelrich**, Professor & Director of Bands (D.M.A., Instrumental Conducting, and public-school teaching experience)
- **Dr. Michael Mathenia**, Lecturer & Music Theory Coordinator (D.M.A., Music Composition)
- **Dr. Jessie Thoman**, Professor (D.M., Brass Pedagogy)

Supporting faculty for the proposed MM program include:

- **Dr. Amy Yeung**, Professor (D.M.A., Vocal Performance)

- **Dr. Brady Spitz**, Assistant Professor (D.M.A., Percussion Performance)
- **Dr. Chan Mi Jean**, Lecturer (DMA, Collaborative Piano)
- **Mr. Charles Lewis**, Lecturer (MM, Flute Performance)
- **Dr. Douglas Owens**, Professor (DMA, Woodwinds Performance)
- **Dr. Elizabeth Aleksander**, Professor (D.M.A., Clarinet Performance)
- **Dr. Joseph Frye**, Professor (D.M.A., Trombone Performance)
- **Dr. Kurt Gorman**, Professor (D.M.A., Trumpet Performance)
- **Dr. Roberto Mancusi**, Professor (D.M.A., Vocal Performance)
- **Dr. Greg McCracken**, Assistant Professor (D.M.A., Euphonium and Tuba Performance)

Core faculty will teach music education and conducting courses and advise graduate students. Supporting faculty will teach music performance, theory, history, and pedagogy-related courses.

Our current degree offerings include the Bachelor of Music in music education, Bachelor of Music in performance, and Bachelor of Arts in music. These degrees provide foundational coursework for the proposed Master of Music, allowing students in those programs to apply for the program seamlessly. We predict that many of our undergraduate music education majors will apply for the master's program. The Master of Music is designed for students who hold any baccalaureate music degree to apply. In the future, we plan to cross-list some of our senior-level MUED courses as graduate-level courses, which would allow students to transfer undergraduate coursework to the degree. We anticipate many of our undergraduate students will want to enroll in this program

Existing Programs in Tennessee

Institution Name	Program Title and Degree Designation	CIP Code	Description/Focus of Program	Tracks/ Concentrations/ Focuses	Miles from UTM Campus	3-Year Degrees Awarded
UTK.	Master of Music in Music Education*	50.0901	<p>“This concentration is designed for persons who hold a bachelor’s degree in Music or Music Education and certification to teach music in public schools. Students seeking initial certification should consult with the coordinator of music education about additional requirements.”⁸</p> <p>https://music.utk.edu/grad/gradguide/musiced.php</p>	Instrumental or vocal, Music Education students with a fifth-year Internship -	333 Miles	95 Total ⁹
University of Memphis	Master of Music in Music Education**	50.0901	<p>“Graduate degrees in music education are primarily designed for practicing music educators who wish to further their studies, refine their teaching practices, and train to become music teacher trainers.” (Not to be confused with the Master of Arts in Teaching)¹⁰</p> <p>https://www.memphis.edu/music/academics/gradmused.php</p>	The degree emphasizes fundamental knowledge of research techniques and scholarly writing standards required for understanding and investigating problems in music and education, and Orff Schulwerk	127 Miles	22 Total

⁸ <https://music.utk.edu/grad/gradguide/musiced.php>

⁹ <https://oir.utk.edu/wp-content/uploads/sites/66/2019/10/5-Year-Trend-of-Degrees-Awarded-by-Major.pdf>

¹⁰ <https://oirs.memphis.edu/oirweb/WebReports/DegreeProfiles/GraduationTrends1620.pdf>

MTSU	Master of Music* (With Specialty in Music Education)	50.0901	“The degree emphasizes fundamental knowledge of research techniques and scholarly writing standards required for understanding and investigating problems in music and education.” ¹¹ https://www.mtsu.edu/music/graduate.php	<u>Collaborative Piano, Conducting, Jazz Studies, Music Composition, Music Education - (New Fully Online MM in Music Education), Musicology, Performance</u>	183 Miles	44 Total
Austin Peay State	Master of Music in Music Education** *	50.0901	“This program is designed to meet the needs of teachers in the field of professional music education who possess a valid teaching license.” ¹² https://www.apsu.edu/graduateprograms/music.php	Music Education, Music Education (initial licensure), Choral Conducting, Instrumental Conducting, Vocal Performance, Instrumental Performance	95.6 Miles	12 Total
UTC	Master of Music in Music Education*	50.0901	“The music education program includes 15 hours in the major area; 12 hours of supportive courses in Music distributed among three cognate areas; five hours of elective courses and from one to three hours of thesis preparation, or a recital (performance), or project.” ¹³ https://new.utc.edu/arts-and-sciences/music/graduate-programs/degrees/mm-education	Instrumental or vocal performance, or with a Kodaly Certification focus	280 Miles	8 Total

¹¹ https://www.mtsu.edu/iepr/factbook/Factbook_2020.pdf

¹² <https://www.apsu.edu/dsir/degreecompletion/DegreeTrendbyCollege.pdf>

¹³ <https://www.utc.edu/planning-evaluation-institutional-research/pdfs/factbook/degrees-grad-15-19.pdf>

ETSU	Master of Music ¹⁴	50.090 1	This program is currently under review as a proposed program.	Performance		New Program
Vanderbilt	Master of Education	13.131 2	“The Blair School and Peabody College offer a program for students interested in teacher licensure. Students completing this program earn the Bachelor of Music (B.Mus.) degree, majoring in the integrated studies/teacher education track for four years, and the Master of Education (M.Ed.) degree in the fifth year to complete professional education requirements. During the junior year, application is made to Peabody College.” ¹⁵	Secondary Education	152 Miles	
Belmont	Master of Music	13.131 2	“The Master of Music in Music Education is designed to train today's music teacher as both musician and educator. Graduate students majoring in Music Education choose from three specializations: elementary/middle school, secondary choral, or secondary instrumental. Opportunities to include commercial music components in the degree are available to interested individuals.” ¹⁶	Music Education	154 Miles	

*On-Campus Only

**Fully Online OR Fully on Campus

***Mostly Online with On-Campus Requirements

¹⁴ <https://www.tn.gov/content/dam/tn/thecc/bureau/aa/academic-programs/proposed-inv/ETSU%20Master%20of%20Music%20Public%20Comment%20Web.pdf>

¹⁵ <https://blair.vanderbilt.edu/pdfs/BLR-student-handbook-21-22-0222.pdf>

¹⁶ <https://www.belmont.edu/cmpa/music/grad/education/index.html>

No Unnecessary Duplication

The proposed MM at UTM would vary in curricular focus, philosophy, and course delivery method from the current MM programs in Tennessee. The proposed MM shares a similar CIP classification (13.1312) as other major universities throughout Tennessee. Several Tennessee universities utilize the 50.0904 CIP classification; however, they include music education as a concentration or major area. The proposed MM is unlike others in that students can customize not only elective tracks but also the focus, format, and mentorship for their capstone projects. Along with the General Music Education, Instrumental Conducting, and Choral Conducting tracks, the program offers a Leadership track, which is a critical component of being an excellent educator. Whether the student aspires to become an educational leader, arts education advocate, or private studio teacher, this innovative emphasis allows students to explore management, leadership, education, and communication courses. No other MM program in the state of Tennessee offers this area of study. It is also worth noting that no other programs offer interdisciplinary options or offerings, including culturally relevant coursework in diversity and equitable practices.

Mentorship is an essential element of graduate studies, and our MM program places importance on this type of relationship. The small class sizes of our program facilitate interactions that are more personal and meaningful with expert and experienced faculty in each area of study. Each student will have the opportunity to work closely and personally with faculty in all areas of their degree and, more specifically, to prepare and present their capstone project. In the past, most advanced degree programs required educators to leave the classroom for two or more years to complete their degrees. However, the proposed MM makes the program accessible due to its option to complete it entirely online or via a hybrid format. The degree does offer other optional tracks with an on-campus course which is available during the summer. This approach allows practicing music educators to maintain employment while gaining access to quality education, thus setting the UTM MM apart from other MM degrees in Tennessee.

Accreditation

The University of Tennessee at Martin is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and was last reaffirmed in 2013. UT Martin is amidst its reaffirmation period, with a SACSCOC site visit scheduled for early Spring 2023. UT Martin will receive SACSCOC's decision regarding institutional accreditation in January 2024. New programs that are a significant departure from existing programs, including new programs offered at a higher level than existing programs, are considered by SACSCOC to be substantive changes and require the submission of a prospectus similar to THEC's requirements of the LON and NAPP. Once submitted, the prospectus must be reviewed, and SACSCOC must approve the program before implementation. Currently, the process from submission to approval requires approximately eight months. The SACSCOC prospectus was submitted on November 1, 2022, SACSCOC's decision on the Master of Music in Music Education should be received by UT Martin on or around July 2023. As previously stated, we will seek program accreditation through NASM and follow the procedures outlined in the NASM Accreditation Handbook.¹⁷ NASM defines the addition of a new program as a substantive change and outlines the procedures as such:

- (1) Request Plan Approval after institutional approval but before students are enrolled. The plan approval includes much of the information provided in this NAPP.

¹⁷ <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>

(2) After all documentation is approved, NASM requires transcripts from at least two graduates before Final Approval for Listing is granted.¹⁸

As part of NASM's Plan Approval process, we plan to specifically address the distance learning standards as outlined in section III.H. of the NASM Accreditation Handbook:

- (1) Purposes shall be clear. The institution must demonstrate that such purposes can be delivered through current or proposed systems of distance learning.
 - (2) The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance learning programs.
 - (3) Any sustained enrollment growth must be accompanied in a timely manner by a corresponding growth in resources and support systems.¹⁹
- Standard 1 is addressed by through our MM purpose statement: "The purpose of the Master of Music in Music Education hybrid/online degree is to provide music educators with advanced academic and professional skills for the classroom, enhancing their ability to apply music education methods, theory, and research in the field."
 - Standard 2 is addressed in our financial projection form and existing department resources.
 - Standard 3 is maintained through our commitment to redistribute undergraduate course offerings to current faculty.

Additionally, our SACSCOC liaison has reviewed the proposal and will submit the proper documentation to SACS. Our SACSCOC liaison is Dr. Stephanie Kolitsch, Director of SACS Accreditation, skolitsc@utm.edu.

¹⁸ <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2016/06/NewCurriculaProc-NASM2016.pdf>

¹⁹ <https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>

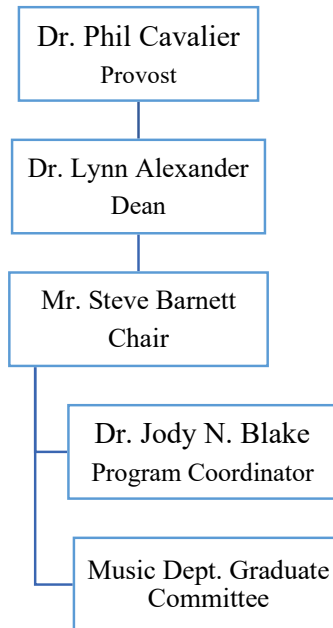
Administrative Structure

Figure 1. Organizational Structure.

Organizational Structure

The Master of Music in Music Education program is housed within the Department of Music. This department resides within the College of Humanities and Fine Arts. Courses for the leadership emphasis are housed within the Department of Educational Studies (College of Education, Health, and Behavioral Sciences), Department of Management, Marketing, and Information Systems (College of Business and Global Affairs), and Department of Communications (College of Humanities and Fine Arts). We plan to collaborate with faculty in these departments to offer the leadership concentration

Section III: Feasibility Study

Student Interest in the Proposed Academic Program

Using Google Forms, a survey was distributed over three weeks to ascertain the feasibility of implementing a Master of Music in Music Education degree program at UTM. Survey respondents ($n = 67$) included current UTM music majors, alumni, and music educators from West Tennessee and surrounding areas. Using a Likert -type scale, results indicated that a majority of respondents (55.2%) were either “interested” or “very interested” in completing an MM from UTM. Respondents were not required to answer every question. Respondents were primarily from Tennessee (86.4%) and held a variety of work experience. Approximately 49.3% of respondents were currently teaching music full-time. Twenty-nine (44%) expressed an interest in starting this degree in the next one to three years, 21.2% expressed an interest in starting in the next three to five years, and 9.1% expressed an interest in starting after five years. When asked about course delivery options, 41% indicated a preference for a hybrid format “some online, some face-to-face,” 41% preferred online-only, and 7.6% preferred face-to-face only. 81.8% of participants selected a preference to participate in the MM part-time. The need to continue working for current employers during the MM is evident based on these data. To provide discipline-specific customization, participants also selected and suggested elective tracks. Elective track preferences were 39.4% instrumental conducting, 18.2% choral conducting, 12.1% leadership, and 16.7% general.

Local and Regional Need/Demand

Music educators are needed to provide quality education to public and private school students in Tennessee and across the United States. The *Every Student Succeeds Act*²⁰ requires that students access music education as a core subject each year, creating a higher demand for music educators in public schools across the country. Additionally, the Bureau of Labor Statistics estimates an 11.7% increase in the demand for music teachers across Tennessee.²¹ This increase is significantly higher than the national average of 8%, suggesting a great need for high-quality music educators in Tennessee.²²

Employer Demand

The demand for qualified educators is expanding across the United States as teachers leave the field.²³ National and regional workforce data indicate an increase in demand for high school teachers, consistent with the national average growth rate.²⁴ The US BLS projects nearly 1.9 million P-12 teaching job openings until 2024 and indicates an 11% growth rate for art, music, and drama teachers.²⁵ The US Bureau of Labor Statistics (BLS) projected growth for music teachers between 2018-2028 would be 4%.²⁶ The State of Tennessee also indicates approximately 1,495

²⁰ <https://www.ed.gov/essa>

²¹ <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

²² Ibid.

²³ <https://nces.ed.gov/pubs2011/2011017.pdf>

²⁴ <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>

²⁵ <https://www.bls.gov/careeroutlook/2016/article/education-jobs-teaching-for-a-living.htm>

²⁶ <https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm>

annual job openings for secondary school teachers and 820 for middle school teachers.²⁷ Workforce development data from Missouri indicated a music teacher shortage from 2017-2018, suggesting a highly favorable job outlook within the state for music educators.

Additionally, a study by Hash (2021) indicates that seventeen states including Tennessee, Missouri, and Kentucky reported teacher shortages in 2020-2021.²⁸ According to careerexplorer.com, the United States will need an additional estimated 18,500 music teachers over the next ten years.²⁹ A master's degree opens many doors for career advancement, including the ability to teach collegiate-level courses. The US BLS estimates a 12% job growth rate for postsecondary teachers between 2020-2030.³⁰ The UTM MM faculty would recruit primarily from Tennessee; since the Department of Music has a dedicated scholarship budget which can be used for out-of-state graduate students, potential students can also be recruited from surrounding states. Appendix D shows a selection of MM programs in the region.

Feasibility EMSI Program Development and Review 2021, the University of Tennessee at Martin - code 221768

There were 10,007 total job postings from August 2020 to July 2021, of which 2,453 were unique. These numbers give us a Posting Intensity of 4-to-1, meaning that for every four postings there is one unique job posting. This is close to the Posting Intensity for all other occupations and companies in the region (5-to-1), indicating that they are putting average effort toward hiring for this position. Emsi's workforce profile data shows The University of Tennessee-Martin has 210 alumni working regionally in the occupations Middle School Teachers, Except Special and Career/Technical Education, Secondary School Teachers, Except Special and Career/Technical Education, Music Directors and Composers, Musicians and Singers, Audio and Video Technicians, Sound Engineering Technicians, Recreational Therapists, and Musical Instrument Repairers and Tuners. These 210 alumni represent 0.85% of regional profiles working in these occupations, which ranks your institution 13th among regional talent providers.

Future Sustainable Need

Future need for qualified music educators is evident from the sources above; however, employers (i.e., superintendents, arts/music coordinators, principals, and recognized arts organization leaders and educators in the field of music education in TN) have additionally submitted 15 letters of support for the proposed MM. The letters appear in Appendix B.

²⁷ <https://www.tn.gov/content/dam/tn/the/bureau/research/other-research/supply-demand/2019%20Academic%20Supply%20and%20Occupational%20Demand%20Report.pdf>

²⁸ <https://commons.lib.jmu.edu/cgi/viewcontent.cgi?article=1096&context=rime>

²⁹ <https://www.careerexplorer.com/careers/music-teacher/job-market/>

³⁰ <https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-9>

Section IV: Enrollment and Graduation Projections

Table 2

Five Year Projections

Year	New Students	Continuing Students	Total Enrolled	Graduating
2023	6	0	6	0
2024	6	6	12	6
2025	7	6	13	6
2026	7	7	14	7
2027	8	7	15	7

Section V: Projected Costs to Deliver the Program

The proposed MM will be primarily housed in the Department of Music at UTM, which currently offers a bachelor's degree in music education; additional courses for the Leadership Track will be taught in the Communications, Management, and Education Departments. The Department of Music will utilize the current faculty for teaching in the program. The current coordinator of music education and department chair will oversee the graduate program. These faculty members will coordinate with departmental faculty and staff, as well as the Office of Graduate Studies.

Faculty and Instructional Staff

The UTM Department of Music faculty possess a wide range of professional expertise and academic backgrounds, covering the necessary competencies recommended by the National Association of Schools of Music. The Department of Music at UTM employs 17 full time faculty, 15 of which have terminal degrees, representing each of the applied areas in winds, percussion, and voice. Each faculty member has degrees/concentrations, and experience teaching in a secondary area.

Music Education: Two graduate faculty have advanced music education degrees and experience in higher education/public school teaching. They have experience in teaching PK-12 and higher education in the areas of choral and general music.

Music Theory/Aural Skills: Two graduate faculty have advanced degrees in Music Theory with one experienced professional composer on faculty.

Music History/Ethnomusicology: Several graduate faculty members have training and/or coursework in music history and world music.

Music Technology: Several graduate faculty members have training and/or coursework in music technology.

Leadership: The MM can include interdisciplinary coursework in Communications, Educational Leadership, and Management. The current graduate faculty at UT Martin currently offer a Master of Science in Education in Instructional Leadership.

Estimate of Additional Faculty and Staff Needed to Support the Program

The Department of Music makes no additional faculty requests at this time since, at least for the first several years, it is feasible to utilize adjuncts and current faculty. Should the program grow in student enrollment, the Department of Music may need to request an additional faculty member in music education. This would be dependent upon program growth and expansion.

Non-Instructional Staff Needs

We anticipate no need for additional non-instructional staff as our department already employs two part-time administrative assistants.

Graduate Assistants

We anticipate no need for graduate assistantships since this is a hybrid/online program. Depending on program growth and expansion, the department may opt to make this request at a later date.

Accreditation

There are no fees listed on the National Association of Schools of Music website for filing a Plan Approval for new programs. Since UTM Department of Music is already an accredited member of NASM, we anticipate no further fees for initial program approval. Should any new accreditation fees arise, this cost will be absorbed into the existing departmental accreditation expenses.

Consultants

UTM will pay for an external reviewer of the program, including travel costs, at an estimated total cost of approximately \$2,000.

Equipment

The Department of Music requires no further acquisitions; however, both our campus library and MERC are constantly being updated. New resources are added every semester.

Information Technology

The Department of Music requires no further acquisitions; however, both our campus library and MERC are constantly being updated. New resources are added every semester.

Library Resources

The Department of Music requires no further acquisitions; however, both our campus library and MERC are constantly being updated. New resources are added every semester.

Marketing

As shown in the financial projection, \$2,500 has been set aside for advertising. We plan to advertise through social media platforms and professional music education organizations.

Facilities

We require no new facilities or equipment within the first five years of our program. Our current facilities are in excellent condition and with this being an online program, we have support from the UTM Online Studies department.

Travel

Due to the online/hybrid nature of this program, we require no funding for travel. Any faculty travel is already covered within the existing music department budget.

Section VI: Projected Revenues for the Proposed Program

Tuition

The estimated enrollments for the first five years of the MM are 6, 12, 13, 14, and 15. We project six to nine new students enrolling yearly. It is anticipated that this MM will have fewer full -time students than part-time students based on the feasibility study ($N = 58$),³¹ in which 91.4% of respondents indicated a preference for part-time study. The estimates for tuition and fees are listed below in Table 3.

Table 3

Estimated Tuition and Fees

	Year 1	Year 2	Year 3	Year 4	Year 5
Base Tuition and	\$29400	\$58800	\$63700	\$68600	\$73500
Fees Rate*					

*Projections are based on the five-year enrollment projections found on page 11. The Office of Finance and Administration calculates the tuition at \$4900 per student per year.

Grants

There are no grants or gifts.

Other

None.

³¹ See feasibility study in Appendix C.

Section VII: Implementation Timeline

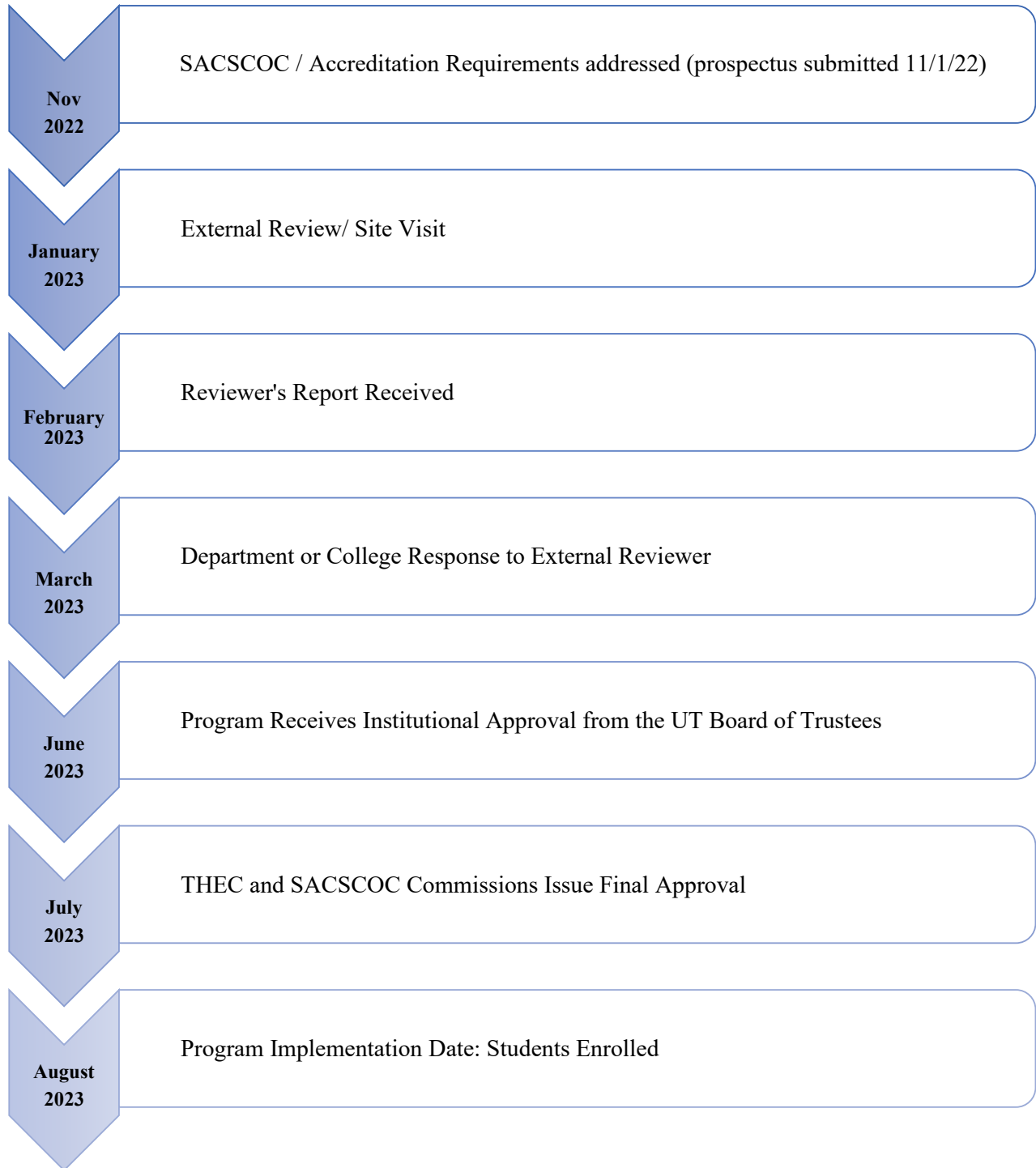


Figure 2. Implementation Timeline.

Accreditation Considerations

The Master of Music in Music Education, like all degree programs at UTM, will be accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Individual departments provide annual assessment data to this accreditor describing performance measures related to the program learning outcomes (PLO). We plan to coordinate with our Office of Academic Affairs to achieve degree program accreditation approval.

Our program will also seek accreditation through the National Association of Schools of Music (NASM), and currently meets the requirements described in the NASM Handbook 2021-2022.³² UTM's MM program addresses explicitly the NASM requirements for the master's degree in music education (p. 138).³³ UTM already holds institutional membership with NASM. As such, we will apply for Plan Approval as described in the New Curricula Procedures document.³⁴

Applicable State Board of Licensing

The MM program is a non-licensure program; therefore, we require no state licensing.

UT Board of Trustees

June 2023

Tennessee Higher Education Commission

May 2023

³² <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>

³³ <https://nasm.arts-accredit.org/accreditation/standards-guidelines/handbook/>

³⁴ <https://nasm.arts-accredit.org/accreditation/accreditation-materials/procedures/new-curricula/>

Section VIII: Curriculum

Learning Outcomes

Upon completing the Master of Music in Music Education program, students will be able to:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.
5. Examine and evaluate current issues in music education, such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Table 4

Learning Outcomes Course Alignment

Learning Outcome	MUED 700	MUED 730	MUED 740, 750, 780	MUED720	MUS 705, 706, 707, 708, 709, 710, 711	MUED 798
Articulate historical, philosophical, and psychological tenets of music education for professional application.	X	X				
Design and evaluate music curricula appropriate for diverse educational settings.			X			X
Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.		X				
Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.					X	
Examine and evaluate current issues in music education, such as advocacy and leadership concepts.			X			
Interpret and explain research findings that use various methodologies appropriate to the field of music education.				X		X

Academic Program Requirements

Table 5

Program Curriculum

Course Prefix, #, and Title	Course Description	Credit Hours
Prerequisite Course(s): 6 Hours*		
MUS 703	Graduate Music History Review (only required if unsatisfactory score on entrance exam)*	3
MUS 704	Graduate Music Theory Review (only required if unsatisfactory score on entrance exam)*	3
Music Education Core: 15 Hours		
MUED 700	Historical & Philosophical Foundations of Music Education	3
MUED 720	Introduction to Research in Music Education	3
MUED 730	Psychological Perspectives in Music Education	3
MUED 740	Current Issues in Music Education	3
MUED 798	Research/Teaching Project in Music Education	3
Music Academic Core: 6 Hours		
MUS 705	Topics in Music History	3
MUS 706	Topics in Music Theory	3
Choral or Instrumental Conducting Emphasis: 12 Hours		
MUS 707 (or 709)	Graduate Choral (or Instrumental) Conducting I	3
MUS 708 (or 710)	Graduate Choral (or Instrumental) Conducting II	3
Any graduate MUED or MUS course	Select two of the following: MUED 750, 770, or 780*; MUS 711* or MUS 625*	6

	*may be repeated for credit	
General Emphasis: 12 Hours		
Any graduate MUED or MUS course	Select from the following: MUED 750, 770, or 780*; MUS 711* or MUS 625* *may be repeated for credit	12
Leadership Emphasis: 12 Hours		
MUED 750	Administration & Program Organization in Music Education	3
Leadership Component	Select three of the following: COMM 720, COMM 730, EDFN 720, EDLD 710, 715, 755, or 760, MGT 710	9

*Note: Both exams will be administered via UTM's learning management system, Canvas. Students must score a minimum of 75% on each exam or take review coursework.

Program of Study

Table 6

Sample Course Enrollment Schedule/ Plan of Study

Sample Two-Year Completion Plan for MM General Emphasis		
YEAR 1	FALL	CREDITS
	MUED 700: Historical & Philosophical Foundations of Music Education MUS 706: Topics in Music Theory	6
	SPRING	
	MUED 720: Introduction to Research in Music Education MUS 705: Topics in Music History	6
	SUMMER	
	MUS 711: Special Topics in Music* MUED 770: Instructional Technology in Music Education MUED 780: Special Topics in Music Education	9
YEAR 2	FALL	
	MUED 730: Psychological Perspectives in Music Education MUS 711: Special Topics in Music*	6
	SPRING	
	MUED 740: Current Issues in Music Education MUED 798: Research/Teaching Project in Music Education	6
		33

*Note: Students may elect to take MUED 780 or MUS 625 instead (based on professor availability). These courses may be repeated for credit if they are different topics.

Sample Two-Year Completion Plan for MM Conducting Emphasis (Choral or Instrumental)		
YEAR 1	FALL	CREDITS
	MUED 700: Historical & Philosophical Foundations of Music Education MUS 706: Topics in Music Theory	6
	SPRING	
	MUED 720: Introduction to Research in Music Education MUS 705: Topics in Music History	6
	SUMMER	
	MUS 707/709: Graduate Choral <u>or</u> Instrumental Conducting I <u>Choose One:</u> MUED 770: Instructional Technology in Music Education MUED 780: Special Topics in Music Education* MUS 711: Special Topics in Music*	6
YEAR 2	FALL	
	MUED 730: Psychological Perspectives in Music Education MUS 711: Special Topics in Music*	6
	SPRING	
	MUED 740: Current Issues in Music Education MUED 798: Research/Teaching Project in Music Education	6
	SUMMER	
	MUS 708/710: Graduate Choral <u>or</u> Instrumental Conducting II	3
	33	

*Note: Students may elect to take MUED 780 or MUS 625 instead (based on professor availability). These courses may be repeated for credit if they are different topics.

Sample Two-Year Completion Plan for MM Leadership Emphasis		
YEAR 1	FALL	CREDITS
	MUED 700: Historical & Philosophical Foundations of Music Education MUS 706: Topics in Music Theory	6
	SPRING	
	MUED 720: Introduction to Research in Music Education MUS 705: Topics in Music History	6
	SUMMER	
	<i>Two leadership electives selected from</i> MGT 710, COMM 720, COMM 730, EDFN 720, EDLD 710, 715, 755, or 760	6
YEAR 2	FALL	
	MUED 730: Psychological Perspectives in Music Education <i>One leadership elective selected from</i> MGT 710, COMM 720, COMM 730, EDFN 720, EDLD 710, 715, 755, or 760	6
	SPRING	
	MUED 740: Current Issues in Music Education MUED 750: Administration & Program Organization in Music Educ. MUED 798: Research/Teaching Project in Music Education	9
		33

Current Courses

Since this is a new degree program, the only courses currently offered are in the leadership component of the leadership emphasis. These courses are drawn from our current management (MGT), communication (COMM), and education (EDFN, EDLD) departments:

COMM 720	Media and Communication Theory for Professionals	3
COMM 730	Organizational Communication	3
EDFN 720	Multicultural Issues in Education and Counseling	3
EDLD 710	Instructional Leadership	3
EDLD 715	Organizational and Business Management	3
EDLD 755	Equitable and Culturally Responsive Practices	3
EDLD 760	School Finance and Educational Law	3
MGT 710	Leadership and Organizational Behavior	3

The music department also currently has one graduate music course approved in the academic catalog:

MUS 625	Composition	1
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A special note regarding EDLD courses: The elective EDLD courses are not offered every semester. All EDLD courses require field experiences, and all students enrolled in these courses must have a current, active teaching license and access to a K-12 school to complete field experiences. If a student is not currently employed in a school system, then a criminal background check and proof of purchase of liability insurance will be required.

Enrollment in the Leadership Concentration of the Music Education Graduate Program **will not** lead to instructional leadership licensure (ILL-A or ILL-B). If an educator seeks an instructional leadership license, the educator will need to be admitted into the Instructional Leadership Graduate Program and meet the guidelines and requirements of the TN Department of Education and the university.

If a student completes the degree requirements for the Music Education Graduate degree with a Leadership Concentration and wants to earn the instructional leadership license, the student will need to apply for admission into the instructional leadership graduate program and complete the requirements for the instructional leadership licensure endorsement.

Enrollment in graduate education courses must be approved by the Department of Education Studies.

Existing Institutional Programs

In offering the leadership emphasis for this new degree, we plan to work with the management, communication, and education departments to use their leadership courses. Our university already offers the Master of Science in Agriculture and Natural Resources, Master of Business Administration, Master of Science in Criminal Justice, Master of Science in Family and Consumer Science, Master of Science in Sport Coaching and Performance, Master of Arts in Strategic Communication, and Master of Science in Education degrees online. As part of this collaborative effort, we plan to work closely with the faculty in the M.B.A., M.A., and M.S.Ed. programs to determine the appropriate coursework for our students. All courses will be leadership oriented in order to support the purpose of the emphasis area.

New Courses Needed

Table 7

New Courses Needed

Course Title and Level	Course Description	Credit Hours
MUS 703	Graduate Music History Review	3
MUS 704	Graduate Music Theory Review	3
MUED 700	Historical & Philosophical Foundations of Music Education	3
MUED 720	Introduction to Research in Music Education	3
MUED 730	Psychological Perspectives in Music Education	3
MUED 740	Current Issues in Music Education	3
MUED 798	Research/Teaching Project in Music Education	3
MUS 705	Topics in Music History	3
MUS 706	Topics in Music Theory	3
MUED 750	Administration & Program Organization in Music Education	3
MUED 770	Instructional Technology in Music Education	3
MUED 780	Special Topics in Music Education	3
MUS 707	Graduate Choral Conducting I	3
MUS 708	Graduate Choral Conducting II	3
MUS 709	Graduate Instrumental Conducting I	3
MUS 710	Graduate Instrumental Conducting II	3
MUS 711	Special Topics in Music	3

Distance Learning

All courses, except MUS 707, 708, 709, and 710, will be available online. Students can complete the general and leadership emphases completely online. Students who elect to complete the conducting emphasis will be required to take those courses on campus during the summer session.

The new online music and music education courses will be taught in a synchronous format, requiring students to log in once per week for video conferencing with classmates and professors.

All MUED and MUS courses (except the on-campus conducting courses) will be available in the 7-week format except MUED 798. MUED 798 will be offered in the traditional full-semester format online.

Assessment and Evaluation

Program assessments will occur at the end of specified courses that meet program learning outcomes (PLO). Each graduate will create a portfolio for the comprehensive examination that utilizes assignment artifacts from specific courses. The comprehensive examination occurs at the end of the program. Each artifact will be assessed using a departmental rubric that addresses each PLO:

Table 8

Program Assessment

PLO	Courses	Artifacts Assessed
(1) Articulate historical, philosophical, and psychological tenets of music education for professional application.	MUED 700 MUED 730*	Personal Philosophy of Music Education Curriculum/Psych Project*
(2) Design and evaluate music curricula appropriate for diverse educational settings.	MUED 798*	Final Research/Teaching Project*
(3) Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.	MUED 730*	Curriculum/Psych Project*
(4) Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/ cultural understanding for enhanced teaching ability.	MUS 705 MUS 706	Music History Presentation Analysis Project
(5) Examine and evaluate current issues in music education, such as advocacy and leadership concepts.	MUED 740	Current Issues Position Paper
(6) Interpret and explain research findings that use various methodologies appropriate to the field of music education.	MUED 720 MUED 798*	Research Proposal Final Research/Teaching Project*

Note: *used to assess more than one PLO.

Responsible Parties

Dr. Doug Owens, Professor of Music, serves as the departmental assessment coordinator. Dr. Douglas Owens serves as a Professor of Music at the University of Tennessee at Martin, where he teaches applied saxophone and double reeds. From 2018-2022, Owens served as Chair of the Department's Curriculum Committee. He has served as Undergraduate Assessment Coordinator for the Department since 2019 and as Graduate Assessment Coordinator since 2022.³⁵

Dr. Jody N. Blake, Coordinator of Music Education/Assistant Professor, will assist Dr. Owens with program assessment. Dr. Blake earned his Doctor of Philosophy and Educational Specialist (Ed.S.) degrees in Music Education from Auburn University in Auburn, Alabama, both of which concentrated on vocal music education. He also holds a Master of Music in Music Education from Anderson University (South Carolina), a Bachelor of Science in Music (emphasis in voice) from Blue Mountain College, and an Associate of Arts in Music Education from Northeast Mississippi Community College. Additionally, he earned a Level I Kodály Certificate from the University of Central Missouri. Dr. Blake has six years of public and private school teaching experience in Mississippi, where his choirs consistently received high ratings in performance and sight singing. His professional experience also includes teaching community college choir, applied voice, music appreciation, and music theory in Texas. Currently, Dr. Blake serves as Coordinator of Music Education at The University of Tennessee at Martin, where he teaches courses in music education, methods, and music theory and supervises student teachers.³⁶

Results-Driven Plan

After the assessment data are collected, the department will address curriculum and instructional issues. The assessment data will be collated from year to year to demonstrate growth and that graduates are meeting the PLOs. Using rubrics scaled from one (does not meet expectations) to four (exceeds expectations), the music department will assess each artifact listed in Table 9. These artifacts will be presented as part of a professional portfolio presented at the student's comprehensive examination. The rubrics for each PLO are provided below:

Table 9

PLO Rubrics

<i>PLO 1. Articulate historical, philosophical, and psychological tenets of music education for professional application</i>			
1	2	3	4
Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
The artifact does not address the historical, philosophical, and/or psychological tenets of music education in a meaningful manner, provides very few or	The artifact minimally addresses the historical, philosophical, and/or psychological tenets of music education, provides few professional insights	The artifact mostly addresses the historical, philosophical, and psychological tenets of music education, provides some professional insights	The artifact fully addresses the historical, philosophical, and psychological tenets of music education, provides many professional insights

³⁵ <https://www.utm.edu/departments/music/Bios/owens.php>

³⁶ <https://www.utm.edu/departments/music/bios/blake.php>

no professional insights for application, and/or does not meet minimum requirements.	for application, and/or does not meet minimum requirements.	for application, and meets the minimum requirements.	for application and exceeds the minimum requirements.
<i>PLO 2. Design and evaluate music curricula appropriate for diverse educational settings.</i>			
1	2	3	4
Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
The artifact does not sufficiently demonstrate awareness of curricular design and evaluation procedures appropriate to the field of music education, is limited in scope , and may not be applied in diverse settings.	The artifact demonstrates slight awareness of curricular design and evaluation procedures appropriate to the field of music education, minimally contributing to or building upon extant literature that may be applied to limited educational settings.	The artifact demonstrates awareness of curricular design and evaluation procedures appropriate to the field of music education, contributing to or building upon extant literature that may be applied to diverse educational settings.	The artifact demonstrates a keen awareness of curricular design and evaluation procedures appropriate to the field of music education, contributing to or building upon extant literature in a significant way that may be applied to diverse educational settings.
<i>PLO 3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students</i>			
1	2	3	4
Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
The artifact does not sufficiently demonstrate knowledge of a broad range of instructional and assessment strategies.	The artifact demonstrates minimal knowledge of a broad range of instructional and assessment strategies appropriate to most students.	The artifact demonstrates sufficient knowledge of a broad range of instructional and assessment strategies appropriate to all students.	The artifact demonstrates exceptional knowledge of a broad range of instructional and assessment strategies appropriate to all students.
<i>PLO 4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.</i>			
1	2	3	4
Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
The artifact does not demonstrate musical skills appropriate for master music educators.	The artifact demonstrates minimal musical skills and restricts teaching ability.	The artifact demonstrates proficient musical skills to enhance teaching ability.	The artifact demonstrates advanced musical skills to enhance teaching ability.

<i>PLO 5. Examine and evaluate current issues in music education, such as advocacy and leadership concepts.</i>			
1	2	3	4
Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
The artifact does not appropriately examine or evaluate current issues in music education and/or does not provide personal viewpoints on the specified topic(s).	The artifact examines and/or evaluates current issues in music education, providing few personal viewpoints on the specified topic(s).	The artifact examines and evaluates current issues in music education, providing some personal viewpoints on the specified topic(s).	The artifact examines and evaluates current issues in music education, providing unique viewpoints and scholarship related to the specified topic(s).
<i>PLO 6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.</i>			
1	2	3	4
Does Not Meet Expectations	Below Expectations	Meets Expectations	Exceeds Expectations
The artifact does not sufficiently interpret or explain research findings that use a variety of research methodologies appropriate to the field of music education	The artifact interprets and explains research findings that use a variety of research methodologies appropriate to the field of music education in an inadequate manner.	The artifact interprets and explains research findings that use a variety of research methodologies appropriate to the field of music education in an adequate manner.	The artifact interprets and explains research findings that use a variety of research methodologies appropriate to the field of music education in an advanced manner.

The above rubrics will be embedded into the course management system (Canvas), where the instructor-of-record will complete an assessment for each artifact. Our goal is for each student to achieve a three or higher on each rubric. Individual rubric data will be reported to the MM program coordinator and department assessment coordinator at the end of each course. We plan to report this data to the SACSCOC director. We also plan to collate the data from combined rubric scores for each student. The target score for the combined data (mean score) is three or higher as well.

After compiling this data at the end of a two-year graduation cycle, we will make large-scale curriculum decisions. In the short term, we will use the data reported at the end of each course to assess needs such as increased student support, instructor support, and individual course curriculum redesign.

Section IX: Students and Standards

Admissions

- Bachelor's degree in music from an accredited institution
- Minimum 2.75 cumulative undergraduate grade point average
- Two letters of recommendation from professional and/or academic references
- Interview with music faculty *

*A departmental graduate program committee will be established to oversee admissions and provide general oversight of the curriculum. At a minimum, the committee will consist of the core master's program faculty. Our degree reflects similar admissions requirements of other graduate programs within our graduate school.³⁷

The graduate committee has created an interview protocol to address this concern. The interview process will include a series of questions for the candidate regarding their understanding of and experience with music education. This will help the committee ascertain the student's prior experience with music education and their understanding of the basic principles of the discipline. We will consider adding a licensure track to the program in the future as enrollment increases and the curricular components expand.

Upon entering our graduate program, students will be assigned a graduate committee for the following purposes: (1) to provide guidance and support to students in various sub-disciplines related to the field of study, (2) to provide feedback on research undertaken for the final project, and (3) to evaluate the final project and oral examination. The graduate committee will be formed based on student research interests and faculty availability. The committee will consist of three graduate faculty members from the following areas: (1) music education, (2) music history or music theory, and (3) conducting, applied music, or music education. A music education faculty member will serve as chair of the student's graduate committee.

Retention

Our overall retention for graduate students from last Spring to this Fall (including graduating students) is currently measured at 81.95%. The UTM Department of Music works diligently to ensure the success of all students. We plan to employ enhanced advising measures for our graduate students, providing them with a team of faculty members (graduate committee) that will guide and direct their studies. Students who demonstrate a need for extra assistance will have access to tutoring and other services offered to our undergraduate majors and minors.

In addition, the Graduate Committee will oversee advising and retention by:

1. Creating a regular course rotation so students know when courses will be offered,
2. Creating and maintaining advising checksheets for students in all paths/tracks in the degree,
3. Meeting with new advisors to ensure they know the policies and procedures that apply to graduate students, and

³⁷ <https://www.utm.edu/departments/gradstudies/>

4. Meeting each semester to monitor the academic progress of all students toward completing their degree; since all advisors are on the Graduate Committee, each student's advisor will be present to provide a complete picture of the student's progress and career goals, as well as address any of the Committee's concerns.

Graduation

In the academic year 2020-2021, the UTM graduate school awarded 231 degrees and had a total enrollment of 705. Compared to 2019-2020, where the graduate school awarded 116 degrees and had a total enrollment of 517, this is a 99.13% increase in degrees conferred and a 36.36% increase in enrollment.³⁸

The UTM music department will adhere to all policies required by the graduate school contained within the academic catalog. Advising sheets and the program of study published in the catalog will be followed by each student's advisor. Additionally, students and advisors will monitor degree completion through Flight Plan. Once all degree requirements have been met, upon recommendation of the faculty, the student will earn their degree.

³⁸ https://www.utm.edu/departments/irp/statistical_reports.php

Marketing and Recruitment

We plan to advertise our program via the UTM Music Department website,³⁹ social media websites, such as Facebook⁴⁰ and LinkedIn,⁴¹ as well the National Association for Music Education (NAfME).⁴² We plan to embed links in our advertisements that solicit prospective students to provide information so that we can reach out to them and personally discuss our program. Our department employs a full-time technical specialist who oversees our social media platforms and technology services. Prospective majors may learn about our curriculum by accessing the music department webpage⁴³ or graduate catalog.⁴⁴ Through our advertising efforts, we will target working professional educators throughout West Tennessee and the United States. A yearly amount of \$2500 is budgeted for purchasing ads on organizational websites (i.e., NAfME) and state print publications, such as *Tennessee Musician*.⁴⁵ These organizations reach music educators from Tennessee and throughout the entire United States. We also plan to work closely with UTM's Office of University Relations⁴⁶ for advertising and marketing needs.

Not only does our Office of Admissions recruit at local and regional high schools, but our music faculty actively travel to high schools around the state to recruit future music students. In doing so, they develop personal relationships with many practicing music educators. We plan to utilize the relationships by marketing our program to practicing educators in our region. Given its online option, the degree will be an asset for our working teachers; hence, our reason for recruiting them first. Our recruitment plan will include informational sessions about our graduate program. We plan to deliver these workshops at the following school districts first:

- Weakley County Schools
- Obion County Schools
- Union City Schools
- Gibson County Schools
- South Gibson County Schools
- Jackson-Madison Consolidated Schools
- Milan Special School District

In addition to these local schools, we plan to recruit music educators from urban school districts, specifically Memphis-Shelby County Schools.

Our faculty will also utilize social media to attract non-local graduate students to our program. To attract a state-wide and national audience, we plan to set up tables at professional conferences, including:

- TMEA State Conference
- All-West Music Conference (through West TN School Band and Orchestra Association)

³⁹ <https://www.utm.edu/departments/music/>

⁴⁰ <https://www.facebook.com/UTMDeptofMusic/>

⁴¹ <https://www.linkedin.com/company/utm-music/about/>

⁴² <https://nafme.org/>

⁴³ <https://www.utm.edu/departments/music/>

⁴⁴ <https://www.utm.edu/catalog.php>

⁴⁵ <https://www.tnmea.org/tnmusician>

⁴⁶ <https://www.utm.edu/departments/univrel/>

- NAFME National Conference
- ACDA National Conference

We also plan to work closely with local colleges that do not have a master's program in music education, which widens the opportunities for their undergraduate students.

The Department of Music is welcoming to all people and encourages a variety of individual perspectives, as we believe this is a hallmark of higher education. We work to engender respect, inclusivity, and understanding among all faculty, staff, and students within our department. Maintaining diversity in the field of music education remains one of the most critical issues for the profession, as it provides a way to reach more students and larger segments of society. The National Association for Music Education (NAfME) maintains that “All students deserve access to and equity in the delivery of music education,” a view which the music department plans to actively impart to future and current music educators.⁴⁷ Additionally, NAfME suggests that “[Music] should be built on a curricular framework that promotes awareness of, respect for, and responsiveness to the variety and diversity of cultures.”⁴⁸ It is with statements such as these our department strives to ensure that future and current music educators we serve to enter society with diverse and inclusive outlooks, embracing equity in our field.

Equity

The Department of Music is committed to upholding and improving efforts to provide a diverse educational experience, as outlined by the UTM Five-Year Strategic Plan. Goal three of the strategic plan states, “Ensure a campus that is open, accessible, and welcoming to all.”⁴⁹ In response to equity efforts across campus, the music department created the following goal: “It is our goal in the Department of Music to create a welcoming environment where all feel free to learn.”⁵⁰ Our department also houses a student organization dedicated to equity and diversity called INCLUDE. This group is open to all music students and “strives to attract and support people of diverse backgrounds by adopting inclusive practices.”⁵¹

Our graduate students will have access to many of the same resources our undergraduate students receive, including:

- Office of Diversity and Inclusion
- Office of Multicultural Affairs
- Center for Women and Gender Equality
- Care Team (through the Office of Student Conduct and Care)
- Black Student Mentoring Collaborative (BSMC)
- Accessibility Resource Center
- Music Department Mentoring Program

⁴⁷ <https://nafme.org/about/position-statements/equity-access/>

⁴⁸ <https://nafme.org/about/position-statements/inclusivity-diversity/>

⁴⁹ https://www.utm.edu/strategic/_docs/UR_StrategicPlan_Summary.pdf

⁵⁰ <https://www.utm.edu/departments/music/include.php>

⁵¹ <https://www.utm.edu/departments/music/include.php>

Our graduate faculty advisors will be trained to direct students to appropriate on-campus resources to facilitate success for all students within our program. Additionally, the Office of Instructional Technology provides links to many of these resources within Canvas modules for graduate students. Our faculty will encourage students to use these and work diligently to foster an environment of mutual respect and acceptance.

In addition to these efforts, the music department has created the following goals for recruitment and retention:

Recruitment and Retention Goal # 1 – Recruit and retain music faculty from diverse backgrounds and populations. We currently have several professors from underrepresented groups; however, we strive to increase this number.

Recruitment and Retention Goal # 2 – Give support to all students by providing diverse opportunities for professional development, academic support, and mentoring. Currently, the music department offers academic support through the Music Education Resource Center (MERC). The MERC provides tutoring, career planning services, and test preparation. Through the student organization INCLUDE, our department provides mentoring opportunities to all students. Students may request a mentor from the community or university to provide guidance and career advice. The faculty provides dozens of professional development opportunities throughout the academic year, with many that include diverse artists and guest lecturers.

Recruitment and Retention Goal # 3 – Develop relationships and partnerships with local school districts to inculcate a sense of professional duty and increase our presence in the community. Currently, the music department has a lab school partnership with Weakley County Schools where students may get “hands-on” teaching experience by providing music instruction to students. We hope to create more partnerships such as this to increase our professional presence in the community. Additionally, we endeavor to expand this partnership to teachers as well, to provide them with professional development opportunities.

Recruitment and Retention Goal # 4 – Continue to recruit and retain students from diverse backgrounds and underrepresented populations. We plan to continue to develop relationships with local music teachers seeking a graduate degree for career or licensure advancement. We will engage teachers from rural, suburban, and urban school districts, including private, public, and charter schools.

Student Support Services

Student Advising

The current music education coordinator and core faculty will advise all students in the proposed program. Students will work closely with their advisors to create a course of study applicable to their careers. Additionally, each student will select their capstone project chair from the MM faculty; this faculty member will work with both the student and the music education coordinator to ensure a quality proposal, presentation, and thesis. No additional student advising costs are estimated for the program.

Student Support Resources

The Office of Student Engagement (OSE) houses Academic Records, Admissions, Financial Aid and Scholarships, and the Student Success Center. The OSE is designed to increase academic

success. The Student Success Center⁵² provides academic support services, including tutoring, a Writing Center⁵³, Career Planning and Development⁵⁴, and the Office of Disability Services⁵⁵. The student support resources currently provided to UTM students are adequate for this program. Additionally, UT Martin provides a plethora of student academic and support resources, such as:

- UT Martin Bookstore
- Paul Meek Library
- Math Lab
- Student Success Center
- Writing Center
- Computer Labs
- Student Health and Counseling Services

⁵² <https://www.utm.edu/departments/success/>

⁵³ <https://www.utm.edu/departments/writingcenter/>

⁵⁴ <https://www.utm.edu/departments/careers/>

⁵⁵ <https://www.utm.edu/departments/disabilities/>

Section X: Instructional and Administrative Resources

Current Faculty

Table 10 provides an overview of all program faculty. The student: faculty ratio for the proposed program is 5 to 1.

Table 10

Summary of Faculty Who Contribute to the Proposed Program

Faculty Name	Faculty Dept.	Rank or Title	Highest Degree	Role(s) in Program	Theses Advised
Mr. Steven Barnett	Music	Interim Chair & Lecturer	M.M.Ed.	A, D	Yes
Dr. Elizabeth Aleksander	Music	Professor	D.M.A.	A	
Dr. Jody N. Blake	Music	Program Coordinator & Assistant Professor	Ph.D.	A, B, C, D	Yes
Dr. Greg McCracken	Music	Lecturer	D.M.A.	A	
Dr. Joseph Frye	Music	Professor	D.M.A.	A	
Dr. Kurt Gorman	Music	Professor	D.M.A.	A	
Dr. Elaine Harriss	Music	Professor	Ph.D.	A, D	Yes
Dr. Roberto Mancusi	Music	Professor	D.M.A.	A	
Dr. Michael Mathenia	Music	Lecturer	D.M.A.	A	
Dr. John Oelrich	Music	Director of Bands & Professor	D.M.A.	A, D	Yes

Dr. Douglas Owens	Music	Professor	D.M.A.	A	
Dr. Brady Spitz	Music	Assistant Professor	D.M.A.	A	
Dr. Jessie Thoman	Music	Professor	D.M.	A, D	
Dr. Amy Yeung	Music	Professor	D.M.A.	A	
Dr. Chan Mi Jean	Music	Lecturer	D.M.A.	A	
Mr. Charles Lewis	Music	Lecturer	M.M.	A	

Note: As shown in Table 8, contributions to the program are keyed as:

- A – Will teach in the program
- B – Will design curriculum for the program
- C – Will conduct related research
- D – Will advise students in the program

Anticipated Faculty

We require no additional faculty positions to begin the program. We plan to utilize the current music faculty to teach graduate courses within our program.

Administrative Support

We currently have two part-time administrative assistants and a technical assistant within our department.

Section XI: Resources

Equipment

As described below, the UT Martin Department of Music has access to technology resources via the music computer lab and piano lab. Since this is primarily an online program, students will be provided with various resources through Canvas, the course management system.

Information Technology

Students and faculty may access all of UT Martin's digital resources by signing in through the EZ-proxy authentication protocol using their UT Martin credentials. Once signed in, eBooks, journals, articles, streaming videos, and other digital resources are accessed slightly differently based on the platform being used. However, each platform is similar and, for the most part, user-friendly. The librarians at UT Martin have worked closely with each vendor to streamline access to electronic resources. Furthermore, the library offers the user a Discovery Service, which pulls resources together from different platforms for easy, one-stop searching. It is accessible from the library's homepage. It is so seamlessly integrated the user may not even know they are using it. While searching using this service, a pop-up notice asks the user to click on a tab if they would like the assistance of a librarian via chat or appointment.

The librarian liaison is available to faculty and students via chat, phone, and text, by appointment, for one-on-one assistance, Zoom meetings, small group meetings, class meetings, and library tours. Furthermore, library liaisons have created discipline-specific as well as class-specific LibGuides (software allowing librarians to create their own content). These are also referred to as research guides. Librarians work in concert with faculty members to create these guides, which can then be used as a teaching tool and be embedded in Canvas (class management software). Each guide details information on discipline-specific article databases, eBooks, books, streaming videos, etc., and how to access each. If a faculty member wants a class-specific LibGuide, the library liaison will work to create the desired content for the class so the faculty member may use it as a teaching tool in Canvas. These almost always involve specific resources, accessing resources, and getting assistance from the librarian.

Library Resources

The Paul Meek Library on the campus of UTM contains 9,904 scores and books related to music in the main collection. Digital resources include five research databases: *ProQuest Arts and Humanities*, *Gale Fine Arts and Music Collection*, *Naxos*, *Oxford Journals*, and *Oxford Music Online*. The library also includes ten periodical subscriptions related to music.

The Department of Music, in conjunction with Paul Meek Library, offers 133 music scores, 2,307 compact discs, and 235 DVD/Blu-rays. Music scores are currently being cataloged, and this is an ongoing process.

The library also offers instructional sessions on copyright, finding scores, use of music databases, and auxiliary research on their musical performance, health, famous composers, or new techniques. If a resource is unavailable at the library, a librarian can assist students with obtaining needed resources through an interlibrary loan.

Additionally, the Department of Music provides a new Music Education Resource Center (MERC), where music students can check out music education materials and receive tutoring and

career services. The MERC currently has around 150 materials for check-out. This is an ongoing project.

Facilities

The UTM Fine Arts building is a state-of-the-art two-level structure housing the music, visual, and theater arts departments. The music department has access to the following:

- 15 practice rooms
- 13 faculty offices
- 1 Music Education Resource Center (MERC)
- 1 band hall
- 1 choir room/recital hall
- 1 percussion ensemble room
- 1 instrument storage room
- 1 music score library with over 133 scores
- 1 piano lab with 12 Yamaha electric pianos
- 1 lecture hall
- 1 music education classroom with Orff instruments
- 1 classroom
- 1 chamber music classroom
- Harriett Fulton Theater (shared with theater and visual arts)

All faculty offices, classrooms, and practice rooms have Steinway pianos, including: 13 grands and 23 uprights. Students and faculty also have access to an organ and harpsichord.⁵⁶

Other Support Available

We plan to work closely with the Tennessee Music Education Association (TMEA) to advertise and recruit practicing music educators. By cooperating with organizations such as these, we hope to advance our program and demonstrate an effort to reach out to teachers by providing professional development opportunities with this organization.

As previously mentioned, we also plan to work closely with campus faculty members in management, communication, and education for our leadership concentration. We will also work with our campus admissions office and their recruiters to develop recruitment strategies to reach a wider audience.

Additionally, our university provides a plethora of student academic and support resources such as:

- UTM Bookstore
- Paul Meek Library
- Math Lab
- Student Success Center
- Writing Center
- Computer Labs

⁵⁶ <https://www.utm.edu/departments/music/about.php>

- Student Health and Counseling Services⁵⁷

Evidence of Willingness to Partner

While we make no plans to officially partner with any institution, as evidenced by our letters of support, we will work closely with local school districts to recruit educators who seek licensure/career advancement and provide professional development opportunities. We also plan to work closely with several local colleges that do not currently offer a Master of Music in Music Education degree program.

We currently have a partnership with Weakley County Schools where our students provide music instruction at Greenfield School. This partnership is a service-learning project that allows our undergraduate future music educators to participate in “real-world” teaching, also referred to as a lab-school. We foresee the opportunity to include this opportunity for our graduate students in the future, allowing them to mentor our undergraduates in the classroom.

Several entities have confirmed a willingness to partner with the proposed program. Each of the entities listed below has a signed letter of support; see Appendix A.

1. Goodpasture Christian School, Adam Laman, Director of Bands
2. Amro Music Stores, Nick Averwater, School Services Manager
3. Bartlett City Schools, Dr. Bradley Foust, Fine Arts Supervisor
4. White Station Middle School, Bryan Scott, Director of Bands
5. Shelby County Schools, Dr. Dru Davison, Fine Arts Advisor
6. Greenfield Schools, Jeff Cupples, Principal
7. Lakewood School, Jenny Cooper, Music Teacher
8. Centennial High School, Dr. Jonathan Vest, Director of Choral Activities
9. Weakley County Schools, Karen Campbell, Communications Director
10. ElevateArtsEd, Laurie T. Schell, Founding Principal
11. Trenton Rosenwald Middle School, Leah Jean Rollins, Music Teacher
12. Weakley County Schools, Randy Frazier, Director of Schools
13. ArtsEd Tennessee, Stephen Coleman, Director
14. Trenton Special School District, Tim Haney, Director of Schools

⁵⁷ <https://www.utm.edu/gateways/currentstu.php>

Appendix A: Letters of Support



Goodpasture Christian School

619 W. Due West Avenue
Madison, TN 37115
(615) 868-2600

May 7, 2021

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates' P-12 students.

A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,

Adam Laman

Director of Bands

615-868-2600 ext 225

GOODPASTURE
CHRISTIAN SCHOOL



To whom it may concern –

I am writing to voice our support for the proposed introduction of a hybrid master's degree in music education at the University of Tennessee at Martin. As a 98 old company, it is our distinct privilege to work with over 500 music programs across the mid-south, many located in West Tennessee. We know from interacting with so many educators how great of a need there is a for a program exactly like this.

The need for outstanding music educators is already straining the systems we have in place – perhaps even causing a shortage of qualified teachers. Many present music educators strongly desire to elevate their teaching abilities through continuing education but are hesitant to temporarily place on hold their current careers. This program addresses this directly by offering a hybrid curriculum, allowing teachers to continue their impact in the classroom while also elevating their skills and experiences through a master's program.

We also know many directors are already seeking out programs exactly like this, some traveling as far as Washington and Oregon to continue their education while also maintaining their careers as educators. We believe having a program located in West Tennessee would be a tremendous benefit to the music education community.

Lastly, our position offers us the opportunity to see the direct impact that music education has on the lives of thousands of students each year. As an educator increases his or her effectiveness through continuing education and advanced degrees, the impact felt on the lives of their students ripples out into the community for years to come.

Because of these reasons, we strongly endorse the proposal to introduce a hybrid master's program at the University of Tennessee at Martin and look forward to seeing its substantial impact on the MidSouth's music education community in the very near future.

Sincerely,

Nick Averwater

School Services Manager

Amro Music Stores, Inc

901-323-8888

BARTLETT CITY SCHOOLS  FINE ARTS DEPARTMENT

May 7, 2021

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates' P-12 students.

As a K-12 fine arts supervisor, part of my job is to recruit and/or hire highly qualified educators. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,



Bradley Foust, DMA
Fine Arts Supervisor
Bartlett City Schools



WHITE STATION MIDDLE

A Culture and Tradition of Excellence

May 7, 2021

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

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As a music educator with a master's degree myself, I know the importance of continued learning and I also realize that educators need opportunities to continue their education that fit into a busy and productive professional life. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,

Bryan Scott

Director of Bands
White Station Middle School
5465 Mason Road Memphis, TN 38120



THE DEPARTMENT OF CURRICULUM AND INSTRUCTION
FINE ARTS DIVISION

Teaching & Learning Academy Annex • 2485 Union • Memphis, TN 38112
(901) 416-3432 • Fax (901) 416-3436 • www.scsk12.org

Dru Davison, Ph.D.
Fine Arts Advisor
davisonpd@scsk12.org

October 3, 2018

To Whom It May Concern:

As an administrator for a network of schools reaching nearly 100,000 students, it is my pleasure to write this letter of support demonstrating the need for additional pathways for teachers to obtain advanced degrees in music education in Tennessee.

Teachers who are new to large urban districts often feel isolated and unable to effectively adjust to the competing priorities of lesson planning, evaluations, classroom management, inventory management, parent communication, and stakeholder expectations. It takes several years to effectively build a strong music program, but high rates of teacher turnover can cause the years of progress to be undone in the course of months. In order to protect and sustain music program growth, it is critically important not only that new teachers are supported and retained through meaningful induction programs, but also that there are intentional strategies for recruiting and growing teachers with strong aptitude, experience, and desire to teach in traditionally underserved communities. Part of this effort is to partner with the higher education community to offer programs that can advance their knowledge and skills without having to leave their teaching jobs.

Additionally, it is also important that classroom educator experience is considered when looking to approve additional pathways for advanced degree programs in music education, as well as concentration focus areas that are specific to the needs of various teaching groups, such as Orff music, instrumental music, vocal music, etc.

We hope that the 220 music educators of Shelby County Schools will soon have an additional pathway to advance their careers while remaining active in the lives of young people.

Kind regards,

Dru Davison



Jeff Cupples
Principal

GREENFIELD SCHOOLS

319 WEST MAIN STREET
GREENFIELD, TN 38230
PHONE: 731-235-3421

To Whom It May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our county places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates' P-12 students.

As an administrator, part of my job is to hire highly qualified educators. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration.

Jeff Cupples
Principal
Greenfield Schools



6745 A Highway 79 North • Buchanan, Tennessee 38222
 Phone: (731) 644-1600 • Fax: (731) 644-0680

<https://lakewood.henryk12.net>

Amber Ryan and Doney Kibbler, Principals

05/18/21

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates' P-12 students.

As local music teacher, part of my job is to train the next generation of musicians in my county. In my school, I will sometimes be the only person responsible for their music education. A master's degree would help me refine my craft and help my students be more successful. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. As an alumnae of University of Tennessee at Martin's music program, I would be thrilled to "come home" and further my education in the place I love so much. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings and the potential it has to enhance the arts in Northwest Tennessee and beyond.

Thank you for your consideration,

Jenny Cooper
 Music Teacher/Choral Director
 Lakewood Schools



Centennial High School

5050 Mallory Lane / Franklin, TN 37067

Main Office: (615) 472-4270

Main Fax: (615) 472-4291

5/17/21

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

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A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration

Dr. Johnathan Vest
 Director of Choral Activities
 Centennial High School



WEAKLEY COUNTY SCHOOLS

'Lighting The Way To A Brighter Future'

8319 Highway 22, Suite A, Dresden, Tennessee 38225
731-364-2185/2247

May 7, 2021

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates' P-12 students.

As the communications director for Weakley County Schools, I help tell the story of the area to recruit highly qualified educators. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,

Karen Campbell
Communications Director
Weakley County Schools



May 6, 2021

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers, but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates' P-12 students.

As an arts education advocate and founding member of ArtsEd Tennessee, part of my job is to maintain a healthy pipeline from higher education to K-12 programs. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration.

Sincerely,

Laurie T. Schell

Laurie T. Schell
 Founding principal, ElevateArtsEd
 Founding member and advisor, ArtsEd Tennessee



TRENTON ROSEWALD MIDDLE SCHOOL
2065 Highway 45 Bypass South
Trenton, TN 38382

(731) 855-2422

<https://trms.trentonssd.org/>

May 6, 2020

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching while attending courses online. This would be a great opportunity for practicing teachers to enhance their knowledge and skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

I am a graduate of UT Martin's Music Department with a Music Education Degree. I have twenty years of experience teaching middle school band, general music and assisting with high school band. Many years ago when I decided to pursue my Master's Degree in Music, I had to seek another university. I would have preferred to continue my education at UTM, but this option was not available. In order to continue teaching full-time while pursuing my masters, I had to take full summer loads at the University of Memphis and add additional courses at night during the school year that were available through local community colleges that partnered with the U of M. I believe adding the MME at the University of Tennessee at Martin will open many doors for music educators to pursue further education, which in turn, will enhance and improve the music programs in which they teach. I wish this opportunity had been available to me in the 1980s.

A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,

Leah Jean Rollins

Music Teacher

Trenton Rosenwald Middle School
2065 U.S. 45 Bypass
Trenton, TN 38382



WEAKLEY COUNTY BOARD OF EDUCATION

"Lighting The Way to A Brighter Future"

8319 Highway 22, Suite A
Dresden, Tennessee 38225

731.364.2247 • fax 731.364.2662

May 7, 2021

To Whom It May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

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As Director of Schools, part of my job is to recruit and/or hire highly qualified educators. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,

Sincerely,

Randy Frazier, Director
Weakley County Schools



May 21, 2021

To Whom it May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

As the Director of the non-profit arts education advocacy organization, ArtsEd Tennessee, I have the opportunity to interact with music educators throughout the state. From conversations with these dedicated teachers, I know there is a need for the type of hybrid MME degree that UT Martin is considering. Such a hybrid MME degree is particularly attractive because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration,

Stephen Coleman

Stephen Coleman
 Director, ArtsEd Tennessee
 ArtsEdTN@gmail.com



Trenton Special School District

201 West Tenth Street
Trenton, Tennessee 38382

Phone 731-855-1191
Fax 731-855-1414

www.trentonssd.org

Monday, May 10, 2021

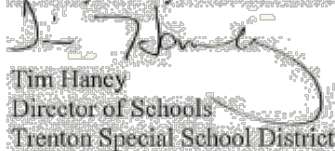
To Whom It May Concern:

I am writing to express the full support of the University of Tennessee at Martin's establishment of a new Master of Music Education (MME) degree. Our region places great value on our arts educators, our arts programs, and the hiring of high-quality educators. The hybrid nature of UT Martin's master program would allow for practicing music educators to continue teaching in our district while attending courses online. We have a vested interest in retaining our teachers but would like to support the opportunity for them to enhance their skills. UTM's MME is unique in that it provides networking and musical experiences during the in-person summer sessions while allowing teachers to maintain their full-time professions.

The Bureau of Labor Statistics states that the need for music educators in the state of Tennessee is set to grow by 11.7% in the coming year and that many teachers will be retiring across the country leaving vacancies for new teachers to fill. This growth rate is higher than the national average of 8%, suggesting an increased demand for music educators. Additionally, studies suggest a direct connection between graduate work in music education and success of graduates P-12 students.

As an administrator, part of my job is to recruit and/or hire highly qualified educators. A master's degree is a positive indicator for future success. The University of Tennessee at Martin's hybrid MME degree is particularly attractive in part because it would allow practicing educators to continue working in the field while pursuing a MME. I highly support the addition of the hybrid MME to UT Martin's Music Education offerings.

Thank you for your consideration.



Tim Haney
Director of Schools
Trenton Special School District

Appendix B: Financial Projections

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
I. Expenditures								
A. One-time Expenditures								
New/Renovated Space ¹	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total One-time	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures								
Personnel								
Administration								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Support Staff								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Support Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistants								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition and Fees* (See Below)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating								
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
Sub-Total Operating	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
Total Recurring	\$ -	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
TOTAL EXPENDITURES (A + B)	\$ 2,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -

*If tuition and fees for Graduate Assistants are included, please provide the following information.

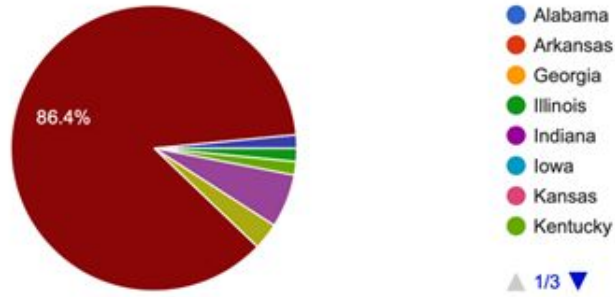
Base Tuition and Fees Rate	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Graduate Assistants	-	-	-	-	-	-	-	-

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
II. Revenue								
Tuition and Fees ²	\$ -	\$ 29,400	\$ 58,800	\$ 63,700	\$ 68,600	\$ 73,500	\$ -	\$ -
Institutional Reallocations ³	\$ 2,000	\$ (26,900)	\$ (56,300)	\$ (61,200)	\$ (66,100)	\$ (71,000)	\$ -	\$ -
Federal Grants ⁴	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Grants or Gifts ⁵	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other ⁶	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
BALANCED BUDGET LINE	\$ 2,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -

Appendix C: Feasibility Study Survey Results

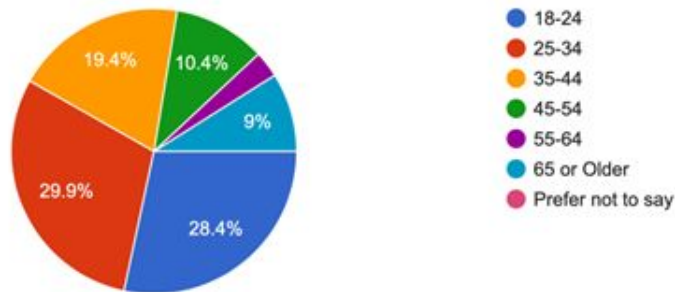
Current Location:

66 responses



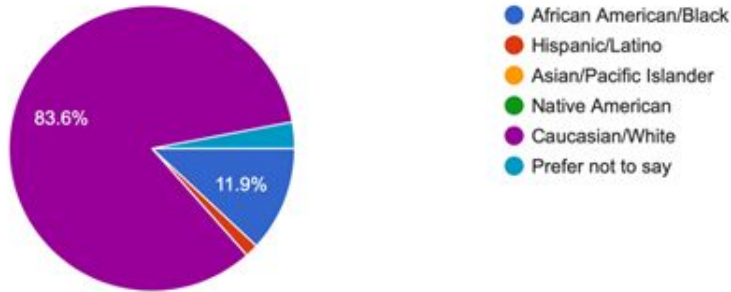
Please indicate your age:

67 responses



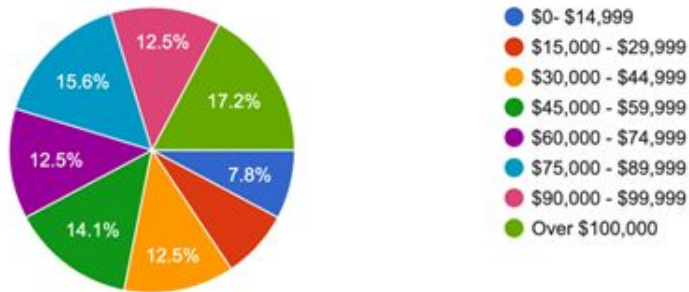
Race/Ethnicity:

67 responses



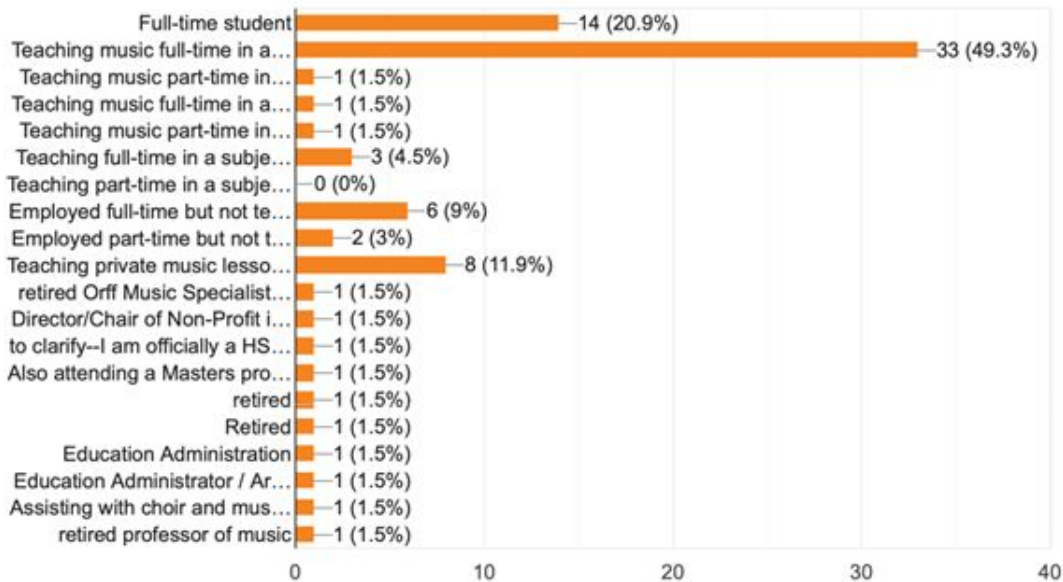
Which category best describes your annual household gross income?

64 responses



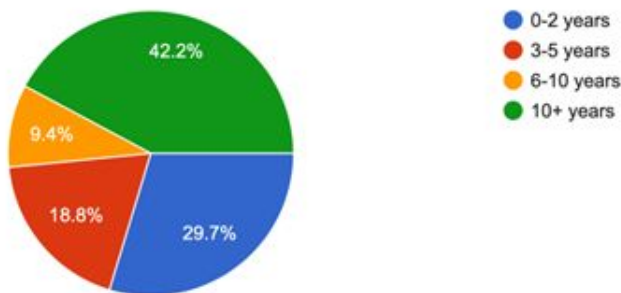
What is your current employment status?

67 responses



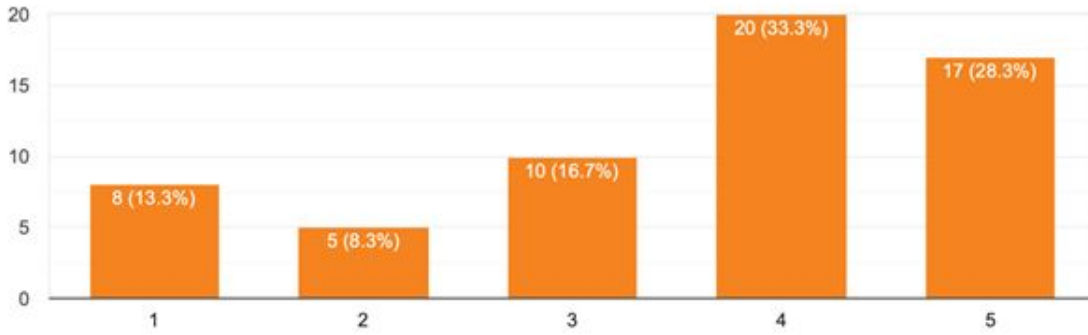
For how long have you been employed?

64 responses



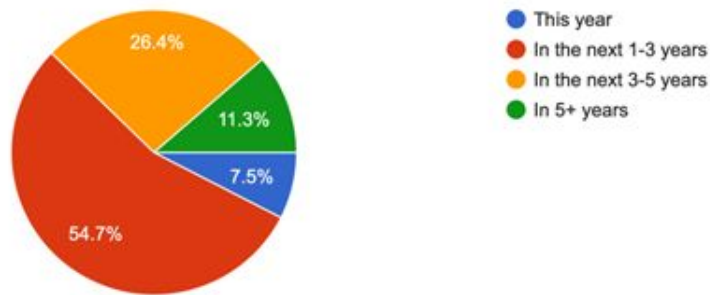
How interested are you in pursuing a Master of Music in Music Education Degree through UT Martin?

60 responses



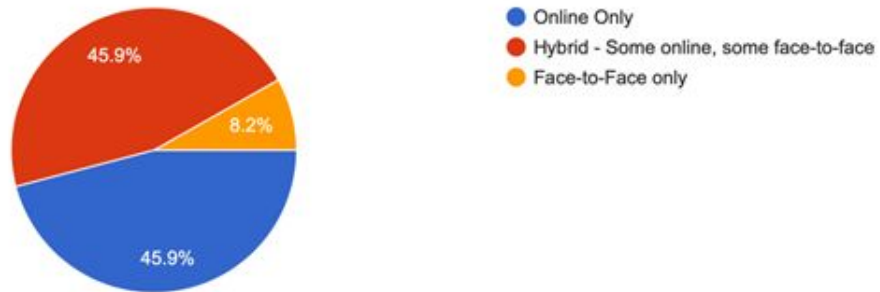
When are you interested in starting your Master's degree?

53 responses



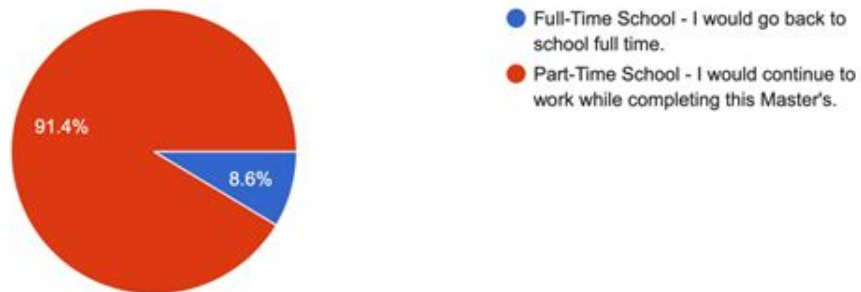
Which course delivery format would you prefer?

61 responses



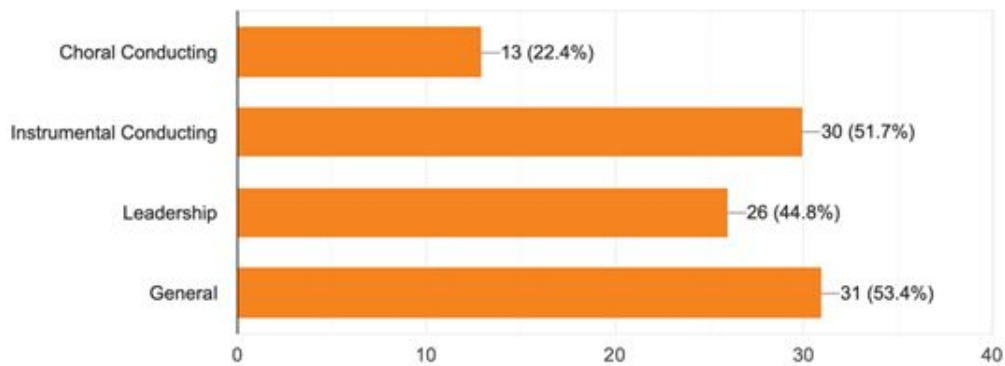
Which work-school balance would you prefer?

58 responses



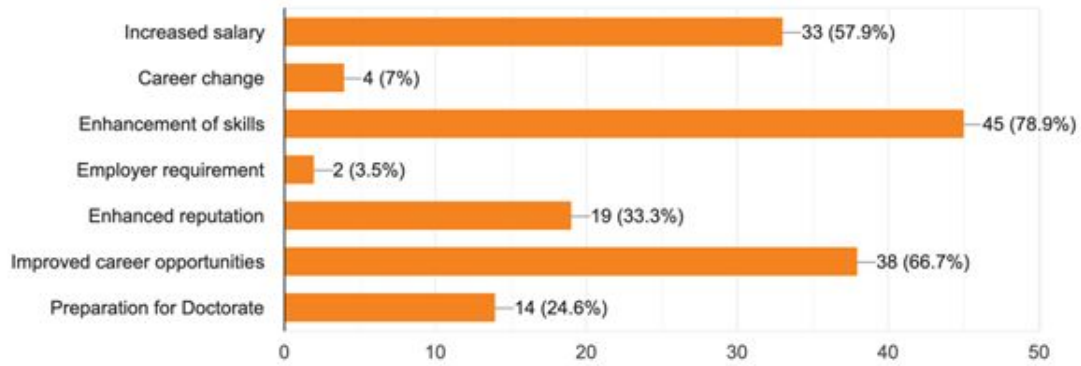
Which elective track(s) are you most interested in?

58 responses



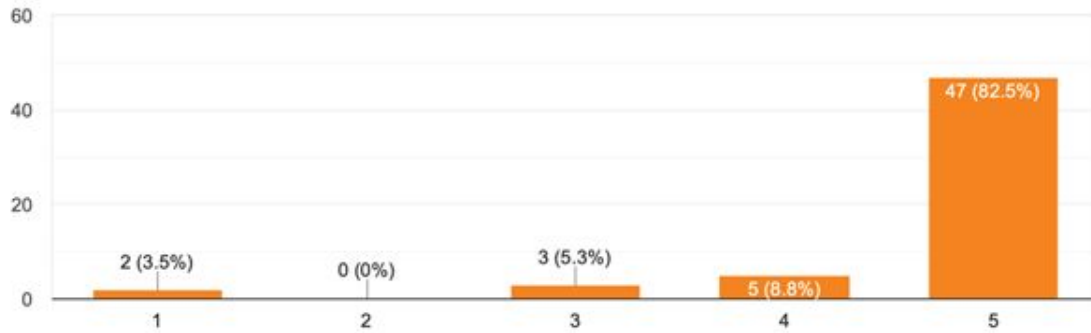
Why are you interested in pursuing a Master's of Music Education?

57 responses



Please rate the importance of cost in your evaluation for a Master's of Music Education program.

57 responses



Appendix D: Regional MM Programs

<i>Regional MM Programs</i>				
Institution Name	Program Title	Course Delivery	State	Graduate Tuition Per 1 Credit Hour
Murray State University	Master of Music Education	<ul style="list-style-type: none"> Hybrid Requires 12 credit hour specialization 	KY	\$544 in state \$800 out of state
Eastern Kentucky University	Master of Music in Music Education	<ul style="list-style-type: none"> Online Only 	KY	\$550 in state \$775 out of state
Western Kentucky University	Master of Music in Music Education	<ul style="list-style-type: none"> On-Campus 	KY	\$607 in state \$917 out of state
Lindenwood University	Master of Music Education	<ul style="list-style-type: none"> Fully online 	MO	\$555 in state \$815 out of state
Central Methodist University	Master of Music Education	<ul style="list-style-type: none"> Hybrid 3 Summers On Campus 	MO	\$260 in state
University of Missouri-Kansas City	Master of Music Education	<ul style="list-style-type: none"> On-Campus Full Time 	MO	\$406.70 in state \$1,050.00 out of state
Arkansas State	Master of Music Education	<ul style="list-style-type: none"> On-Campus Full-Time or Part-Time 	AK	\$356.08 in state \$633 out of state based on 12 hours
University of Central Arkansas	Master of Music with Emphasis in Music Education	<ul style="list-style-type: none"> On-Campus Full-Time or Part-Time 	AK	\$354.01 in state \$632.81 out of state

Comparison with UTM

The University of TN at Martin	Proposed Master of Music in Music Education	Online/Hybrid	TN	\$590 in state \$926 out of state
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Appendix E: Course Syllabi

University of Tennessee at Martin
 Department of Educational Studies
 EDFN 720: Multicultural Issues in Education and Counseling
 Fall 2022

Basic Information:**Course Section:** EDFN 720- OL2**Course Title:** Multicultural Issues in Education and Counseling**Meeting Time and Place:** Online Course (XX)**Course Credit Hours:** 3**Textbooks and Other Required Materials:**

- Bennett, Christine I. (2019). *Comprehensive multicultural education: theory and practice*. 9th Edition Pearson. ISBN: 978913-4679020.

Faculty Contact Information:**Instructor:** Mr. Austin Ferrell, MSED, MPA**Office:** Gooch 240G**Phone:** 731-881-7165**Email:** aferre10@utm.edu**Office Hours:**

- Monday: 8:00 AM—9:15 AM (Online); 9:15—11:00 AM (in-person)
- Tuesday: 10:30 AM—12:00 PM
- Wednesday: 8:00 AM—9:15 AM (Online); 9:15—11:00 AM (in-person)
- Thursday: 10:30 AM—1:00 PM
- Or by appointment

Course Information:

Course Description/Information: Emphasis is on multicultural education and cultural foundations in education and counseling; developing knowledge, self-awareness, and skill competencies for effectiveness in teaching, and counseling in K-12 schools, and counseling in mental health agencies.

Rationale: It is essential that teachers and counselors become familiar with the similarities and differences that exist among the various groups which are particularly represented in the school population (but not necessarily limited to those). Teachers, school counselors and mental health counselors greatly benefit from an increased understanding of various theories and methods that are needed for adapting and adjusting to diverse cultures.

Nature of Students to be Served: This is a critical course designed to develop critical skills needed by all teachers and counselors who seek professional effectiveness in a pluralistic society. This course is a component of the core curriculum of the M.S. Degree in Education in Counseling and Teaching Programs. Central to students is the ability to understand, implement and manage

Syllabus adapted from the Tennessee Teaching and Learning Center (<https://teaching.utk.edu/the-syllabus/>)

organizational change.

Course Resources:

All course materials are on Canvas. You are not required to log on at specific times on specific dates. However, it is imperative that you check the Canvas course regularly. If you have any Internet connectivity issues, be sure and check with the ITC at 731-881-7900.

Please note that Canvas has a "Help" feature at the bottom left of your screen - with live chat, email and telephone options for very helpful support. In addition, you can call the ITC at 731-881-7900 with any questions about the technology. Let me know if you need any help.

Student Learning Outcomes/Objectives:

The standards used for this course are the InTASC standards, the Teacher Professional Education Licensure Standards, the Teacher Licensure Standards: Social Studies Education, the National Council for the Social Studies (NCSS) National Standards for the Preparation of Social Studies Teachers, and the Teacher Candidate Diversity Proficiencies. Please note the separate document with details of the Standards.

The student will

- develop factual knowledge of diverse cultural and racial backgrounds to aid in facilitating classroom learning for students from diverse backgrounds.
- develop strategies to increase knowledge and self-awareness of multicultural
- will develop strategies to acquire knowledge of selected socio-cultural concepts including the concepts of culture, cultural pluralism, ethnicity, race, racism, and ethnocentrism.
- explore learning theories within multicultural settings.

Course Communications:

Official UTM email accounts and Canvas will be used for communication in this course. The preferred form of contact for the instructor is through email (aferre10@utm.edu). You should expect a response from emails or Canvas within 24 hours of it being sent, except for the weekends. For the weekends, please allow 72 hours for a response.

Course Requirements/Expectations:

Class Attendance: Participation in our online class environment is mandatory; participation is measured by your work in the course, including all activities. Your goal should be to complete the weekly assignments by the date that it is due. Please stay current with each week's assignments. Please let me know if you have any questions. Although this is a graduate class, I do understand that sometimes life happens so please communicate with me regularly.

Tardiness/Lateness Policy: Late assignments are not accepted unless there extenuating circumstances (e.g., illness, death in the family). The instructor must be contacted immediately. Contact the UTM Help Desk at <http://www.utm.edu/helpdesk/> for any help with technological issues.

Evaluation: Your grade will be determined through the accumulation of your grades on the

Syllabus adapted from the Tennessee Teaching and Learning Center (<https://teaching.utk.edu/the-syllabus/>)

Module quizzes, participation in the Discussion Board, and Final Project. The total number of points for the course is 300. The following grading scale will be utilized to determine the final grade based on the percentage of points that you achieved.

Grading System:

Weekly quizzes 7 @ 20 pts. each	140 pts.
Final Project/ Assignment	100 pts.
Discussion Boards 6 @ 10 each	60 pts.
Reflection Assignments- 2@ 30 each	60 pts.
Total	360 pts.

<u>Letter Grade</u>	<u>Percentage (%)</u>
A	94%- 100%
B	86%- 93%
C	78%- 85%
D	69%-77%
F	0%- 68%

Your grade will be calculated by using the total number of points available for the course.

Major Assignments and Exams (names and due dates)

Learning activities/assignments: EDFN 720 consists of nine Canvas modules: seven course content modules, a module with information about the Final Project, and an introduction module. These are all open from the first day of class. The due dates are listed on canvas. Each course content module contains chapter readings, PowerPoints, chapter quizzes (open book), discussion posts, reflection activities (some), and instructions for tasks.

Five Weekly Chapter Quizzes -Quizzes are due as stated in the Course Calendar. Each Quiz is worth 20 points each. You will have two attempts. Quizzes are open book.

Reflection Assignments- Each reflection assignment requires students to think about the material presented in the course or module and integrate the material into their assignment through critical thinking. There are two reflection assignments due in this course, and they are worth 30 points each.

Discussion Board participation - Each Discussion is worth a total of 10 points: 5 points for your initial post, and 5 points for your response to your classmates. Please make sure you read the instructions for the discussion posts on Canvas. The initial posts are due on Thursdays and the two replies are due on Sundays.

Syllabus adapted from the Tennessee Teaching and Learning Center (<https://teaching.utk.edu/the-syllabus/>)

Final Project- For this assignment, students will create a PowerPoint that focuses on Multicultural issues in their classroom and school, including providing examples. Students will be asked to include various aspects in the presentation (more information on Canvas). Additionally, this assignment is worth 100 points.

Course Calendar:

Week	Dates	Topic(s)	Assignments Due
Week #1	August 22- August 28	- Introduction - Review Syllabus - Multicultural Schools	- Introductory Post <ul style="list-style-type: none"> • Initial Post: August 25 • (2) Replies: August 28 - Chapter 1 Quiz due August 26
Week #2	August 29- September 4	- The promise of culturally competent teaching	- Discussion Post #1 <ul style="list-style-type: none"> • Initial Post: September 1 • (2) Replies: September 4 - Chapter 10 Quiz due September 2 - Reflection Activity #1: September 4
Week #3	September 5- September 11	- Learning in linguistically diverse classrooms	- Discussion Post #2 <ul style="list-style-type: none"> • Initial Post: September 8 • (2) Replies: September 11 - Chapter 14 Quiz due September 9
Week #4	September 12- September 18	- Colonialism, Involuntary Immigration, and the American Dream— American Indian & African American Perspectives	- Discussion Post #3 <ul style="list-style-type: none"> • Initial Post: September 15 • (2) Replies: September 18 - Chapter 6 Quiz due September 16 - Reflection Activity #2: September 18
Week #5	September 19- September 25	- Colonialism, Involuntary Immigration, and the American Dream—Latino Perspectives	- Discussion Post #4 <ul style="list-style-type: none"> • Initial Post: September 22 • (2) Replies: September 25 - Chapter 7 Quiz due September 23
Week #6	September 26- October 2	- The impact of poverty on American Children and Youth	- Discussion Post #5 <ul style="list-style-type: none"> • Initial Post: September 29 • (2) Replies: October 2 - Chapter 12 Quiz due September 30
Week #7	October 3- October 7	- Curriculum Transformation—A Multicultural Curriculum Development Model - Final	- Chapter 15 Quiz due October 7 - Final due October 7

Syllabus adapted from the Tennessee Teaching and Learning Center (<https://teaching.utk.edu/the-syllabus/>)

University Policies:

Academic Integrity: The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Academic Honesty: All assignment submissions are expected to be the original work of the student. Students are expected to be familiar with the citation and reference guidelines in the American Psychological Association (APA) Publication Manual. Submitted papers and e-mail from your ID to your instructor are equivalent to your signature — i.e., your word of honor.

Plagiarism: Plagiarism is a serious offense, both for the student who submits plagiarized work and for any student who might assist another student in the submission of plagiarized work. It is UTM policy that all student work may be analyzed electronically for violations of the University's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content. Instructors for this course employ various techniques to perform digital comparisons of student work to information located on the Internet and to previous students' work. Please read and heed the following information regarding academic dishonesty. The instructor cannot and will not tolerate academic dishonesty. For more information, refer to the UTM Student Handbook.

The unauthorized acquisition and/or distribution of test bank questions and/or similar instructional materials that accompany this textbook is considered cheating and will be treated and reported to university authorities as such.

Standard of Conduct: When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services: The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are approved for accommodations are responsible for requesting accommodation letters be sent to faculty each semester. The Office of Disability Services is located at 206-209 Clement Hall. Contact information: 731.881.7605 or DisabilityServices@utm.edu.

Key Campus Resources For Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)

Syllabus adapted from the Tennessee Teaching and Learning Center (<https://teaching.utk.edu/the-syllabus/>)

- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Syllabus adapted from the Tennessee Teaching and Learning Center (<https://teaching.utk.edu/the-syllabus/>)

MGT 710 Leadership and Organizational Behavior, Spring 2022

University of Tennessee at Martin

Basic Information:

Course Section: MGT 710 OL2

Course Title: Leadership and Organizational Behavior

Meeting Time and Place: Canvas

Course Credit Hours: 3

Textbooks and Other Required Materials: *Organizational Behavior: A Practical Problem-Solving Approach*, Angelo Kinicki, McGraw Hill, 3rd edition, 2021, ISBN 978-1-260-07507-6 (bound edition) ISBN 978-1-260-51625-8 (loose-leaf edition). (For information about the university's Bookstore Book Loans program, see the section titled Bookstore Book Loans in this syllabus.)

Faculty Contact Information:

Instructor: Dr. Jamye Long

Office Hours: Tuesday 10:00am-11:00am; Thursday 10:00am-11:00am; virtual office hours by appointment (Central Time)

Office Location: 131 BA

Phone Number: (731) 881-7331

Email: jlong59@utm.edu

Course Information:

Course Description/Information:

This course will address the theory of how organizations are structured. The course explores the behavioral side of organizations at both the macro and micro levels. The evolving body of empirical, literary, philosophical, and case/experiential knowledge will be discussed to enhance appreciation for the role of human action in the design and function of organizations, including leadership and teamwork. (3)

Course Resources: Textbook, Internet access, appropriate software

College of Business and Global Affairs Mission Statement:

To educate and engage undergraduate and graduate students through:

- Discipline-specific curricula
- Interactions with faculty in small class settings
- Experiential learning opportunities that allow students to make career decisions
- Mutually beneficial relationships with businesses, communities, and government

Student Learning Outcomes/Objectives:

M.B.A. Learning Objectives

Graduates of the M.B.A. program will be able to demonstrate:

1. effective written and oral communication,
2. an understanding of the integrated nature of business functions,

3. critical and analytical thinking in decision-making, and
4. an understanding of ethical dimensions in business decisions.
5. effective leadership and teamwork,

All 5 of the M.B.A. objectives will be addressed in this class. Each of our M.B.A. learning objectives relate to our college mission, which is below.

Specific Course Objectives:

By the end of the semester, students will:

1. understand the basic management functions
2. understand the meaning and implications of organizational environments
3. understand the processes of structuring organizations
4. understand the role of technology in organizing
5. understand organizational culture
6. understand the roles of power and politics in organizations
7. understand organizational learning
8. understand organizational design
9. understand basic theories of motivation, leadership, and communication
10. understand written and oral communication skills
11. apply analytical skills

Course Communications:

Instructor email: jlong59@utm.edu

Office Location: 131 BA

Phone Number: (731) 881-7268

Most email inquiries are addressed within 24 hours, Monday-Friday. Some inquiries require additional time. Any inquiries not addressed after 48 hours, students are encouraged to send a follow-up message.

Who to contact for technical issues: Contact UTM Help Desk at <http://www.utm.edu/helpdesk/>

Course Requirements/Expectations:

Course Requirements, Assessments, and Evaluations: The course requirements indicated reflect the plan of presentation of course materials and will be followed as closely as circumstances permit. Adjustments may be made from time to time by a Canvas announcement. Each student is responsible for compliance with all announced adjustments.

Technology Disclosure: Students should take into account the possibility of technical difficulties that could arise during online assignment submissions and testing. Students are to plan accordingly as to account for additional time needed should problems arise. For more information regarding the required technology needed for this course, click the Help button on the Canvas page to access the 24-hour UTM Help Desk, the Canvas Support Hotline, Chat with Canvas Support, Search the Canvas Guides, and Report a Problem links. If you encounter a technical issue during an exam or while uploading/submitted an assignment, email the professor and explain the problem encountered.

1. **Exams:** Exams are required in this course and are organized within modules. In total, 2 exams are presented. All exams will be administered through Canvas. To access the

exams, click the Modules link in Canvas. All exams must be taken in the order provided below. Exams are based on the textbook chapters and PowerPoint presentations. Exams are available beginning at midnight (Central Time) on the opening day through 11:59pm (Central Time) on the ending day. All exams require the use of Proctorio. Students should contact the Help Desk for assistance with and troubleshooting issues with Proctorio.

<u>Module 1 Assessments</u>	<u>Chapters included</u>	<u>Availability Period</u>
Exam 1	1, 4, 5, and 8	Jan. 13 – Feb. 1
<u>Module 2 Assessments</u>	<u>Chapters included</u>	<u>Availability Period</u>
Exam 2	9, 11, 12, 13, and 15	Jan. 13 – Feb. 15

Students will be allowed to access each exam one time. The exams' availability allows students an opportunity to take them during a time convenient within their schedule. Exams are limited to 75 minutes. No answers will be allowed to be submitted once time has expired. Immediately following the submission of each exam, students will be able to view their grades, however students are not granted an opportunity to view their exams in full or in part.

2. **Group Project:** A total of 1 group project is required. The group project is to be completed with the assigned group members. The group project is due at 11:59pm Central Time on the date listed.

<u>Group Project</u>	<u>Due Date</u>
Designing a Theory of Motivation	Feb. 8

Student groups are assigned to design a new theory of motivation based upon the information obtained in this class, through the textbook, personal and professional experiences, and other available resources. More specific requirements are provided in Canvas.

Student groups must submit work in Canvas by the due date. One group member is to submit on behalf of the entire group. This group project is graded according to the Designing a Theory of Motivation Rubric provided in Canvas and on the last page of this syllabus.

All group members are to complete the Leadership and Teamwork Survey upon completion of group project and no later than the date listed below. A link in Canvas to access the survey can be found in the Modules section of this course.

<u>Group Project Survey</u>	<u>Due Date</u>
Leadership and Teamwork survey	Feb. 11

3. **PowerPoint Presentations:** Chapter-by-chapter PowerPoint presentations are included in this course to enhance student understanding of course topics presented in the textbook. To access the PowerPoint presentations, click the Modules link in Canvas. While viewing the PowerPoint presentations is not graded specifically, the information contained within the PowerPoint presentations is eligible for inclusion in the course requirements, so it is recommended that students view them and take notes.

4. **Grading Procedures:** Course grades will be established on the following.
- | | | | | |
|-----------------|---|-----------------|---|---------------------------------|
| 2 Exams | x | 100 points each | = | 200 Exam points |
| 1 Group Project | x | 100 points | = | <u>100 Group Project points</u> |
| | | | | 300 Total Points Available |

A = 90% + B = 80% - 89% C = 70% - 79% D = 60% - 69% F = Below 59%

Students maintain full responsibility for ensuring proper submission and receipt of course requirements to the professor. Requirements not met will result in a grade of zero.

5. **FAQs:** A FAQs page is included in this course and consists of common, or frequently asked, questions students have. By reading the FAQs and referring back whenever there is an inquiry, time and frustration may be saved as the answer sought could be already provided. Students are encouraged to refer to the FAQs before emailing the professor.
6. **Classroom Courtesy:** Students should maintain a professional disposition throughout this course. All written, oral, and nonverbal communication is to meet the standards of business professionals. Your professor will respond to e-mails as soon as possible. Nonprofessional behavior or language will result in appropriate disciplinary action in accordance with the university policy.
7. **Course Statement of Academic Integrity:** Students are expected to conduct themselves at a high level of academic integrity. Any student found cheating will be assigned a final grade of F for the course and will be reported to the Vice Chancellor for Student Affairs and the dean of his/her college for further disciplinary action.

University Policies:

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate and graduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Plagiarism:

Plagiarism is the “use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” (Random House Compact Unabridged Dictionary, 1995). Measures will be taken in the classroom to help students understand plagiarism and avoid circumstances in which plagiarism can occur. Plagiarism at UTM will result in an “F” for the assignment and possibly for the course. Further action by the University may be taken.

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the

University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Class Conduct:

All instances of class misconduct, which includes but is not limited to cheating, will be handled according to the rules of the academic misconduct and disciplinary procedures in the Student Handbook.

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services Office must provide instructors with a letter of accommodation. The Disability Services Office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Bookstore Book Loans:

All students with pending excess financial aid on their account may get an advance (book loan) on their financial aid refund to buy books from the UTM Bookstore. Book loan funds are only available for use in the UTM Bookstore in the Boling University Center. The UTM Bookstore does Price Match: Click here for Price Match details

To apply for a book loan:

1. Logon to your portal at <https://www.utm.edu/> my UTMartin.
2. From Students Services, Select Student Records
3. Select Book Loan Application
4. Select Application term
5. Enter amount and Select I Agree
6. Application submitted message is displayed
7. Please call the Bursar office at 731-881-7810 if you need any assistance.

Learning Environment:

Student's Responsibility

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities
- Abide by the UT Honor Code

CBGA Ethics Statement:

The *CBGA Ethics Statement* can be accessed and read at the following link:

[https://www.utm.edu/departments/cbga/_pdfs/Statement%20of%20Values%20\(October%202014\).pdf](https://www.utm.edu/departments/cbga/_pdfs/Statement%20of%20Values%20(October%202014).pdf)

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing and/or classroom announcement of any such changes.

Designing a Theory of Motivation RUBRIC						
	10	8	6	4	2	0
Assignment Submission	Submitted on or before due date			Submitted 1 day late	Submitted 2 days late	Did not submit
Following instructions	Followed instructions	Followed most of the instructions	Followed many of the instructions	Followed some of the instructions	Followed few of the instructions	Did not follow instructions or did not submit
Appearance	Professional quality	Semi-professional	Less than professional quality	Amateur level quality	Poor quality	Unacceptable quality or did not submit
Diagram	Well developed and presented	Mostly developed and presented	Reasonably developed and presented	Fairly developed and presented	Poorly developed and presented	Not developed and/or presented or did not submit
Content	Comprehensive project meeting the stated requirements	Understandable project meeting most of the stated requirements	Reasonable project meeting some of the stated requirements	Minimal project meeting few of the stated requirements	Inadequate project meeting selected few of the stated requirements	Unacceptable quality project; project did not address the stated requirements or meet minimum requirements; or did not submit
Quality of Explanation	Excellent explanation	Good explanation	Adequate explanation	Fair explanation	Minimal explanation	Poor explanation or did not submit
Quality of Application	Excellent descriptive application	Good descriptive application	Adequate descriptive application	Fair descriptive application	Minimal descriptive application	Poor descriptive application or did not submit
Organization and Clarity	Excellent, organized, very clear, understandable	Good, reasonably organized, clear, understandable	Adequate, somewhat understandable in places, lacking in organization in places, unclear in places	Fair, difficult to understand in numerous places, unorganized in numerous places, mostly unclear	Minimal, difficult to understand throughout, poorly organized throughout, unclear throughout	Did not meet minimum requirements for project or did not submit
Spelling/Grammar	Minimal to no spelling and/or grammar mistakes	Few spelling and/or grammar mistakes	Several spelling and/or grammar mistakes	Numerous spelling and/or grammar mistakes	Excessive spelling and/or grammar mistakes	Difficulty to read due to spelling and/or grammar mistakes or did not submit
Creativity	Extensive creativity	Good creativity	Reasonable creativity	Fair creativity	Poor creativity	Very little or no creativity or did not submit



DEPARTMENT OF COMMUNICATIONS COMMUNICATIONS 730: ORGANIZATIONAL COMMUNICATION SPRING 2021

Contents:

[Part 1: Course Information](#)

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PART 1: COURSE INFORMATION

Basic Information

Course: COMM 730 **Section:** OL1

Credit Hours: 3

Course Prerequisites and/or Co-requisites: Admission to graduate program

Textbooks and Other Required Materials

Kramer, M. & Bisel, R. (2017). Organizational communication: A lifespan approach.
New York: Oxford University Press. ISBN: 9780190606268

Instructor: Mrs. Stacy Freed

Mailing Address: Department of Communications
538 University St.
Martin, TN 38238

Email: sfreed@utm.edu

Office Phone/Voicemail: (731) 881-7533

The best way to contact me is to send a message through Canvas. I will respond to class messages at least once per day Monday through Friday, so you should receive a response to your message within 24 hours of sending it. I try to respond promptly, but please understand that responses will not usually be immediate. I do not respond to messages after 10 p.m. (Central Time), and I do not consistently check messages on weekends or holidays. I will respond on a weekend, however, if I am checking my messages. If you have a problem with Canvas messages, you may email me.

To speak with me, you may message me through Canvas to set up a time to talk. The current situation is fluid, so I can't definitely say when I will be in my office on a regular basis. I expect to at least be in the office from 1:00-3:00 p.m. Monday-Thursday except when the campus is operating completely virtually. Updates will be posted in Canvas.

I will typically log in to our Canvas course in the afternoon or evening.

Course Details

Course Description

A study of theories of organizational communication and their application to the workplace. Students will analyze communication challenges in organizations from various perspectives, including supervisors, subordinates, and peers.

Program Learning Outcomes

Use strategic communication management skills to increase the opportunity for career advancement in related or integrated disciplines.

- Students will understand and apply theories of organizational communication to workplace communication.
- Students will use critical thinking to analyze theory and explain how the application of theory can improve communication in the workplace.
- Students will evaluate the effect of communication theory on communication experienced in the workplace.

Integrate basic management and leadership principles and processes in the workplace.

- Students will identify communication challenges in the workplace and relate theory that can meet those challenges.
- Students will examine communication between supervisors and subordinates and assess appropriate communication styles.

Use communication theory and research methods in addressing critical issues related to the students' career fields.

- Students will examine theory demonstrated in professional organizations.
- Students will demonstrate an understanding of theory by applying it to a previous, current, or desired employment position.

Apply professional ethics in the workplace.

- Students will relate ethical principles to workplace situations.

Assignments and Grading Procedures:

Grades will be based upon the following assignments:

Forum Posts	20%
Realistic Job Preview Project	20%
Annotated Bibliography	25%
Papers	35%

Details of assignments will be posted under **Modules** in Canvas.

The dates and times specified in this course are listed in the Central Time Zone. Remember to adjust the times listed if you are not in the Central Time Zone.

Assignments and Grading Procedures (continued):

Final grades will be based upon the percentage of total points earned during the semester:

A: 90% and above

C: 70-79%

F: 59% and below

B: 80-89%

D: 60-69%

I do my best to grade assignments in a timely manner. Realistically you can expect grading time on short assignments to take at least one week, while papers and longer projects average two weeks.

Make-up Work:

In an online environment, students are expected to work class assignments around other scheduled events and to complete assignments on time. The flexibility of the online environment allows students to work on assignments at their convenience in order to meet the deadline. Make-up work should not be needed and will be allowed only at the discretion of the instructor. Prior approval must be obtained when possible.

Late Assignments:

Regular class days are considered to be Monday – Friday. A paper or project turned in after the time it is due will be subject to a 10% grade reduction, along with an additional 10% penalty for each subsequent 24-hour class period the assignment is late. Because weekends are not considered class days, late penalties are not accrued between 12:01 a.m. Saturday and 11:59 p.m. Sunday. Late assignments will only be accepted for five class days after the due date and time. No credit is given for late discussion forum posts.

You should allow ample time to account for technical difficulties that you may encounter during your coursework. Common computer problems are not an excuse for late work.

Have a backup plan in case of computer problems. You should have a plan to borrow a computer from a friend or family member, use a local library, or have another place in mind to complete your coursework should your computer fail. If you are within driving distance of the UT Martin campus, you may use the campus computer labs.

Backing Up Your Work

Always back up your work in case of a computer crash or other issues. Save your work often! It's a good idea to use cloud storage to back up your work; cloud storage also allows you to access your work from multiple locations. Two options available to you through UTM at no extra cost are Microsoft OneDrive (available through [Office 365 ProPlus](#)) and Google Drive (available through your UTM Google account accessed through the My UTMartin Portal).

[Part 1: Course Information](#)[Part 2: Assistance](#)[Part 3: Online Learning Environment](#)

Academic Integrity:

A student who does not do his or her own work will not benefit from the time and money spent on the course. I trust that you will do your own work. However, any episode of academic dishonesty will result in a failing grade for that specific assignment.

Subsequent occurrences will result in a failing grade for the course. Further information about the university policy on Academic Integrity can be found in the UTM Catalog (<http://www.utm.edu/catalog.php>) or in the Student Handbook (http://www.utm.edu/studenthandbook/student_handbook.pdf).

Disability Services: The University of Tennessee at Martin provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for accommodations must register through the Disability Services office so the instructor can be provided with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, (731) 881-7605.

Students should inform the instructor during the first few days of class if accommodation will be needed. Please do not rely on the letter from the Office of Disability Services to provide the instructor with all needed information. Early notification is needed to allow the instructor to better plan for needed accommodations. It is best to discuss your needs with the instructor to be sure your needs are understood.

PART 2: ASSISTANCE

Department of Communications Office: 731-881-7546

Technical Assistance

UTM Helpdesk: <http://www.utm.edu/departments/help/>

Phone (7 a.m.-9 p.m. daily): 731-881-7900 or Email: helpdesk@utm.edu

Technical Questions:

It is natural for technical questions to arise during an online course. Any technical questions you may have should be addressed to the UT Martin Information Technology Services Help Desk at 731-881-7900 or helpdesk@utm.edu. While I can sometimes answer simple technical questions, I am generally not the one you want answering your technical questions!

Student Success Center

<http://www.utm.edu/departments/success/>

The Student Success Center helps students achieve academic success. Students who need support not directly related to course material (such as disability services) may find help at the Center.

Phone (8 a.m.-5 p.m. daily): (731) 881-7744 or Email: success@utm.edu

[Part 1: Course Information](#)

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Library Information

Paul Meek Library: <http://www.utm.edu/library.php>

On the library's website you can find electronic databases for research, information about interlibrary loans, and contact information for librarians who are available to help you find information.

Library Hours: Library staff are available to assist you when the library is open. Typical hours during the school year are:

Saturday: Noon-5:00 p.m.

Monday-Thursday: 7:30 a.m.-midnight

Sunday: 2:00 p.m.-midnight

Friday: 7:30 a.m.-6:00 p.m.

Library hours vary during university breaks and administrative closings and may vary because of COVID-19 restrictions.

Contact: Library staff can be contacted by phone: (731) 881-7065 or through links to email or chat that are listed on the library home page.

Computer Software

Please do not purchase any software for this course! Software needed for this course is either available to you through UTM or is freely available online.

Find the recommended computer configuration here:

<http://www.utm.edu/departments/its/recommended.php>

Microsoft Office 365 ProPlus is available to all UTM students at no cost. This is a subscription service, and your subscription will end when you leave the university. Office 365 includes Word, Excel, and PowerPoint, among other software. Get more information about Office 365 here:

<http://www.utm.edu/departments/help/studentadvantage.php>

Students also have access to Google apps through the My UTMartin Portal. Log in to the portal and click on "Google Apps" or "Gmail." This will give you access to many Google apps, including Drive, Docs, Sheets, and Slides. Need help using them? Try the Google Apps Learning Center: <http://learn.googleapps.com/>

You may find it helpful to have more than one internet browser on your computer (such as Chrome, Firefox, Safari (Mac), or Edge (PC)). Some websites work better with certain browsers. Having updated versions of Java, Flash, and Adobe Reader can also be helpful. Contact the UTM Helpdesk (731-881-7900) if you need help with this.

PART 3: ONLINE LEARNING ENVIRONMENT

The online course is similar to an on-campus, face-to-face course in many respects, but there are many ways in which it is different. While the following list may fit *some* online courses, the list explains expectations you should not have for *this* online course.

What this course is NOT:

- An independent study
- Self-paced
- Less time-consuming than an on-campus class
- A way to take a class and avoid interacting with people
- An expectation for 24/7 availability of instructor or students
- A requirement for students to be available at a particular day or time

Expectations

Time: When working on an online course, you can typically expect to spend three hours per week working for each credit hour. To be successful in this course, you will need to commit an *average* of nine hours per week to the course. This includes reading assigned readings, watching assigned videos, and doing assignments. Some weeks the assignments may be less time-consuming, and more time-consuming projects will be spread over multiple weeks.

This course is completely asynchronous, meaning students are not expected to be available at a particular time or on any particular day.

Technical Knowledge: Completion of this course does not require advanced computer knowledge. Students will be required to:

- use Canvas Learning Management System
- use word processing software
- conduct searches online
- use the online databases available through the Paul Meek Library

In addition, students may occasionally have the option to use a slideshow (using student's choice of software, such as PowerPoint, Google Slides, Keynote, or online options such as Prezi).

Canvas/Email Responses: In any email environment, it is common courtesy to respond to messages within 24 hours. I will extend that courtesy to student messages when possible, and I ask that students do the same for me.

Participation: This is not a passive course in which you work in isolation; we are expected to communicate with one another. We all have both good and bad communication experiences that can help us apply information in the text to our daily lives. Sharing with and learning from each other are vital parts of this course.

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In order to participate fully, it is helpful to read the assigned chapter the week *before* we will be discussing it. Reading the chapter ahead of time will allow you to have the full week to complete that chapter's assignments rather than taking several days to do the reading first.

Use appropriate online behavior (netiquette). See the [Rules of Behavior](#) document at the end of this syllabus.

Course Discussion: Throughout this course, there will be times that you will be required to discuss course topics in the Canvas discussion forum (though not every week). It is important that you post your first comment by the due date so that your classmates will be able to post a response to further the discussion. Your posts should be well thought out and related to the topic of the current thread. We all will get more out of the course if everyone takes discussions seriously. It is perfectly acceptable to post more than the required number of posts in a given discussion as long as you are not dominating the discussion. I will comment in discussions, but I will not always comment on every post.

No credit will be given for late Canvas discussion posts. It does not benefit the group for someone to post after other students have already posted their responses or to comment on a discussion that the group has finished. We all need to be in the discussion together. See the Discussion Board Rubric posted in Canvas for more detailed information about how discussions are graded.

Instructor's Role: I will serve as a facilitator in this course, not as a lecturer. As graduate students, you are expected to evaluate information, bring your analysis to class discussions, and ask questions for clarification or to further the discussion.

Communications 730

Rules of Behavior in an Online Course (Netiquette for this class!)

1. Be professional, polite, and respectful.
 - Avoid offensive language or name-calling.
 - Don't ramble or rant.
 - Avoid slang or abbreviations, such as "texting language."
 - Be mindful of others' perspectives. You don't have to agree with everyone, but you should respect their right to an opinion.

2. Participate!

We learn so much more when everyone participates. We all have experiences that can be examples of a communication "do" or "don't." Class is much more interesting when we learn from each other's experiences. Everyone should have an equivalent chance to participate.

3. Post discussion assignments in a timely manner.

It is difficult to discuss a topic when no one has posted anything to discuss. Be sure to meet the deadlines for the first post of an assignment so people have time to respond. Don't wait until the last minute to post your response.

If you are required to respond to two people, consider responding on two different days. You might have a bigger variety of posts from which to choose, which could enhance the conversation. Consider responding to more posts than required.

4. Be clear. Think before you post or send.

Think about your words and how they could be misunderstood by someone who can't see the sarcastic grin on your face or hear the anger in your voice. Reread before you send, and be careful about assuming other people's knowledge. Remember that not everyone shares your perspective.

5. Ask questions.

Don't let stress build because you don't understand something. Ask for clarification. Chances are that others would like some clarification as well.

Don't sit feeling offended by something that is said or being confused about what the instructor wants. It's possible that there is a misunderstanding. We can't improve communication issues if we don't know there is a problem. Ask questions.

6. Share. . .

Share your experiences, whether it is related to course content or tips on taking online courses. Visit the "Water Cooler" in the Canvas Discussion Forum if you have something to share that is not related to the current course topic. Sharing makes the online experience better for everyone.

7. . . .but don't overshare.

Be careful not to dominate the conversation. We want to hear from everyone, but one person should not be contributing an excessive amount. Remember that people don't like to read extremely long posts, so avoid long posts when they are not necessary.

8. Be honest.

No one is helped by dishonesty. It's just a waste of time. Practice ethical behavior in class; it's necessary for your professional life.

**THE UNIVERSITY OF TENNESSEE AT MARTIN
COMMUNICATIONS
COMM 740: LEADERSHIP THEORY AND PRACTICE**

Basic Information:

Faculty Contact Information

Instructor: **Dr. Teresa Y. Collard**

Phone: **731-587-1948 (home)/731-588-5544 (cell)**

731-881-7557 (Gooch Office) (I will be working from home this semester.)

Office: **305H Gooch Hall**

E-Mail: tcollard@utm.edu or tcollard.collard@gmail.com

Office Hours: M-F 10-11 (You may contact me by email or phone as needed.) I won't actually have physical office hours.

Note: Throughout the semester, phone conference may be arranged with each student. Please know that I welcome any calls, texts (to cellphone), and/or emails. I feel it is important that students are at peace in this course and that they feel comfortable contacting me.

Course Specification

Course Section: 001

Course Title: COMM 740 Leadership Theory and Practice

Meeting Time and Place: Online

Course Credit Hours: 3 graduate hours

Textbooks and Other Required Materials:

Covey, S. R. (2003). *The seven habits of highly effective people: Personal workbook*. New York: Fireside. **(Note: If you cannot find this version of the text, you can get a newer version of this textbook.)**

Covey, S. R. (2013). *The seven habits of highly effective people: Powerful lessons in personal change*. New York: Simon and Schuster.

Northouse, P. G. (2015). *Leadership theory and practice* (7th ed.). Los Angeles: Sage.

You can find these texts used on line. Please, make sure you get the 7th edition of the Northouse.

Course Information: (Note: Due dates can be found on the Canvas Assignment pages, the weekly modules, or the course calendar.) I believe it is very important for students to use the weekly modules. I recommend you navigate from the modules during the semester.

Course Description

This course is designed to engender understanding of various theoretical approaches and conceptualizations of leadership, as well as promote and develop interpersonal communication strategies for practical application in professional environments.

Course Purpose:

This course is an online course. There will be a wide variety of assignments and activities in the course that will be accomplished through the use of technology (primarily email, Google Docs, and Canvas Tools). There will also be telephone conversations between the instructor and students as necessary.

Online Etiquette:

Students are expected to be respectful to each other at all times. Comments and discussion should be detailed and valuable to others. Students should conduct themselves with common manners when engaging with the professor and fellow students.

Course Components

Students enrolled in this course will find the components housed on Canvas. Students will need to access your Canvas account through your UTM portal. You will use the dropdown menu to find all the necessary information for the course. Menu items such as Announcements, Assignments, Discussion Boards, Grades, etc. will be active and allow you to access the course content. Students may contact the professor at anytime should assistance be required. Also, the Instructional Technology Center's Computer Help Desk is a valuable tool for students. The phone number for the Help Desk is 731-881-7900.

Student Learning Outcomes/Objectives:**Program Learning Outcomes, Student Learning Outcomes and Assessment:**

Program Outcome	Student Learning Outcome	Assessment Tools
Learning Outcome 1: Use strategic communication management skills to increase the opportunity for career advancement in related or integrated disciplines.	Apply relevant concepts and theories in the use and presentation of leadership information.	Leadership Seminar Project
	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	Leadership Seminar Project
Learning Outcome 2: Integrate basic management and leadership principles	Analyze leadership principles and concepts as they apply to leadership	Discussion Boards

and processes in the workplace.	styles in the workplace.	
Learning Outcome 3: Use communication theory and research methods in addressing critical issues related to the students' career fields.	Analyze personal leadership style as it relates to professional environments.	Personal Leadership Assessment and Analysis
Learning Outcome 5: Apply professional ethics in the workplace.	Analyze and apply principles of leadership ethics in the workplace.	Group Leadership Ethics Case Study

Course Content:

- I. Leadership (*Leadership Theory and Practice* by Peter Northous)
 - A. Defined
 - B. Described

- II. Leadership Approaches and Styles
 - A. Trait Approach
 1. Description
 2. How it works
 3. Strengths and Criticisms
 4. Application
 5. Leadership Instrument
 - B. Skills Approach
 1. Description
 2. How it works
 3. Strengths and Criticisms
 4. Application
 5. Leadership Instrument
 - C. Situational Leadership
 1. Description
 2. How it works
 3. Strengths and Criticisms
 4. Application
 5. Leadership Instrument
 - D. Authentic Leadership
 1. Description
 2. How it works
 3. Strengths and Criticisms
 4. Application
 5. Leadership Instrument
 - E. Servant Leadership
 1. Description

2. How it works
 3. Strengths and Criticisms
 4. Application
 5. Leadership Instrument
- III. Leadership Issues
- A. Leadership Ethics
 1. Description
 2. How it works
 3. Strengths and Criticisms
 4. Application
 5. Case Studies
 6. Leadership Instrument
 - B. Women and Leadership
 1. Description
 2. How it works
 3. Strengths and Criticisms
 4. Application
- IV. *The Seven Habits of Highly Effective People* (Stephen Covey)
- A. Part One-Paradigms and Principles
 1. Inside-Out (Paradigms)
 2. An Overview of the Habits
 - B. Part Two-Private Victory
 1. Habit 1: Be Proactive
 2. Habit 2; Begin with the End in Mind
 3. Habit 3: Put First Things First
 - C. Part Three- Public Victory
 1. Paradigm of Interdependence
 2. Habit 4: Think Win/Win
 3. Habit 5: Seek First to Understand, Then to Be Understood
 4. Habit 6: Synergize
 - D. Renewal
 1. Habit 7: Sharpen the Saw
 2. Inside-Out Again

Course Requirements/Expectations:

Contact Information Assignment:

Please attach a file that includes your name, address, email, phone numbers (home, work, cell) with preference for where to best reach you. Also, if you feel comfortable, please attach a photo

of yourself. I like to print these out and keep them in the course binder, so I can think of you as a person not just a name. This is worth **5 points**.

Introductory PowerPoint Presentation:

Students will create a PowerPoint presentation that serves as an introduction of self. This project will be valued at **25 points**. **I hope posted an introductory PPT as a sample.**

Discussion Boards:

Students will participate in a discussion each week as posted by the instructor. Each student must post at least one insightful and detailed comment (about a paragraph) to the original discussion and then respond to at least two comments by other class members each week to receive full credit for discussion. The posts and comments must be insightful and meaningful. I expect to see critical thinking applied to the discussions. There will be ten discussion boards that will relate to the leadership text and the leadership project. There will also be video discussions. You will post a brief discussion and classmates will respond to your video. The discussion boards will be based on both textbooks and some projects. The discussions will be valued at **10 points each for a total of 100 points**. These will be assigned throughout the course.

Covey Personal Workbook Application Journal:

Students will engage in a variety of self-assessments and reflections related to their interpersonal communication skills as applied to the seven habits of highly effective people text and personal workbook in order to promote a greater understanding of their abilities and to improve their performance as leaders in professional environments and situations. There will be nine application journal entries based on activities from your Covey personal workbook. The entries will be submitted as they are due related to the dates on the course schedule and will be valued at 20 points each. This project will be valued at **180 points**. Students will be assigned topics each week beginning when we address Stephen Covey's texts *The Seven Habits of Highly Effective People* and *The Seven Habits of Highly Effective People Personal Workbook*. This project will be divided among three due dates. Information on the assignments can be found on the Canvas Assignment pages and the weekly modules.

Personal Leadership Assessment and Analysis:

Students will be required to complete the Leadership Instrument for each of the approaches, styles, and issues studied in the *Leadership Theory and Practice* text. The students will list the findings and evaluate what they learned about their leadership style based on the findings in a one-page paper. (The findings and scores on the assessments should be a half-page, and what students learned about their leadership skills related to the topic should be a half-page.) Each assessment and evaluation will be valued at **20 points**. There will be five personal leadership assessment and analyses papers (Leadership Trait Questionnaire, Skills Inventory, Situational Leadership Questionnaire, Authentic Leadership Self-Assessment Questionnaire, and Servant Leadership Questionnaire) for a total of **100 points**. Information on the assignments can be found on the Canvas Assignment pages and the weekly modules.

Case Study Position Presentation:

Group Presentation: Student groups of three or four students will engage in evaluation and analysis of a leadership ethics case study. Groups will prepare a PowerPoint presentation wherein the teams address the issues of the case study, draw conclusions and analyze the particular issues for the case study. The PowerPoint presentations will be valued at **60 points**. The PPT will also be posted on a discussion thread, so that students can comment on the projects in a discussion

Comments (Discussion): Individuals must participate by commenting on and discussing the issues and findings addressed in the case study. An individual participation grade for discussions will be based on valuable participation involving well developed comments and discussion of the case study. The comments will be valued at **15 points**.

Leadership Seminar Project

Students will complete a Leadership Seminar Project. The project will focus on a particular leadership style (Trait Approach, Skills Approach, Situational Approach, Authentic Leadership, or Servant Leadership) covered in class. The project will be valued at **250 points**. There will be three assignments for this project: the paper (185 points), the Studio video (30 points), and the PowerPoint (35 points).

Topic Submission: You will submit your topic for the Leadership Seminar Project. This will include the leadership style you will focus on in the project. This will be valued at **10 points**.

Rough Draft of Leadership Research Section for the Leadership Seminar Project: You will complete and submit a rough draft of the Leadership section of the project prior to your final submission of the Leadership Seminar Project. You will complete the requirements for this section as found in the detailed instructions for the project. You will also include your sources and a reference page. It will be valued at **25 points**.

Course Grading Scale:

A= 90-100%
B= 80-89%
C=70-79%
D=60-69%
F=Below 60%

Point Distribution:

Contact Assignment	5 points
Introductory PowerPoint Presentation	25 points

Discussion Boards	100 points
Covey Personal Workbook Application Journal	180 points
Personal Leadership Assessment and Analysis	100 points
Case Study Position Paper-Group Presentations	60 points
Case Study Position Papers-Comments	15 points
Leadership Seminar Project	250 points (between three assignments)
Topic Submission	10 points
Rough Draft of Leadership Research Section	25 points
TOTAL POINTS	770 POINTS

Submitting Assignments:

All assignments should be submitted through the Assignment page in Canvas unless otherwise instructed. **Please submit your files in Microsoft Word or Microsoft PPT as necessary.** It will not be necessary to zip them. Simply upload the document on the assignment pages.

All late assignments will receive a 20 percent deduction if late without a legitimate cause. If you have a valid reason, contact the professor to discuss the reason your work may be late. Failure to contact the professor will ensure the deductions will be taken.

University Policies:**Academic Integrity:**

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found: http://www.utm.edu/departments/conduct/new_academic_integrity.php

The standards of academic honesty in this course will be those described in the UT Martin Student Handbook. Violations of these standards will be dealt with according to the procedure outlined in the student handbook. Any violation of academic integrity will result in a failing grade in the course.

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found: <http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

UTM Disability Statement

Any student eligible for and requesting reasonable accommodations due to a disability is required to provide a letter of accommodation from the Student Success Center within the first two weeks of the semester.

EDLD 710 Instructional Leadership Spring 2021

The University of Tennessee at Martin
Department of Educational Studies – Instructional Leadership Graduate Program

Basic Information

Course Section: EDLD 710

Course Title: Instructional Leadership

Meeting Time and Place: Online - course assignments will be published in Canvas Modules weekly.

Course Credit Hours: 3 hours

Textbooks and Other Required Materials:

Markholt, A., Michelson, J., & Fink, Stephen (2018). *Leading for professional learning: What successful principals do to support teaching practice*. Jossey-Bass, San Francisco, CA: A Wiley Brand. ISBN: 9781119440444

Hargreaves, A. & Fullan, M. (2012). *Professional Capital: Transforming teaching in every school*. NYC: Teachers College Press ISBN: 9780807753323

LiveText subscription – All students are required to purchase a *LiveText* subscription in order to participate in the Educator Preparation Program. You only need to purchase ONE subscription during your tenure in educator preparation program. *LiveText* subscriptions are valid for 5 years.

Supplemental/Optional Materials:

DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. (3rd ed.) Bloomington, IN: Solution Tree Press.

Hoooper, M. A. & Bernhardt, V. L. (2016). *Creating Capacity for Learning and Equity in Schools*. Routledge. ISBN: 9781138950481

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ASCD. ISBN: 9781416624264

Weekly assignments and supplemental readings will be located on Canvas in weekly modules and the discussion board.

Faculty Contact Information

Instructor Amanda Batts, Ed.D.

Office 240A Gooch Hall

Phone cell (to be used in case of emergencies) ----731-693-2722

Fax (731)881-1809

Email abatts5@utm.edu -preferred method of contact – I will do my best

to respond to emails within 24-48 hours of receiving an email Monday through Friday. Emails sent after Fridays at 5 PM may not be answered until Monday at 9 AM. Students should use their UTM email to contact the instructor. Students may also contact UTM Help Desk at <http://www.utm.edu/helpdesk/> for any help with technological issues.

Office Hours My virtual office hours are Wednesdays 2-4 pm & Thursdays 9:15 am -5:15 pm. Due to field experience observations, coaching meetings, and student teacher observations, there are some weeks that office hours are by appointment only. To view office hours and sign up for a meeting, select a date from your Canvas calendar (vertical tool bar on left side of Canvas window).

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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Virtual Office: <https://tennessee.zoom.us/my/abatts>

Additional assistance is available (both online and in person) by appointment.

Course Information

Catalog Description/Information: Culturally responsive leaders function comfortably in cross-cultural settings and interact harmoniously with people from cultures and races that differ from one's own. An effective school leader identifies culturally responsive instructional practices that guide teachers in planning and executing culturally responsive learning experiences, and provides feedback on how these practices are implemented. When all teachers are purposeful about implementing culturally responsive instructional practices, there is a shared student-centered approach to teaching in which the students' unique identities and cultural strengths are recognized and nurtured to promote relevant and rigorous instruction, student achievement and a sense of safety and social-emotional well-being.

Pre-/Co-Requisites: none

Course Resources: All resources and materials in addition to the required texts can be found in Canvas. Candidates will also be required to use Microsoft Office: Word, PowerPoint, & Excel. WordPerfect documents are not acceptable.

If you have a question about the course, such as, submitting assignment, taking a quiz, finding content, etc., start by doing the following:

Check out the Canvas Student Quick Guide found in Canvas

Make sure you are using the Google Chrome web browser.

Check the course syllabus.

Check for related announcements from your instructor.

Ask your classmates.

If you've done all of that and still have questions, then contact your instructor.

Student Learning Outcomes & Objectives

Student Learning Outcomes/Objectives:

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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For technical issues: Contact UTM Help Desk at <http://www.utm.edu/helpdesk/>

Course Requirements/Expectations

Course Requirements, Assessments, and Evaluations:

As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. The majority of the coursework is competency-based and will take place onsite.

Online coursework will be published in Canvas weekly. If there is a change to this schedule, students will be notified via email/Canvas. An overview of the course assignments follows. Assignment explanations, templates, and rubrics can be found on Canvas.

Discussion Boards

Students will be expected to participate in all the discussion boards. The purpose of the discussion board is to engage in conversation just as would be done in a face-to-face course. Discussions are to be respectful, engaging, relevant to the topic presented and thoughtful. Most discussions will require you to read, watch a webinar or listen to a podcast and then write a short reflective response or post a short video response (via Canvas Studio). Each person is expected to post a response to the prompt. **This posting should be a minimum of 150 words and address each component of the initial thread. Your initial post will be due within 72 hours of the discussion board opening.**

An additional response to the posts of two classmates is also required. These responses should build upon the original posting or offer a contrasting point of view. “I agree” or “good thought” does not constitute a posting response. One entry alone does not constitute participation in a discussion board. The total number and quality of your postings will be cumulated to determine the grade for each prompt. Most discussion board assignments are valued at 30 points each. Any changes to this point value will be found in the specific discussion assignment.

Key Assessments

Competency Assessments are demonstrations of the candidate’s instructional leadership skills. Directions and assessment rubrics for the Key Assessments can be found in Canvas. Evidence of successful completion of the Key Assessment is required for the Portfolio of Evidence (NELP Assessment 2).

Grading Scale:

A	=	92.00 -- 100.00
B	=	84.00 -- 91.99
C	=	76.00 -- 83.99
D	=	68.00 -- 75.99
F	=	67.99 and below

If you have find yourself falling behind or overwhelmed, please contact your instructor immediately.

Learning Activities/Assignments (subject to change)

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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OBJECTIVE 1	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
STANDARD Standards can be found in the Instructional Leadership Guidebook.	NELP 1.1; 1.2 PSEL 1a-g; 10a, b, d, g, h TILS A.1; B.1; C.1; D.1; D.2 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
ASSIGNMENT(S)	<ul style="list-style-type: none"> • Key Assessments • Discussion Board Activities
OBJECTIVE 2	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
STANDARD	NELP 2.1; 2.2; 2.3 PSEL 2a-f; 3h; 9h TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
ASSIGNMENT(S)	<ul style="list-style-type: none"> • Key Assessments • Discussion Board Activities
OBJECTIVE 3	Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
STANDARD	NELP 3.1; 3.2; 3.3 PSEL 3a-g; 5a, b, d, e, f; 7b TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
ASSIGNMENT(S)	<ul style="list-style-type: none"> • Key Assessments • Discussion Board Activities
OBJECTIVE 4	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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STANDARD	NELP 4.1; 4.2; 4.3; 4.4 PSEL 3g, h; 4a-g; 5c TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
ASSIGNMENT(S)	<ul style="list-style-type: none"> • Key Assessments • Discussion Board Activities
OBJECTIVE 5	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
STANDARD	NELP 5.1; 5.2; 5.3 PSEL 3b, g; 8a-e, h, I, j TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
ASSIGNMENT(S)	<ul style="list-style-type: none"> • Key Assessments • Discussion Board Activities
OBJECTIVE 6	Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
STANDARD	NELP 7.2; 7.3; 7.4 PSEL 3h; 4e; 6a-g; 7a, f TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
ASSIGNMENT(S)	<ul style="list-style-type: none"> • Key Assessments • Discussion Board Activities

University Policies**Academic Integrity:**

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found: http://www.utm.edu/departments/conduct/new_academic_integrity.php

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Standard of Conduct:

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Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Key Campus Resources for Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary.

Students will be notified in writing / email of any such changes.

Professor of Record: Dr. Amanda Batts

COVID-19 Policies*Attendance Policies for Students Who are Ill or Self-Isolating:*

For online synchronous courses--If you are feeling well enough, you should continue to attend class. If you are too ill to attend class, your absences will be excused and accommodated only if you have followed the university's policy on self-isolation. To verify that you are following university policy, you will need to email me a copy of the confirmation email you receive after submitting your self-isolation form. You do not need to provide any personal medical information. You should begin attending class again as soon as you are feeling well enough to do so.

Make Up/Late Work

For Online Synchronous Courses: If you are feeling well enough, you should continue to attend class and turn in assignments on time.

If you are too ill to complete daily tasks, we will discuss accommodations individually. You should begin attending class again as soon as you are feeling well enough to do so. **It is your responsibility to reach out to me once you return to class to set up a time to discuss any needed accommodations.**

For Online Asynchronous Courses: If you are feeling well enough, you should continue to keep up with the course material and complete assignments on time.

If you are too ill to complete daily tasks, we can discuss accommodations only if you have followed the university's policy on self-isolation. To verify that you are following university policy, you will need to email me a copy of the confirmation email you receive after submitting your self-isolation form. You do not need to provide any personal medical information. we will discuss accommodations individually. **It is your responsibility to reach out to me to discuss these accommodations once you are well enough to begin completing your work.**

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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EDLD 715 Organizational & Business Management Spring 2021

The University of Tennessee at Martin
Department of Educational Studies – Instructional Leadership Graduate Program

Basic Information

Course Section: EDLD 715

Course Title: Organizational & Business Management

Meeting Time and Place: Online - course assignments will be published in Canvas Modules weekly.

Course Credit Hours: 3 hours

Textbooks and Other Required Materials:

Required Course Materials

Microsoft Office programs: Word, Excel, & PowerPoint

Required Textbooks/Manuals:

Bolman & Deal (2017). Reframing Organizations. Jossey-Bass ISBN: 9781119281825

Murphy, J.F. & Louis, K.S. (2018). Positive School Leadership. Teachers College Press ISBN: 9780807759035

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). Building equity: Policies and practices to empower all learners. Alexandria, VA: Association for Supervision and Curriculum Development. ASCD. ISBN: 9781416624264

LiveText subscription – All education majors are required to purchase a LiveText subscription in order to participate in the Educator Preparation Program. Failure to purchase and use Livetext as required will result in a Failing grade for the course. You only need to purchase ONE subscription during your tenure in educator preparation program. LiveText subscriptions are valid for 7 years. A LiveText subscription can be purchased directly through LiveText. You can go to www.livetext.com, then select purchase membership. The \$139 version is what you will need and includes the field experience management component. There is a more expensive version that includes extras, but it's not necessary.

Supplemental/Optional Materials:

[Tennessee Leaders for Equity Playbook](#) – TDOE free resource

[Planning Guide for Maintaining School Facilities](#)

Weekly assignments and supplemental readings will be located on Canvas in weekly modules and the discussion board.

Faculty Contact Information

Instructor	Amanda Batts, Ed.D.
Office	240A Gooch Hall
Phone	cell (to be used in case of emergencies) ----731-693-2722
Fax	(731)881-1809
Email	abatts5@utm.edu -preferred method of contact – I will do my best

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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to respond to emails within 24-48 hours of receiving an email Monday through Friday. Emails sent after Fridays at 5 PM may not be answered until Monday at 9 AM. Students should use their UTM email to contact the instructor. Students may also contact UTM Help Desk at <http://www.utm.edu/helpdesk/> for any help with technological issues.

Office Hours My virtual office hours are Wednesdays 2-4 pm & Thursdays 9:15 am -5:15 pm. Due to field experience observations, coaching meetings, and student teacher observations, there are some weeks that office hours are by appointment only. To view office hours and sign up for a meeting, select a date from your Canvas calendar (vertical tool bar on left side of Canvas window).

Virtual Office: <https://tennessee.zoom.us/my/abatts>

Additional assistance is available (both online and in person) by appointment.

Course Information

Online Courses: As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. Moreover, you need to be familiar with the issues of copyright and netiquette. The latter concept is discussed in the section concerning Discussion Board in this document. Online coursework will be published in Canvas on Mondays by 11:59 PM. If there is a change to this schedule, students will be notified via email/Canvas.

Catalog Description: Candidates will learn to apply systems thinking to manage school operations and resources to promote each student's academic success and well-being. They will learn how to be responsible for designing, implementing, managing, and monitoring school operations including those related to deployment of staff, use of funds, physical plant, and other resources that support teaching and learning. They will apply their knowledge of the system of laws, policies, and regulations governing schools to ensure privacy, safety, equity, and student success. Candidates will understand the importance of systems that ensure communication with feeder schools, communication with stakeholders, use of data processes to support decisions about resources, and processes to ensure equity.

Pre-/Co-Requisites: none

Course Resources:

All resources and materials in addition to the required texts can be found in Canvas. Candidates will also be required to use Microsoft Office: Word, PowerPoint, & Excel. WordPerfect documents are not acceptable.

If you have a question about the course, such as, submitting assignment, taking a quiz, finding content, etc., start by doing the following:

Check out the Canvas Student Quick Guide found in Canvas

Make sure you are using the Google Chrome web browser.

Check the course syllabus.

Check for related announcements from your instructor.

Ask your classmates.

If you've done all of that and still have questions, then contact your instructor.

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Student Learning Outcomes/Objectives:

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
- Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
- Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Course Communications:

Communication in this course will occur primarily through Announcements, the Canvas Inbox, and UTM email.

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- Important updates will be conveyed via Announcements.
- Discussions will be used for the instructor and students to converse about academic topics.
- Canvas Inbox and UTM email will be used for one-on-one questions and correspondence.
- Check your UTM email and Canvas Inbox daily.
- Include your course name and number in the subject line of emails.
- Email me to schedule an online or in-person meeting.
- Expect a response within 24-48 hours, with the exceptions of weekends and holidays.

Course Requirements/Expectations

Course Requirements, Assessments, and Evaluations:

As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. The majority of the coursework is competency-based and will take place onsite.

Online coursework will be published in Canvas weekly. If there is a change to this schedule, students will be notified via email/Canvas. An overview of the course assignments follows. Assignment explanations, templates, and rubrics can be found on Canvas.

Discussion Boards

Students will be expected to participate in all the discussion boards. The purpose of the discussion board is to engage in conversation just as would be done in a face-to-face course. Discussions are to be respectful, engaging, relevant to the topic presented and thoughtful. Most discussions will require you to read, watch a webinar or listen to a podcast and then write a short reflective response or post a short video response (via Canvas Studio). Each person is expected to post a response to the prompt. **This posting should be a minimum of 150 words and address each component of the initial thread. Your initial post will be due within 72 hours of the discussion board opening.**

An additional response to the posts of two classmates is also required. These responses should build upon the original posting or offer a contrasting point of view. “I agree” or “good thought” does not constitute a posting response. One entry alone does not constitute participation in a discussion board. The total number and quality of your postings will be cumulated to determine the grade for each prompt. Most discussion board assignments are valued at 30 points each. Any changes to this point value will be found in the specific discussion assignment.

Key Assessments

Competency Assessments are demonstrations of the candidate’s instructional leadership skills. Directions and assessment rubrics for the Key Assessments can be found in Canvas. Evidence of successful completion of the Key Assessment is required for the Portfolio of Evidence (NELP Assessment 2).

Grading Scale:

A	=	92.00 -- 100.00
B	=	84.00 -- 91.99
C	=	76.00 -- 83.99

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D = 68.00 -- 75.99
F = 67.99 and below

If you have find yourself falling behind or overwhelmed, please contact your instructor immediately.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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Learning Activities/Assignments (subject to change)	
Objective 1	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
Standard Standards can be found in the Instructional Leadership Guide	NELP 1.1; 1.2 PSEL 1a-g; 10a, b, d, g, h TILS A.1; B.1; C.1; D.1; D.2 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Competency Assessment: Guiding Culturally Responsive Instructional Practice – literacy focused – Implement & Evaluate • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle -- Analyze & Design • Discussion Board Activities
Objective 2	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Standard	NELP 2.1; 2.2; 2.3 PSEL 2a-f; 3h; 9h TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Guiding Culturally Responsive Instructional Practice – Implement & Evaluate • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle -- Analyze & Design • Discussion Board Activities
Objective 3	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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Standard	NELP 3.1; 3.2; 3.3 PSEL 3a-g; 5a, b, d, e, f; 7b TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Guiding Culturally Responsive Instructional Practice – Implement & Evaluate • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle -- Analyze & Design • Discussion Board Activities
Objective 4	Candidates understand and demonstrate the capacity to promote the current and future success and well-being each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
Standard	NELP 4.1; 4.2; 4.3; 4.4 PSEL 3g, h; 4a-g; 5c TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Guiding Culturally Responsive Instructional Practice – Implement & Evaluate • Discussion Board Activities • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle -- Analyze & Design
Objective 5	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
Standard	NELP 5.1; 5.2; 5.3 PSEL 3b, g; 8a-e, h, I, j TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Guiding Culturally Responsive Instructional Practice – Implement & Evaluate • Discussion Board Activities • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle – Analyze & Design

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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Objective 6	Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
Standard	NELP 6.1; 6.2; 6.3 PSEL 3h; 4e; 9b, c, d, f, g, h TILS A.1-5; B. 1-6; C. 1, 2, 7; D.1-4 TEAM Admin. A1; A2; A3; A4; B1; B2; B3; B4; B5; C1; C2; C3; C4; C5; D1; D2; D3; TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle -- Analyze & Design • Discussion Board Activities
Objective 7	Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
Standard	NELP 7.1; 7.2; 7.3 PSEL 3h; 4e; 6a-g; 7a, f TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Guiding Culturally Responsive Instructional Practice – Implement & Evaluate • Key Assessment: Applying a Culturally Responsive Lens to a Data Cycle -- Analyze & Design • Discussion Board Activities

University Policies

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)
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Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Key Campus Resources for Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Professor of Record: Dr. Amanda Batts

COVID-19 Policies*Attendance Policies for Students Who are Ill or Self-Isolating:*

For online synchronous courses--If you are feeling well enough, you should continue to attend class. If you are too ill to attend class, your absences will be excused and accommodated only if you have followed the university's policy on self-isolation. To verify that you are following university policy, you will need to email me a copy of the confirmation email you receive after submitting your self-isolation form. You do not need to provide any personal medical information. You should begin attending class again as soon as you are feeling well enough to do so.

Make Up/Late Work

For Online Synchronous Courses: If you are feeling well enough, you should continue to attend class and turn in assignments on time.

If you are too ill to complete daily tasks, we will discuss accommodations individually. You should begin attending class again as soon as you are feeling well enough to do so. **It is your responsibility to reach out to me once you return to class to set up a time to discuss any needed accommodations.**

For Online Asynchronous Courses: If you are feeling well enough, you should continue to keep up with the course material and complete assignments on time.

If you are too ill to complete daily tasks, we can discuss accommodations only if you have followed the university's policy on self-isolation. To verify that you are following university policy, you will need to

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email me a copy of the confirmation email you receive after submitting your self-isolation form. You do not need to provide any personal medical information. we will discuss accommodations individually. **It is your responsibility to reach out to me to discuss these accommodations once you are well enough to begin completing your work.**

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EDLD 730 Family & Community Engagement Summer 2021

The University of Tennessee at Martin
Department of Educational Studies – Instructional Leadership Graduate Program

Basic Information:

Course Section: EDLD 730

Course Title: Family & Community Engagement

Meeting Time and Place: Online

Course Credit Hours: 3 hours

Textbooks and Other Required Materials:

Houston, P., Blankstein, A. M., & Cole, R. W. (Eds.) (2010). Leadership for family and community involvement. Thousand Oaks, CA: Corwin Press. ISBN: 9781412981279

Whitaker, T. & Fiore, D.J. (2016). Dealing with difficult parents. New York, NY: Routledge. ISBN: 9781138938670

[LiveText](#) subscription – All education majors are required to purchase a LiveText subscription in order to participate in the Educator Preparation Program. Failure to purchase and use Livetext as required will result in a Failing grade for the course. You only need to purchase ONE subscription during your tenure in educator preparation program. LiveText subscriptions are valid for 7 years. A LiveText subscription can be purchased directly through LiveText. You can go to www.livetext.com, then select purchase membership. The \$139 version is what you will need and includes the field experience management component. There is a more expensive version that includes extras, but it's not necessary.

Supplemental/Optional Materials:

Tennessee Leaders for Equity Playbook – TDOE free resource
Teaching Literacy in Tennessee – TDOE free resource

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). Building equity: Policies and practices to empower all learners. Alexandria, VA: Association for Supervision and Curriculum Development. (ASCD). ISBN: 9781416624264

Weekly assignments and supplemental readings will be located on Canvas in weekly modules and the discussion board.

Faculty Contact Information

Instructor: Amanda Batts, Ed.D.

Office: 240F Gooch Hall

Phone: cell ---- 731-693-2722

Email: abatts5@utm.edu *preferred method of contact*

Office Hours: All office hours are virtual via Zoom: <https://tennessee.zoom.us/my/abatts>

Thursday 10:00 am – 6:00 pm

Friday 9:00-11:00 am

Additional assistance is available by appointment.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

Course Information

Course Description/Information: Candidates will lead, plan, implement, and evaluate community and family engagement initiatives that promote continuous school improvement. They will explore theory of practice, methods, models, and protocols for school to engage family and community members to maximize each student's academic success and well-being. Candidates will have an opportunity to reflect on their own beliefs, values, and leadership style while considering parental involvement, community partners as well as social, economic, and cultural factors. Candidates will understand the importance of systems that support communication with family members and community partners and the use of data for decision making to promote school improvement and equity for all students including the underserved. (Theory of Action/Logic Model)

COVID-19 Information:

- In the event that the university needs to trace the contacts of someone who tests positive for COVID, we need an accurate cell phone number where you can be reached. Please go to the myUTMartin portal as soon as possible to confirm or add your cell phone number. You will find the link at the top of the landing page. Please complete this no later than **Friday, August 21**.
- Please read, & sign the [EPP COVID-19 Candidate Guidelines for Field Experience Candidates](#). After signing and dating the guidelines, scan the signed documents and email them to me at abatts5@utm.edu. You will need to complete this by **Friday, August 21**.
- The [EPP Candidate COVID-19 Notice Form](#) is to be completed EACH time a candidate experiences symptoms during the self-screening process and/or is required to quarantine due to positive COVID-19 result within your clinical experience. This information will be used for tracking and monitoring of all EPP candidates in clinical experiences during the semester. Symptoms of COVID-19 & other guidelines can be found at the [Centers for Disease Control and Prevention \(CDC\) website](#).
- Our class is online, but should you visit campus, you are required to wear face masks at all times and maintain 6 feet between individuals in classrooms, meeting spaces, and public spaces in all campus buildings. Instructors have the right to require students who do not comply to leave class in order to protect the health other students and the instructor.
- If you are experiencing COVID-19 symptoms & are supposed to be on campus, you will be excused from class and should stay at home.

Course Resources:

All resources and materials in addition to the required texts can be found in Canvas. Candidates will also be required to use Microsoft Office: Word, PowerPoint, & Excel. WordPerfect documents are not acceptable.

If you have a question about the course, such as, submitting assignment, taking a quiz, finding content, etc., start by doing the following:

- Check out the Canvas Student Quick Guide found in Canvas
- Make sure you are using the Google Chrome web browser.
- Check the course syllabus.
- Check for related announcements from your instructor.
- Ask your classmates.
- If you've done all of that and still have questions, then contact your instructor.

Student Learning Outcomes/Objectives:

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous

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improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community. NELP 1.1 & 1.2

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. NELP 2.1, 2.2, & 2.3
- Candidates understand and demonstrate the capability to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. NELP 3.1 & 3.4
- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community. NELP 5.1, 5.2, & 5.3
- Candidates understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement. NELP 6.2

Course Communications:

Communication in this course will occur primarily through Announcements, the Canvas Inbox, and UTM email.

- Important updates will be conveyed via Announcements.
- Discussions will be used for the instructor and students to converse about academic topics.
- Canvas Inbox and UTM email will be used for one-on-one questions and correspondence.
- Check your UTM email and Canvas Inbox daily.
- Include your course name and number in the subject line of emails.
- Email me to schedule an online or in-person meeting.
- Due to various summer activities, response times vary. I try to provide a response within 24-48 hours, with the exceptions of weekends and holidays.

For technical issues: Contact UTM Help Desk at <http://www.utm.edu/helpdesk/>

Course Requirements/Expectations

Course Requirements, Assessments, and Evaluations:

As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. The majority of the coursework is competency-based and will take place onsite.

Online coursework will be published in Canvas on Tuesdays by 11:59 PM. If there is a change to this schedule, students will be notified via email/Canvas. An overview of the course assignments follows. Assignment explanations, templates, and rubrics can be found on Canvas.

Discussion Boards: As an Independent Study, all Discussion Boards will be scored using a constructed response rubric.

Students will be expected to participate in all of the discussion boards. The purpose of the discussion board is to engage in conversation just as would be done in a face-to-face course. Discussions are to be respectful, engaging, relevant to the topic presented and thoughtful. Most discussions will require you to read, watch a webinar or listen to a podcast and then write a short reflective response or post a short video response (via Canvas Studio).

Each person is expected to post a response to the prompt. This posting should be a minimum of 150 words and address each component of the initial thread. Your initial post should be posted within 72 hours of the discussion board opening.

An *additional response to the posts of two classmates* is also required. These responses should build upon the original posting or offer a contrasting point of view. “I agree” or “good thought” does not constitute a posting response. One entry alone does not constitute participation in a discussion board. The total number and quality of

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your postings will be cumulated to determine the grade for each prompt. Most discussion board assignments are valued at 20 points each. Any changes to this point value will be found in the specific discussion assignment.

Key Task(s)/Competency Assessment: Competency Assessments are demonstrations of the candidate's instructional leadership skills. Directions and assessment rubrics for the Competency Assessments can be found in Canvas. Evidence of successful completion of the Competency Assessment is required for the Portfolio of Evidence (NELP Assessment 2).

Grading Scale:

A	=	92.00 -- 100.00
B	=	84.00 -- 91.99
C	=	76.00 -- 83.99
D	=	68.00 -- 75.99
F	=	67.99 and below

If you have find yourself falling behind or overwhelmed, please contact your instructor immediately.

Learning Activities/Assignments (subject to change)

Objective 1	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
Standard Standards can be found in the Candidate Resource Packet	NELP 1.1; 1.2 PSEL 1a-g; 10a, b, d, g, h TILS A.1; B.1; C.1; D.1; D.2 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinf.. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> Key Assessment: Culturally Responsive Leadership Community Engagement Discussion Board Activities
Objective 2	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Standard	NELP 2.1; 2.2; 2.3 PSEL 2a-f; 3h; 8i; 8j; 10f TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinf. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> Key Assessment: Culturally Responsive Leadership Community Engagement Discussion Board Activities
Objective 3	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

Standard	NELP 3.1; 3.2; 3.3 PSEL 2a; 8; 10 TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Culturally Responsive Leadership Community Engagement • Discussion Board Activities
Objective 4	Candidates understand and demonstrate the capacity to promote the current and future success and well-being each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
Standard	NELP 5.1; 5.2; 5.3 PSEL 8; 10 TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinf. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Culturally Responsive Leadership Community Engagement • Discussion Board Activities
Objective 5	Candidates understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement
Standard	NELP 6.2 PSEL 8d; 8e; 9c9h TILS D.1-4 TEAM Admin. D1-3 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment: Culturally Responsive Leadership Community Engagement • Discussion Board Activities

University Policies

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

community. Specific conduct attributes can be found:
<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

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Key Campus Resources for Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

**The instructor reserves the right to revise, alter or amend this syllabus as necessary.
 Students will be notified in writing / email of any such changes.**

Professor of Record: Dr. Amanda Batts

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

EDLD 755 Equitable & Culturally Responsive Practices Spring 2021

The University of Tennessee at Martin
Department of Educational Studies – Instructional Leadership Graduate Program

Basic Information

Course Section EDLD 755
Course Title Equitable & Culturally Responsive Practices
Meeting Time & Place Online - course assignments will be published in Canvas Modules weekly.
Course Credit Hours 3 hours

Textbooks and Other Required Materials

Required Course Materials

Microsoft Office programs: Word, Excel, & PowerPoint

Required Textbooks/Manuals

Sinek, S. (2017). *Leaders Eat Last*. NYC: Penguin Random House. ISBN: 978591848011

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ASCD. ISBN: 9781416624264

York-Barr, J., Sommers, W.A., Ghere, G.S., & Monite, J.K. (2016). *Reflective practice for renewing schools: An action guide for educators*. (3rd ed.). Thousand Oaks, CA: Corwin Press.

LiveText subscription – All education majors are required to purchase a LiveText subscription in order to participate in the Educator Preparation Program. **Failure to purchase and use Livetext as required will result in a Failing grade for the course. You only need to purchase ONE subscription during your tenure in the educator preparation program.** LiveText subscriptions are valid for 7 years. A LiveText subscription can be purchased directly through LiveText. You can go to www.livetext.com, then select purchase membership. The version that can be purchased for @\$139 is what you will need and includes the field experience management component. There is a more expensive version that includes extras, but it's not necessary. For additional information, visit UTM's LiveText Information.

Supplemental/Optional Materials

[Tennessee Leaders for Equity Playbook](#) – TDOE free resource

[TEAM Administrator Rubric](#)

[Tennessee Instructional Leadership Standards](#)

Teaching Literacy in Tennessee – TDOE free resource

Weekly assignments and supplemental readings will be located on Canvas in weekly modules and the discussion board.

Faculty Contact Information

Instructor Amanda Batts, Ed.D.
Office 240A Gooch Hall
Phone cell (to be used in case of emergencies) ----731-693-2722

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Fax (731)881-1809

Email abatts5@utm.edu –*preferred method of contact* – I will do my best to respond to emails within 24-48 hours of receiving an email Monday through Friday. Emails sent after Fridays at 5 PM may not be answered until Monday at 9 AM. Students should use their UTM email to contact the instructor. Students may also contact UTM Help Desk at <http://www.utm.edu/helpdesk/> for any help with technological issues.

Office Hours My virtual office hours are Wednesdays 2-4 pm & Thursdays 9:15 am -5:15 pm. Due to field experience observations, coaching meetings, and student teacher observations, there are some weeks that office hours are by appointment only. To view office hours and sign up for a meeting, select a date from your Canvas calendar (vertical tool bar on left side of Canvas window).

Virtual Office: <https://tennessee.zoom.us/my/abatts>

Additional assistance is available (both online and in person) by appointment.

Course Information

Online Courses

As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. Moreover, you need to be familiar with the issues of copyright and netiquette. The latter concept is discussed in the section concerning Discussion Board in this document. Online coursework will be published in Canvas on Wednesdays by 11:59 PM. If there is a change to this schedule, students will be notified via email/Canvas.

Catalog Description

Effective school leaders actively engage their teams in exploring key principles of equity as a way to understand the communities they serve. Effective school leaders guide their teachers and staff in uncovering their own biases and assumptions, identify key areas for staff development and growth, and facilitate a culture of learning as they integrate practices to address the diverse needs of the students and families within their communities. Effective school leaders are aware of their own personal biases and assumptions in order to guide staff in developing a shared understanding of cultural responsiveness and equity, so that each student can receive the quality education they deserve.

Course Resources

All resources and materials in addition to the required texts can be found in Canvas. Candidates will also be required to use Microsoft Office: Word, PowerPoint, & Excel. WordPerfect documents are not acceptable.

If you have a question about the course, such as, submitting assignment, taking a quiz, finding content, etc., start by doing the following:

Check out the Canvas Student Quick Guide found in Canvas

Make sure you are using the Google Chrome web browser.

Check the course syllabus.

Check for related announcements from your instructor.

Ask your classmates.

If you've done all of that and still have questions, then contact your instructor.

Student Learning Outcomes/Objectives

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission,

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vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

Course Communications

Communication in this course will occur primarily through Announcements, the Canvas Inbox, and UTM email.

- Important updates will be conveyed via Announcements.
- Discussions will be used for the instructor and students to converse about academic topics.
- Canvas Inbox and UTM email will be used for one-on-one questions and correspondence.
- Check your UTM email and Canvas Inbox daily.
- Include your course name and number in the subject line of emails.
- Email me to schedule an online or in-person meeting.
- Expect a response within 24-48 hours, with the exceptions of weekends and holidays.

Course Requirements/Expectations

Course Requirements, Assessments, and Evaluations

As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. The majority of the coursework is competency-based and will take place onsite.

Online coursework will be published in Canvas weekly. If there is a change to this schedule, students will be notified via email/Canvas. An overview of the course assignments follows. Assignment explanations, templates, and rubrics can be found on Canvas.

Discussion Boards

Students will be expected to participate in all the discussion boards. The purpose of the discussion board is to engage in conversation just as would be done in a face-to-face course. Discussions are to be respectful, engaging, relevant to the topic presented and thoughtful. Most discussions will require you to read, watch a webinar or listen to a podcast and then write a short reflective response or post a short video response (via Canvas Studio). Each person is expected to post a response to the prompt. **This posting should be a minimum of 150 words and address each component of the initial thread. Your initial post will be due within 72 hours of the discussion board opening.**

An additional response to the posts of two classmates is also required. These responses should build upon the original posting or offer a contrasting point of view. “I agree” or “good thought” does not constitute a posting response. One entry alone does not constitute participation in a discussion board. The total number and quality of your postings will be cumulated to determine the grade for each prompt. Most discussion board assignments are valued at 30 points each. Any changes to this point value will be found in the specific discussion assignment.

Key Assessments

Revised 1/11/2021

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Competency Assessments are demonstrations of the candidate's instructional leadership skills. Directions and assessment rubrics for the Key Assessments can be found in Canvas. Evidence of successful completion of the Key Assessment is required for the Portfolio of Evidence (NELP Assessment 2).

Grading Scale

A	=	92.00 -- 100.00
B	=	84.00 -- 91.99
C	=	76.00 -- 83.99
D	=	68.00 -- 75.99
F	=	67.99 and below

If you find yourself falling behind or overwhelmed, please contact your instructor immediately.

I am here to help you experience success!

Learning Activities/Assignments (subject to change)	
Objective 1	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
Standard Standards can be found in the Instructional Leadership Guide	NELP 1.1 PSEL 1a-g; 10a, b, d, g, h TILS A.1; A.3; B.1; C.1; D.1; TEAM Admin. A1, A2; B1; B2; B4; C1; C2; C5; D1; D5 TN Literacy Intro. 7 ISTE 1, 2, 5
Evidence/Artifact	Culturally Responsive Strategic Leadership: Analyze & Design Discussion Board Activities
Objective 2	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Standard	NELP 2.1; 2.2; 2.3 PSEL 2.b, c, d; 3h; 4a, b, d, f, g; 6c, d, f, g; 7b, c; 10a, b, c, d, e, g, h, i, j TILS A.1; A.3; B.1; C.1; C.3; C.4; D.1 TEAM Admin. A1, A2; B1; B2; B4; C1; C2; C5; D1; D2 TN Literacy Intro. 7 ISTE 1, 2, 5
Evidence/Artifact	Culturally Responsive Strategic Leadership: Analyze & Design Discussion Board Activities

University Policies**Academic Integrity:**

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http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Key Campus Resources for Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

**The instructor reserves the right to revise, alter or amend this syllabus as necessary.
Students will be notified in writing / email of any such changes.**

Professor of Record: Dr. Amanda Batts

COVID-19 Policies*Attendance Policies for Students Who are Ill or Self-Isolating:*

For online synchronous courses--If you are feeling well enough, you should continue to attend class. If you are too ill to attend class, your absences will be excused and accommodated only if you have followed the university's policy on self-isolation. To verify that you are following university policy, you will need to email me a copy of the confirmation email you receive after submitting your self-isolation form. You do not need to provide any personal medical information. You should begin attending class again as soon as you are feeling well enough to do so.

Make Up/Late Work

For Online Synchronous Courses: If you are feeling well enough, you should continue to attend class and turn in assignments on time.

Revised 1/11/2021

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If you are too ill to complete daily tasks, we will discuss accommodations individually. You should begin attending class again as soon as you are feeling well enough to do so. **It is your responsibility to reach out to me once you return to class to set up a time to discuss any needed accommodations.**

For Online Asynchronous Courses: If you are feeling well enough, you should continue to keep up with the course material and complete assignments on time.

If you are too ill to complete daily tasks, we can discuss accommodations only if you have followed the university's policy on self-isolation. To verify that you are following university policy, you will need to email me a copy of the confirmation email you receive after submitting your self-isolation form. You do not need to provide any personal medical information. we will discuss accommodations individually. **It is your responsibility to reach out to me to discuss these accommodations once you are well enough to begin completing your work.**

EDLD 760 School Finance & Educational Law Summer 2021

The University of Tennessee at Martin
Department of Educational Studies – Instructional Leadership Graduate Program

Basic Information

Course Section: EDLD 760

Course Title: School Finance & Educational Law

Meeting Time and Place: Online - course assignments will be published in Canvas Modules weekly.

Course Credit Hours: 3 hours

Textbooks and Other Required Materials:

Required Course Materials

Microsoft Office programs: Word, Excel, & PowerPoint

Required Textbooks/Manuals:

No new textbook is required. Readings will be published in Canvas.

LiveText subscription – All education majors are required to purchase a LiveText subscription in order to participate in the Educator Preparation Program. Failure to purchase and use Livetext as required will result in a Failing grade for the course. You only need to purchase ONE subscription during your tenure in educator preparation program. LiveText subscriptions are valid for 7 years. A LiveText subscription can be purchased directly through LiveText. You can go to www.livetext.com, then select purchase membership. The \$139 version is what you will need and includes the field experience management component. There is a more expensive version that includes extras, but it's not necessary.

Supplemental/Optional Materials:

Tennessee Leaders for Equity Playbook – TDOE free resource

Teaching Literacy in Tennessee – TDOE free resource

Weekly assignments and supplemental readings will be located on Canvas in weekly modules and the discussion board.

Faculty Contact Information

Instructor: Dr. Versie R. Hamlett

Office: Virtual

Phone: 731-234-4375

Email: vhamlett@utm.edu –*preferred method of contact* – I will do my best to respond to emails within 24-48 hours of receiving an email Monday through Friday. Emails sent after Fridays at 5 PM may not be answered until Monday at 9 AM. Students should use their UTM email to contact the instructor. Students may also contact UTM Help Desk at <http://www.utm.edu/helpdesk/> for any help with technological issues.

Office Hours: Emailing me is the best way to reach me. We will then set up a virtual meeting via Zoom.

Course Information

Online Courses: As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. Moreover, you need to be familiar with the issues of copyright and netiquette. The latter concept is discussed in the section concerning Discussion Board in this document. Online coursework will be published in Canvas on Mondays by 11:59 PM. If there is a change to this schedule, students will be notified via email/Canvas.

Catalog Description: Ethical and culturally-responsive building-level administrators understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operations systems, to develop and to improve data-informed and equitable school improvement plans that support individual student's learning needs, to promote the mission and vision of the school, and to apply laws, rights, policies, and regulations to promote student and adult success.

Pre-/Co-Requisites: none

Course Resources:

All resources and materials in addition to the required texts can be found in Canvas. Candidates will also be required to use Microsoft Office: Word, PowerPoint, & Excel. WordPerfect documents are not acceptable.

If you have a question about the course, such as, submitting assignment, taking a quiz, finding content, etc., start by doing the following:

Check out the Canvas Student Quick Guide found in Canvas

Make sure you are using the Google Chrome web browser.

Check the course syllabus.

Check for related announcements from your instructor.

Ask your classmates.

If you've done all of that and still have questions, then contact your instructor.

Student Learning Outcomes/Objectives:

- Candidates understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. 1.2
- Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms. 2.1, 2.2, 2.3
- Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture. 3.1, 3.2, 3.3
- Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and

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2

commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data, systems, supports, and assessments. 4.1, 4.2, 4.3, 4.4

- Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
- Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations. 6.1, 6.2, 6.3

Course Communications:

Communication in this course will occur primarily through Announcements, the Canvas Inbox, and UTM email.

- Important updates will be conveyed via Announcements.
- Discussions will be used for the instructor and students to converse about academic topics.
- Canvas Inbox and UTM email will be used for one-on-one questions and correspondence.
- Check your UTM email and Canvas Inbox daily.
- Include your course name and number in the subject line of emails.
- Email me to schedule an online or in-person meeting.
- Expect a response within 24-48 hours, with the exceptions of weekends and holidays.

Course Requirements/Expectations

Course Requirements, Assessments, and Evaluations:

As a student in an online course, you must assume additional responsibility for your learning and take the initiative to seek clarification when necessary. The majority of the coursework is competency-based and will take place onsite.

Online coursework will be published in Canvas weekly. If there is a change to this schedule, students will be notified via email/Canvas. An overview of the course assignments follows. Assignment explanations, templates, and rubrics can be found on Canvas.

Discussion Boards: Students will be expected to participate in all of the discussion boards. The purpose of the discussion board is to engage in conversation just as would be done in a face-to-face course. Discussions are to be respectful, engaging, relevant to the topic presented and thoughtful. Most discussions will require you to read, watch a webinar or listen to a podcast and then write a short reflective response or post a short video response (via Canvas Studio).

Each person is expected to post a response to the prompt. This posting should be a minimum of 150 words and address each component of the initial thread. Your initial post will be due within 72 hours of the discussion board opening.

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An *additional response to the posts of two classmates* is also required. These responses should build upon the original posting or offer a contrasting point of view. “I agree” or “good thought” does not constitute a posting response. One entry alone does not constitute participation in a discussion board. The total number and quality of your postings will be cumulated to determine the grade for each prompt. Most discussion board assignments are valued at 20 points each. Any changes to this point value will be found in the specific discussion assignment.

Key Assessments: Competency Assessments are demonstrations of the candidate’s instructional leadership skills. Directions and assessment rubrics for the Competency Assessments can be found in Canvas. Evidence of successful completion of the Competency Assessment is required for the Portfolio of Evidence (NELP Assessment 2).

Grading Scale:

A	=	92.00 -- 100.00
B	=	84.00 -- 91.99
C	=	76.00 -- 83.99
D	=	68.00 -- 75.99
F	=	67.99 and below

If you have find yourself falling behind or overwhelmed, please contact your instructor immediately.

Learning Activities/Assignments (subject to change)	
Objective 1	Candidates understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.
Standard Standards can be found in the Instructional Leadership Guide	NELP 1.2 PSEL 1a-g; 10a, b, d, g, h TILS A.1; B.1; C.1; D.1; D.2 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities
Objective 2	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
Standard	NELP 2.1; 2.2; 2.3 PSEL 2a-f; 3h; 9h TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities
Objective 3	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
Standard	NELP 3.1; 3.2; 3.3 PSEL 3a-g; 5a, b, d, e, f; 7b TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities
Objective 4	Candidates understand and demonstrate the capacity to promote the current and future success and well-being each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

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Standard	NELP 4.1; 4.2; 4.3; 4.4 PSEL 3g, h; 4a-g; 5c TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities
Objective 5	Candidates understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
Standard	NELP 5.1; 5.2; 5.3 PSEL 3b, g; 8a-e, h, I, j TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Intro. 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities
Objective 6	Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
Standard	NELP 6.1; 6.2; 6.3 PSEL 3h; 4e; 9b, c, d, f, g, h TILS A.1-5; B. 1-6; C. 1, 2, 7; D.1-4 TEAM Admin. A1; A2; A3; A4; B1; B2; B3; B4; B5; C1; C2; C3; C4; C5; D1; D2; D3; TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities
Objective 7	Candidates understand and demonstrate the capacity to promote the current and futures successes and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

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Standard	NELP 7.1; 7.2; 7.3 PSEL 3h; 4e; 6a-g; 7a, f TILS A.1-5; B. 1-6; C. 1, 7; D.2, 3 TEAM Admin. A1, A2; B1; B2; B4; B5; C1; C2; C3; C4; C5 TN Literacy Reinforce 1-10 ISTE 1, 2, 3, 4, 5
Evidence/Artifact	<ul style="list-style-type: none"> • Key Assessment • Discussion Board Activities

University Policies

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- [Career Services](#): (Career counseling and resources; Vault job search system)

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Professor of Record: Dr. Amanda Batts

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MUED 700
Historical and Philosophical Foundations of Music Education
Fall 2023
The University of Tennessee at Martin

Basic Information:

Course Section: MUED 700

Course Title: Historical and Philosophical Foundations of Music Education

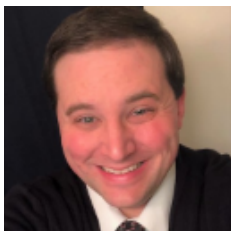
Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

1. Hodges, D. A. (2016). *A concise survey of music philosophy*. Taylor & Francis. ISBN: 9781138954519 (paper) or ISBN: 9781315666891 (eBook)
2. Mark, M. (2008). *A concise history of American music education*. Lanham, MD: Rowman & Littlefield Education. ISBN: 978-1-57886-851-3 (paper) or ISBN: 978-1-57886-905-3 (eBook)

Faculty Contact Information:



Dr. Jody N. Blake

Coordinator and Assistant Professor of Music Education

jblake17@utm.edu

(731) 881-7482

Fine Arts 229

Course Information:

Course Description:

Introduction to the historical and philosophical foundations of music education and its role in culture and society. Students will investigate the history of music education, its impact on present curricular trends, and critique major philosophies that shaped the teaching of music in public education. Additionally, students will develop their own philosophy of music education based on extant historical and philosophical foundations. 3 Graduate Credit Hours.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection. This course will have one required weekly meeting via Zoom.

Student Learning Outcomes/Objectives:

1. Investigate and explain major historical events pertaining to the music education profession.

2. Analyze the impact of major historical events on the modern music education profession.
3. Investigate and explain major philosophies of music and music education.
4. Create and articulate a comprehensive personal philosophy of music education.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.
5. Examine and evaluate current issues in music education, such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are **STRONGLY** encouraged to check Canvas regularly.

Course Requirements/Expectations:

Class Attendance:

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).

- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.
- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Discussion Forums (7)	=	30%
History of Music Education Project (1)	=	20%
Philosophies Paper (1)	=	20%
Personal Philosophy of Music Education (1)	=	20%
History Project Draft (1)	=	5%
Philosophies Paper Draft (1)	=	5%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

1. **Discussion Forums** (30% of final grade; 7 at 4.3% each) – Students will respond to a discussion forum prompt each week. The student's initial post should address the prompt with graduate-level efficiency, including proper grammar and ability to articulate ideas with precision. The initial post consists of a minimum of 300 words; thereafter, students should respond to at least two classmate's posts using a minimum of 100 words. *As part of our live Zoom meetings, students should be prepared to discuss their post and any assigned readings. A rubric will be provided on Canvas.*
2. **History of Music Education Project** (1 at 20% of final grade) – In consultation with the professor, students will select a topic pertaining to the history of music education. Students will complete a multimedia presentation (video and/or audio) based on the following parameters:
 - a. Minimum of five minutes; maximum of ten minutes
 - b. Minimum of three scholarly sources in addition to the textbook
 - c. Must use video and/or audio
 - d. Should include pictures and/or video clips

Additionally, students must answer the following question within the presentation: How does this impact the modern music education profession? Why is it important to us today? *A rubric will be provided for this assignment. Prior to submitting the final version, students will submit a draft of this project worth 5% of the final grade.*

3. **Philosophies of Music Education Paper** (1 at 20% of final grade) – Using the textbook, lectures, and class discussions as a guide, students will write a paper on existing philosophies of music and music education based on the following parameters:
- Select at least three major philosophies to *interact* with – one should be a general philosophy of music and the other two should be philosophies related to music education
 - Minimum of 7 typed pages; maximum of 10 (excluding title page and bibliography)
 - Minimum of three scholarly sources in addition to the textbook
 - Chicago/Turabian Format using Footnotes

Your paper should address the following: (1) Discuss, not merely summarize, the three major philosophies you selected, (2) Interact with three major philosophies (how do they impact each other?), (3) Critique the three major philosophies (what do you find useful or not useful about them?), (4) Connect some aspect of the history of music education to one or more of these philosophies (how did history impact these philosophies or vice versa?), and (5) application (how can you use one or more of these in your current teaching setting?).

A rubric will be provided for this assignment. Prior to submitting the final version, students will submit a draft of this project worth 5% of the final grade.

4. **Personal Philosophy of Music Education** (1 at 20% of final grade) – Students will create a personal philosophy of music education based on concepts learned in this course. This philosophy should be representative of your personal beliefs about music education yet grounded in extant historical and philosophical foundations. Your philosophy should be based on the following parameters:
- 3-4 typed pages (do not exceed four pages)
 - Minimum of two scholarly sources (you may cite textbooks)
 - Chicago/Turabian Format with footnotes

You may wish to include some of the following elements: (1) value of music in education, (2) role of the teacher, (3) role of the learner, (4) supporting extant philosophies, (5) historical foundations, (6) teaching style (methods/theories), and (7) reaching all learners.

A rubric will be provided for this assignment. Prior to submitting the final version, students will submit a draft of this project worth 5% of the final grade.

University Policies:

Academic Integrity:

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integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

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Disability Services:

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DisabilityServices@utm.edu.

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**The instructor reserves the right to revise, alter or amend this syllabus as necessary.
 Students will be notified in writing / email of any such changes.**

Course Outline*

**Please note: the instructor will announce the days/times for live Zoom meetings prior to the first week.*

WEEK	TOPIC(S)/READING(S)	ASSIGNMENT(S)
1	Early History of Music Education Mark, Chapter 1 Hodges, Chapters 1 & 8	Discussion Forum 1
2	Music Education in Schools Mark, Chapters 2-3 Hodges, Chapters 3 & 9	Discussion Forum 2
3	Modern History of Music Education Mark, Chapters 4-6	Discussion Forum 3 History of Music Ed Draft
4	Beauty & Aesthetic Philosophies Hodges, Chapters 4-7	Discussion Forum 4 History of Music Ed Project
5	The Ism's of Music Philosophy Hodges, Chapters 10-13	Discussion Forum 5 Philosophies Paper Draft
6	Praxial Philosophy Hodges, Chapters 15-17	Discussion Forum 6 Philosophies Paper

7	Advocacy Hodges, Chapters 21-22	Discussion Forum 7 Personal Philosophy
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MUED 720
Introduction to Research in Music Education
Fall 2023
The University of Tennessee at Martin

Basic Information:

Course Section: MUED 720

Course Title: Introduction to Research in Music Education

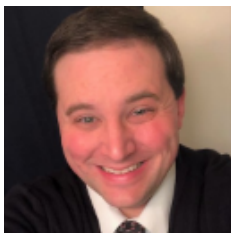
Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

Phillips, K. H. (2007). *Exploring research in music education and music therapy*. Oxford University Press. ISBN: 9780195321227 (paper)

Faculty Contact Information:



Dr. Jody N. Blake

Coordinator and Assistant Professor of Music Education

jblake17@utm.edu

(731) 881-7482

Fine Arts 229

Course Information:

Course Description:

Introduction to the field of research in music education with a focus on various types of research methodology. Historical, philosophical, quantitative, qualitative, mixed methods, and action research will be discussed through critical inquiry, discussion, and review of current research articles. Additionally, students will apply research skills by collecting sources, exploring research journals, and writing a research proposal. 3 Graduate Hours.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection. This course will have one required weekly meeting via Zoom.

Student Learning Outcomes/Objectives:

1. Define, compare, and contrast various research methodologies appropriate to the field of music education.
2. Interpret and critique different forms of music education research.
3. Identify and utilize scholarly sources appropriate for music education research.

4. Create a research proposal based on a methodology (or methodologies) appropriate to the field of music education.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.
5. Examine and evaluate current issues in music education, such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are **STRONGLY** encouraged to check Canvas regularly.

Course Requirements/Expectations:

Class Attendance:

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Discussion Forums (7)	=	30%
Research Article Reviews (2)	=	30%
Chapter Questions (7)	=	20%
Research Proposal (1)	=	15%
Research Proposal Draft (1)	=	5%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

1. **Discussion Forums** (30% of final grade; 7 at 4.3% each) – Students will respond to a discussion forum prompt each week. The student's initial post should address the prompt with graduate-level efficiency, including proper grammar and ability to articulate ideas with precision. The initial post consists of a minimum of 300 words; thereafter, students should respond to at least two classmate's posts using a minimum of 100 words. *As part of our live Zoom meetings, students should be prepared to discuss their post and any assigned readings. A rubric will be provided on Canvas.*
2. **Research Article Reviews** (30% of final grade; 2 at 15% each) – Students review two recent research articles from a major academic journal pertaining to music education. The assignment guidelines are as follows:
 - One article must be quantitative or qualitative, the other philosophical or historical
 - Reviews should include pertinent summary information about the study, including methodology, population, literature review, and results.
 - Reviews should also include an intelligent discussion of the results and the overall research – What was your opinion? What are the implications for our profession? Why does this research matter?
 - 300-600 words in APA format.*A rubric will be provided for this assignment.*
3. **Chapter Questions** (20% of final grade; 7 at 2.9% each) – After reading each chapter, students will submit answers to the end-of-chapter questions selected by the professor. Students will be graded on clarity of answers and grammar.

4. **Research Proposal** (1 at 15% of final grade) – Students will create a research proposal investigating a topic of interest related to the music education profession. All topics must be approved by the professor prior to completing this assignment. The proposal guidelines are as follows:

- 8-10 typed pages (excluding title page and bibliography)
- APA Format (for Qualitative or Quantitative) or Chicago/Turabian (for Historical or Philosophical)
- Though the formatting will be largely based on your methodology, generally speaking, your proposal should have the following sections: (1) introduction with purpose statement and research questions, (2) literature review, (3) methods, and (4) summary of research (discuss importance).

A rubric will be provided for this assignment. Prior to submitting the final version, students will submit a draft of this project worth 5% of the final grade.

University Policies:

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

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DisabilityServices@utm.edu.

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The instructor reserves the right to revise, alter or amend this syllabus as necessary.

Students will be notified in writing / email of any such changes.

Course Outline*

**Please note: the instructor will announce the days/times for live Zoom meetings prior to the first week.*

WEEK	TOPIC(S)/READING(S)	ASSIGNMENT(S)
1	Basics of Music Ed. Research Phillips, Chapters 1-3	Discussion Forum 1 Chapter Questions 1
2	Historical & Philosophical Research Phillips, Chapters 4-5	Discussion Forum 2 Chapter Questions 2 Research Article Review 1
3	Qualitative Research Phillips, Chapters 6-7	Discussion Forum 3 Chapter Questions 3
4	Quantitative Research – Descriptive Phillips, Chapters 9-11	Discussion Forum 4 Chapter Questions 4
5	Quantitative Research - Experimental Phillips, Chapters 12-13	Discussion Forum 5 Chapter Questions 5 Research Article Review 2
6	Mixed Methods & Action Research Phillips, Chapters 14-15	Discussion Forum 6 Chapter Questions 6 Research Proposal Draft
7	Applications of Research Phillips, Chapter 16	Discussion Forum 7 Chapter Questions 7 Research Proposal

MUED 730
Psychological Perspectives in
Music Education
Fall 2024
The University of Tennessee at Martin

Basic Information:

Course Section: MUED 730

Course Title: Psychological Perspectives in Music Education

Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

Bluestine, Eric. (2000) *The Ways Children Learn Music: An Introduction and Practical Guide to Music Learning Theory*, Second Edition ISBN: 978-1579991081

Hodges, Donald. (2019) *Music in the Human Experience: An Introduction to Music Psychology*, Second Edition, Routledge ISBN: 978-1138579828

Faculty Contact Information:

Dr. Elaine Harriss, elaineh@utm.edu, Fine Arts 233

Course Information:

Course Description:

Survey of music as a human experience with a focus on psychological and sociological principles involved in teaching music. Topics include musical acquisition, cognition, emotion, perception, brain functions, and the overall applications of psychology to instructional practices in music. 3 graduate credits.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

1. Describe relevant sociological and psychological perspectives of music and music education as they relate to current societal and educational trends.
2. Describe how humans acquire music skills from pre-birth through adulthood.
3. Describe the influence of music on human behavior.
4. Explain music's role in child development.
5. Evaluate recent empirical research related to human musical behavior

Course Communications:

- Please use your official UTM e-mail address. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. In your email, please include the following:
 1. First and last name
 2. Course title and number
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are to check Canvas regularly.

Course Requirements/Expectations:**Class Attendance:**

- This course will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should be prepared for each meeting and should log in “early” for each class meeting. Two tardies constitute one absence. Logging in later than 10 minutes will be considered an absence.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor must be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- On the second unexcused absence, the student’s final grade will be lowered by 10%. For each unexcused absence thereafter, the student’s grade will be lowered by an additional 10%.

Classroom Expectations:

Students are expected to follow the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students are to refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Initial Meeting with Professor	=	05%
Class Participation	=	10%
Brief Research Paper	=	20%
Article Review (written)	=	15%
Oral Report	=	20%
Final Exam	=	30%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:**(1) Initial Meeting with Professor (5%)**

Each student is to schedule a meeting with the professor to discuss any special topics of interest in this class.

(2) Brief Research Paper (20%)

The research paper is to be a minimum of five double-spaced pages of text with Calibri 12-point font. A minimum of four sources must be used.

(3) Article Review (15%)

The professor will submit a list of articles for review. Students are to choose

(4) Oral Report (20%)

Students will prepare a 10 minute presentation on an approved topic and present such to the class.

(5) Final Exam (30%)

The final exam will be comprehensive and will be online.

(6) Class participation (10%)

Students are to participate in class discussions, giving their opinions on aspects of class readings and reports.

Tentative Course Schedule

Week 1 – Initial meeting with professor
 Week 2
 Week 3 – Topic for research paper chosen and emailed to professor
 Week 4
 Week 5—Outline for research paper emailed to professor
 Week 6 – Article for review chosen and emailed to professor
 Week 7
 Week 8—Research paper due
 Week 9—Topic for oral report chosen
 Week 10
 Week 11—Article review due
 Week 12
 Week 13--Oral reports presented in class
 Week 14
 Week 15 – Final Exam

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Key Campus Resources for Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies) •
[Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services) •
[Library](#): (Access to library resources, databases, course reserves, and services) •
[Career Services](#): (Career counseling and resources; Vault job search system)

MUED 750
Administration & Program Organization in Music Education
Fall 2023
The University of Tennessee at Martin

Basic Information:

Course Section: MUED 750

Course Title: Administration and Program Organization in Music Education

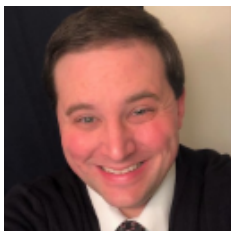
Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

Clinton, J. (2015). *Embracing Administrative Leadership in Music Education*. GIA Publications.
 ISBN: 9781622771660

Faculty Contact Information:



Dr. Jody N. Blake

Coordinator and Assistant Professor of Music Education

jblake17@utm.edu

(731) 881-7482

Fine Arts 229

Course Information:

Course Description:

In depth investigation of administration and leadership strategies in music education, as well as program development, improvement, and evaluation. This course will also discuss new curriculum implementation and program planning, budgeting, and advocacy. 3 Graduate Credit Hours.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection. This course will have one required weekly meeting via Zoom.

Student Learning Outcomes/Objectives:

1. Investigate and explain administration and leadership strategies applicable to the music education profession.
2. Demonstrate ability to plan, implement, and evaluate new curricula for music programs.
3. Demonstrate understanding of budgeting and advocacy for music programs.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability.
5. Examine and evaluate current issues in music education, such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

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Course Requirements/Expectations:**Class Attendance:**

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- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.
- **For MM Online Courses: On the second unexcused absence, the student’s final grade will be lowered by 10%. For each unexcused absence thereafter, the student’s grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Discussion Forums (7)	=	40%
Curriculum/Program Admin. Project (1)	=	35%
Advocacy Letter (1)	=	25%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

1. **Discussion Forums** (40% of final grade; 7 at 5.7% each) – Students will respond to a discussion forum prompt each week. The student’s initial post should address the prompt with graduate-level efficiency, including proper grammar and ability to articulate ideas with precision. The initial post consists of a minimum of 300 words; thereafter, students should respond to at least two classmate’s posts using a minimum of 100 words. *As part of our live Zoom meetings, students should be prepared to discuss their post and any assigned readings. A rubric will be provided on Canvas.*

2. **Curriculum/Program Administration Project** (1 at 35% of final grade) – For this culminating project, students will seek to expand their current music program from both a curricular and administrative perspective. (If you do not have a current teaching position, you will complete this for a hypothetical position). This project should include the following elements:
 - a. Clear introduction describing the curricular and administrative problems you seek to address and your vision for music leadership in your district
 - b. Section that describes support for and advocates music education in your school (music include historical, philosophical, and relevant research to support your claims)
 - c. Section that describes your current school and music program (should include pertinent enrollment information for both the school as a whole and your music program. You may want to insert graphs/charts for this section)
 - d. Section that describes proposed curriculum goals for expansion and provides an analysis of the current need. Also, discuss your need for strengthened leadership for music at the district level
 - e. Section that includes a proposed budget and ways you will achieve this (e.g., fundraising, grants, federal/state funds, etc.)
 - f. The final section should include closing remarks that summarizes your proposal

Overall, this paper should:

- Follow APA style guidelines
- Include title page, list of tables/figures, and references
- Minimum of 6 scholarly sources to support your position
- Minimum of 12 double-spaced, typed pages (excluding title and reference pages)

A rubric will be provided for this assignment.

3. **Advocacy Letter** (1 at 25% of final grade) – Students will write a letter advocating for music education. Though hypothetical, this letter should be addressed to a specific person or organization. For example, you may want to address a school administrator, district, parent-teacher association, community organization, or state representative. It’s totally up to you. What I am looking for is a meaningful letter that is grounded in research yet sets a positive tone for non-music educators and non-professionals. This letter may advocate for a specific program, or music education in general. Again, it should be meaningful and support your personal philosophy of music education. The letter should be typed, single-spaced, and no more than two pages.

A rubric will be provided for this assignment.

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The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Course Outline*

**Please note: the instructor will announce the days/times for live Zoom meetings prior to the first week.*

WEEK	TOPIC(S)/READING(S)	ASSIGNMENT(S)
1	Intro to Leadership and Admin. Clinton, Chapters 1-3	Discussion Forum 1
2	Leadership, Team Building, Comm. Clinton, Chapters 4-6	Discussion Forum 2
3	Advocacy for Music Education Clinton, Chapters 7-8	Discussion Forum 3
4	Program Organization & Admin. Clinton, Chapters 12 & 16	Discussion Forum 4 Advocacy Letter
5	Planning and Implementing New Curriculum Clinton, Chapter 15	Discussion Forum 5
6	Budgeting and Fundraising Clinton, Chapters 11 & 14	Discussion Forum 6
7	Difficult Issues Clinton, Chapters 9 & 10	Discussion Forum 7 Curriculum/Prog. Admin. Project

MUED 770
Instructional Technology in Music Education
Fall 2023
The University of Tennessee at Martin

Basic Information:

Course Section: MUED 770

Course Title: Instructional Technology in Music Education

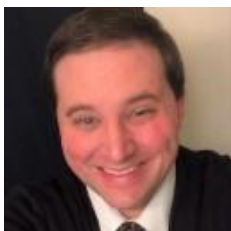
Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

1. Dammers and LoPresti (2020). *Practical Music Education Technology*. Oxford University Press. ISBN: 9780199790708
2. MuseScore Notation Software. Free download available here: <https://musescore.org/en>
3. Audacity Audio Software. Free download available here: <https://www.audacityteam.org/>

Faculty Contact Information:



Dr. Jody N. Blake

Coordinator and Assistant Professor of Music Education

jblake17@utm.edu

(731) 881-7482

Fine Arts 229

Course Information:

Course Description:

Survey of technology applications and resources for teaching music in traditional and online environments. Principles of online music instruction and course design will be discussed. 3 graduate credits.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

1. Investigate pedagogical techniques related to music technology and online learning.
2. Utilize music software for technology integration in the music classroom.
3. Create music and instructional strategies that use music technology appropriately.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for

- professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
 3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
 4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
 5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
 6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
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Course Requirements/Expectations:

Class Attendance:

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Classroom Expectations:

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Assessments and Evaluations:

Discussion Forums (7)	=	40%
Tech Integration Lesson Plans (2)	=	30%
Online Lesson Project (1)	=	10%
Audio Tech Project (1)	=	10%
Notation Project (1)	=	10%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

- (1) **Discussion Forums (40% of final grade; 7 at 5.7% each)** – Students will respond to a discussion forum prompt each week. The student’s initial post should address the prompt with graduate-level efficiency, including proper grammar and ability to articulate ideas with precision. The initial post consists of a minimum of 300 words; thereafter, students should respond to at least two classmate’s posts using a minimum of 100 words. *As part of our live Zoom meetings, students should be prepared to discuss their post and any assigned readings. A rubric will be provided on Canvas.*
- (2) **Technology Integration Lesson Plans (30% of final grade; 2 at 15% each)** – Students will create two technology integration lesson plans. A lesson plan template will be provided on Canvas. Lesson plans must incorporate at least one technology discussed in class. **A rubric will be provided on Canvas.**
- (3) **Online Lesson Project (10%) – Using Google Classroom, or other Course Management Software, students will create an online lesson that incorporates the following:**
 - a. One 5-7 instructional video
 - b. At least three pages with links
 - c. At least one assignment that incorporates a notation or audio sequencing activity*A rubric and specific instructions will be provided on Canvas.*
- (4) **Audio Technology Project (10%) – Details provided on Canvas.**
- (5) **Notation Project (10%) – Details Provided on Canvas.**

University Policies:**Academic Integrity:**

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Disability Services:

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Key Campus Resources For Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Course Outline

WEEK	TOPIC/READING	ASSIGNMENT
1	Pedagogical Techniques Dammers & LoPresti, Ch. 1-2	Discussion Forum 1
2	Notation Software Dammers & LoPresti, Ch. 3-4	Discussion Forum 2
3	Recording & Sequencing Dammers & LoPresti, Ch. 5-6	Discussion Forum 3 Notation Project
4	Loop Libraries & Practice Software Dammers & LoPresti, Ch. 7-8	Discussion Forum 4 Audio Tech Project
5	Instructional Software & Tools Dammers & LoPresti, Ch. 9-11	Discussion Forum 5 Tech Integration Lesson Plan 1
6	Tech in the Music Program Dammers & LoPresti, Ch. 12-14	Discussion Forum 6 Tech Integration Lesson Plan 2
7	Share Final Projects!	Discussion Forum 7 Online Lesson Project

MUED 780 - Special Topics in Music Education: Advanced Woodwind Methods

University of Tennessee, Martin

Course Section: MUED 780 001

Course Title: Advanced Woodwind Methods

Meeting Time and Place: TBA

Course Credit Hours: 3

Textbooks and Other Requirements:

- **Textbooks**
 - Richard Colwell, et al.: *The Teaching of Instrumental Music*
 - Clarence V. Hendrickson: *Handy Manual Fingering Charts for Instrumentalists*
 - Bret Pimentel: *Woodwind Basics*
- Instrument swabs, cork grease and reeds will be provided by the Department. If additional or replacement equipment is needed, students may be required to purchase these from the Department or from an independent vendor of their choosing.
- Instruments assigned for use in this class will either be stored in an assigned locker at all times when not being used. If an instrument is improperly stored (or not stored at all), it will be taken from your possession and you will receive a score of "0" on all subsequent performance-based assignments on that instrument (including the tests).
- **Students will be financially responsible for any repair or replacement fees on instruments checked out to them over the course of the semester.**
- Material for assigned reading in this class will appear on Canvas or Google Drive.
- **Clean your mouth properly** before playing any woodwind instrument for this class or otherwise at the penalty of zeros on all assignments for an instrument rotation.

● Faculty Contact Information

- Douglas Owens
- Fine Arts 234
- Email: dowens14@utm.edu
- Office Hours: TBA
- Phone: (731) 881-7414

Course Description/Information:

This class is intended to enhance music educators' effective teaching of basic and more advanced pedagogical concepts regarding woodwind instruments.

Student Learning Outcomes/Objectives:

This class will empower students to demonstrate the pedagogy of woodwind instruments vital to teaching them in a secondary educational setting through basic instrumental proficiency, hands-on teaching, a basic repertoire of the woodwind literature, and an understanding of common idiomatic issues.

Course Communications:

- Students are responsible for all studio-related correspondence sent to and from UTM email accounts and through Canvas. Students must check their UTM email and Canvas at least once a day.
- The instructor will make every attempt to promptly reply to courteous and professionally-written email and calls to the office telephone within a 24-hour time frame Monday through Friday, 8 AM - 5 PM.
- The instructor is not obligated to return course-related contact outside of UTM email or Canvas.
- If there is a technical issue, please contact the UTM Help Desk at <http://www.utm.edu/helpdesk/>.

Course Requirements, Assessments, and Evaluations:

- Final Exam – 10%
- Woodwind Methods Notebook – 20%
- Written Tests - 10%
- Performance Tests – 20%
- Teaching Assignments - 40%

Attendance

- Students are given two absences without penalty for the entire semester.
 - Absences due to University-excused events do not count toward the two.
 - In the case of a University-excused absence, it is the responsibility of a student to inform the professor directly if they wish for an absence to be considered excused.
 - Illnesses will not be counted toward this quota, providing the student emails the professor either before the class or within two hours of the end of the class session.

Any additional absences will result in a two-point reduction of the *final grade per absence*.

Any student accruing nine or more unexcused absences must withdraw from the class or be awarded an “F” as their final grade.

Class begins promptly on the hour.

- An unexcused tardiness of over 10 minutes will be counted as an absence.
- Two tardies will be counted as an absence.

The instructor reserves the right to add points in this field in proportion to in-class participation.

School Owned Instrument Return Policy

Any student borrowing a school instrument must return it to the course professor after the final use of the semester, whether that be at the final exam, upon completion of end-of-semester jury, etc. The course professor will be responsible for arranging a time with the student(s) to collect the instrument each semester.

If students fail to return at the final exam or other designated time, Dr. John Oelrich needs to be notified by email and a hold will be placed on the student’s account.

Major Assignments and Exams

Final Exam

- The final examination will be held **TBD**. It will be cumulative for the entire course.
- If the final examination is missed due to an unexcused absence, it will be denied making-up. If a student is late for the start of an exam, the instructor retains the right to refuse the student additional time to complete the exam. If the final examination is missed due to an excusable absence, it will be made up on a case-by-case basis within one week.
- Rescheduling of the final exam must be done in accordance with University policy as outlined in the Faculty Handbook.

Woodwind Methods Notebook

Students will submit a notebook containing pertinent notes, handouts, articles, assignments and other items distributed throughout the course of the class. A full list of required items and their weighted value will be available through Google Docs at a later point in the semester.

Students are expected to take thorough notes during class lecture time, and will be evaluated on the progress of their notebook at the time of each instrument test.

In addition to compiling all of the aforementioned items, students must seek out five articles for each instrument that they deem to be beneficial for their own future teaching. These articles generally should support the concepts that have been discussed in class and are due at the notebook check-in time the day of each instrument test. In addition to submitting a link to the article, students will write a brief (two to three sentence) synopsis of the material therein as well

as a brief statement of how students foresee using the information in the article to benefit their teaching.

Written Tests

Written tests will be given as take home and open note. They will be due by Canvas submission on the dates available on the course calendar found on Canvas. Since these are given as take-home, late tests absolutely will not be accepted.

Performance Tests

Performance tests will be given at the end of the course of study of an individual instrument. The tests will be based off of daily performance assignments. ***In order to be successful, you will be expected to put in individual practice time outside of class meetings in order to execute assignments with correct fingerings, correct pitch, and a command of the basic characteristic sound of the instrument.***

These will take place in an individual meeting with the professor outside of class time.

Teaching Assignments

Peer Teaching: Students will be assigned a pool of examples from a beginning method book which to prepare to rehearse their peers. These will be done in class on the dates assigned in Canvas. Students will submit EdTPA-style lesson plans in advance of their activity and be graded on a rubric.

Outside Teaching: Students will give a "start up" lesson to a person of their choosing who has no experience playing a given instrument. Specific criteria for each lesson will be available within the assignment description. These will be recorded and uploaded to Canvas. Students will submit EdTPA-style lesson plans in advance of their activity and be graded on a rubric.

Schedule of Topics

[Link to Calendar](#) (Content and sequence is subject to change at the instructor's discretion.)

University Policies

In the event that you find yourself experiencing COVID-19 related symptoms, we request that you do the following:

- Stay home! This is the best way to prevent spreading COVID-19, as supported by scientific evidence.
- Follow the guidance you received from the COVID-19 Daily Symptom Tracker. Forward us the email you received from the COVID-19 Daily Symptom Tracker and let us know of your absence.
- If you are self-quarantining/isolating, please contact us so arrangements can be made.

- It is our expectation that you will contact us to review missed coursework and arrange a timeline and plan for completing that work. In the case that you are not able to make up missed coursework by the end of the semester, we will need to consider options that may include a medical withdrawal or incomplete for the semester.

Be assured that we will do what we can to work with you to facilitate your successful completion of the course. We encourage you to contact us if you have questions or concerns.

Academic Integrity:

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MUED 798
Research/Teaching Project
Fall 2023
The University of Tennessee at Martin

Basic Information:

Course Section: MUED 798

Course Title: Research/Teaching Project in Music Education

Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

After discussing your project with the professor, select one option from below based upon your research methodology:

American Psychological Association (2019). *Publication Manual of the American Psychological Association, 7th Edition*. ISBN: 9781433832178

OR

Turabian, K. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers, 9th Edition*. ISBN: 9780226430577

Faculty Contact Information:

Your major professor (project chair) will be one of the following professors:

Mr. Steve Barnett, sbarne28@utm.edu, Fine Arts 109

Dr. Jody N. Blake, jblake17@utm.edu, Fine Arts 229

Dr. Elaine Harriss, elaineh@utm.edu, Fine Arts 233

Dr. John Oelrich, joelrich@utm.edu, Fine Arts 133

Course Information:

Course Description:

Culminating graduate project for the Master of Music in Music Education degree. Graduate students will select a project topic in consultation with their major professor (project chair). The project will demonstrate appropriate research and/or instructional skills and may include elements of a typical research article found in a peer-reviewed journal as determined appropriate by the instructor. The findings will be presented to the student's committee at their final oral exam. 3 graduate credits.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

1. Demonstrate research and/or instructional skills appropriate for master music educators.
2. Create a research and/or teaching project that demonstrates ability to contribute unique knowledge to the broad field of music education.

3. Apply independent research techniques and knowledge of various research methodologies.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are **STRONGLY** encouraged to check Canvas regularly.

Course Requirements/Expectations:

Class Attendance:

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Weekly Meeting with Major Professor =	10%
Prospectus =	10%
Annotated Bibliography =	10%
Literature Review =	10%
Project Draft =	10%
Final Project Presentation/Defense =	50%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

(1) Weekly Meeting with Major Professor (10%)

Graduate students will meet with their major professor (project chair) each week to discuss progress and other project-related topics.

(2) Prospectus (10%)

Early in the semester, students will create a project prospectus consisting of the following items:

- Working project title
- Purpose statement
- Research questions
- Proposed methodology
- Preliminary sources

Students will submit the prospectus to their major professor and committee by week three. The prospectus should be a minimum of one page and a maximum of three.

(3) Annotated Bibliography (10%)

Students will create an annotated bibliography of sources for the final project. This is to be submitted to the major professor no later than week four.

(4) Literature Review (10%)

Students will complete a draft section of the literature review (based on the sources listed in the annotated bibliography). The literature review should be submitted to the major professor no later than week six.

(5) Project Draft (10%)

Students will submit a draft of the final project to the major professor and committee no later than week twelve. At minimum, the project draft should contain the elements **listed in Appendix B** of the syllabus.

(6) Final Project Presentation/Defense (50%)

During the final week of the semester, students, with approval of the major professor, will schedule the final project presentation and defense. The presentation/defense should be on the music department calendar no later than three weeks prior to the actual date. **Refer to Appendix A** of the syllabus for Project Procedures.

University Policies:**Academic Integrity:**

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- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

Course Key Dates

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Note: MUED 798 is a 16-week (full semester) course.

Week 1 – Initial meeting with major professor

Week 3 – Prospectus due to major professor and committee

Week 4 – Annotated Bibliography due to major professor

Week 6 – Literature Review due to major professor

Week 12 – Project Draft due to major professor and committee (Schedule date for defense/comps)

Week 14 – Receive comprehensive examination questions from committee

Week 15 – Final Project Presentation/Defense and Oral Comprehensive Exam

Appendix A

Research/Teaching Project Procedures

Major Professor and Committee Procedures:

- After admission into the MM program, students will be assigned a major professor and graduate committee. (This is the responsibility of the MM program director or department chair).
- The major professor will act as the academic advisor, final project advisor, and graduate committee chair for the student.
- The student's graduate committee will consist of the following faculty:
 - (1) Major Professor/Chair (music education faculty member)
 - (2) Music history or theory faculty member
 - (3) Music education, conducting, or applied music faculty member*

*Note: if the student's project is interdisciplinary in focus, the student may petition the major professor to allow a faculty member from another department to serve as the third member of the committee. This is at the discretion of the major professor.

- While the major professor should act as the primary advisor, the committee may provide feedback on the final project as requested by the student or major professor. The committee members should:
 - (1) Provide feedback on the prospectus, draft, and final copy of the final research/teaching project
 - (2) Write and distribute comprehensive examination questions for the student (no later than week 14, as the student has one week to answer these questions).
 - (3) Attend the student's defense and oral comprehensive examination (Week 15)
 - (4) Provide a pass/pass with revisions/fail score at the conclusion of the defense and oral comprehensive exam (see Appendix C for forms)

Graduate Student Procedures:

- It is the responsibility of the student to submit required documents to the major professor and graduate committee. (See key dates in the syllabus).
- It is the responsibility of the student to schedule the final presentation/defense and oral comprehensive examination (must be pre-approved by major professor).
- Please note, while the major professor provides the final course, the student may not graduate without passing the oral comprehensive examination.

Appendix B

Final Project Document Guidelines

At minimum, all project documents should contain the following elements:

- (1) Title page formatted correctly (see next page)
- (2) References or bibliography page
- (3) Introduction with clear purpose statement and research questions (or curriculum goals)
- (4) Literature review (based on scholarly sources)
- (5) Methodology (appropriate to the type of research)
- (6) Results and/or discussion of the findings (appropriate to the type of research)

Reminder: Your topic should be decided in consultation with your major professor. All topics must pertain directly to the academic discipline of music education.

Research guidelines (to be decided with your major professor):

- Historical or philosophical research should utilize Turabian format with footnote citations.
- Qualitative, quantitative, mixed methods, and action research should utilize APA format with in-text citations.
- Curriculum/teaching projects should utilize APA format with in-text citations.
- While there is no set length for the project, the suggestion is a minimum of 15 pages and maximum of 30. Please remember, a good research project is defined by quality, not quantity.
- All projects should be typed, double-spaced, using Times New Roman (or similar font suggested by Turabian or APA) and 12-point font.
- Even if you are pursuing a curriculum/teaching project option, it should still be grounded in research-based practices.
- No matter the research type, please remember to include specific research questions and engage the existing literature.
- Remember, the ultimate goal of this project is to demonstrate your ability to thrive as a scholar-practitioner and contribute unique scholarship to the field of music education.
- Research involving human subjects may require approval from the Institutional Review Board (IRB). You may find more information regarding IRB here:
<https://www.utm.edu/departments/rgc/irb.php>

TITLE OF PROJECT (ALL-CAPS)

by [your full name here]

Submitted to The University of Tennessee at Martin
graduate music faculty in partial fulfillment of
the requirements for the degree of
Master of Music in Music Education

[insert date here]

Approved by:

Major professor name here, Chair, Professor rank/title

Committee member 1 name here, Professor rank/title

Committee member 2 name here, Professor rank/title

Appendix B
Graduate Forms

APPLICATION FOR DEFENSE AND ORAL COMPREHENSIVE EXAMINATION

In the opinion of the student's graduate committee, _____, is ready to proceed to the Final Research/Teaching Project Defense and Oral Examination.

The title of the Final Research/Teaching Project is:_____.

The suggested date for the defense and exam is:_____.

Committee Approval:

_____, Committee Chair

_____, Committee Member

_____, Committee Member

_____, Department Chair

COMMITTEE REPORT ON THE
FINAL RESEARCH/TEACHING PROJECT AND COMPREHENSIVE FINAL EXAM

We, acting as _____ graduate committee, after reading the final
research/teaching project entitled, _____, make the following
decisions:

_____ Pass	_____ Pass w/ Revisions	_____ Fail	_____
			Chair
_____ Pass	_____ Pass w/ Revisions	_____ Fail	_____
			Committee Member
_____ Pass	_____ Pass w/ Revisions	_____ Fail	_____
			Committee Member

Comments: _____

After reviewing the degree candidate’s answers for the **Comprehensive Final Examination**, we find
the answers to be:

_____ Satisfactory	_____ Unsatisfactory	_____
		Chair
_____ Satisfactory	_____ Unsatisfactory	_____
		Committee Member
_____ Satisfactory	_____ Unsatisfactory	_____
		Committee Member

Comments: _____

MUS 625
Music Composition
Fall 2023
The University of Tennessee at Martin

Basic Information:**Course Section:** MUS 625-001**Course Title:** Composition**Meeting Time and Place:** Online (Synchronous)**Course Credit Hours:** 1**Textbooks and Other Required Materials:** Access to music notation software; Manuscript book, pencil, journal, flash drive. No textbook is required for this course. Any additional materials will be distributed through Canvas.**Faculty Contact Information:**

Dr. Michael Mathenia

Office: Fine Arts 236

mmatheni@utm.edu

Office Hours: TBD; by appointment

Course Information:**Course Description:** This course is designed to provide students with an advanced skillset to the creative process of composition. Students will explore and compose music in distinct styles, demonstrating creativity and a broader scope of the theoretical aspects of music composition. Students are expected to notate, transpose, and/or arrange for various combinations of voice and acoustic/electronic instruments. This course may be repeated for credit.**Course Resources:**Students will need access to a reliable computer and internet connection. The website www.musictheory.net will be referred to on occasion, so downloading their app is recommended for this course.**Student Learning Outcomes/Objectives:**

While students are encouraged to discover their own unique voice in the music world, it is to be understood that a measurable degree of growth, artistic integrity, and sound musicianship are essential to this course. Therefore, students will be challenged to compose proficiently in a variety of idioms, styles, and/or genres. Student objectives are as follows:

- Compose music in specific styles, demonstrating creativity in using elements of music (pitch, rhythm, harmony, dynamics, timbre, texture, form) for expressive effect.
- Compose/Arrange music for various combinations of voice and acoustic/electronic instruments.

Course Communications:Communications from this course will be done via UTM email accounts and via Canvas announcements. Instructor may be contacted at mmatheni@utm.edu. Instructor will not acknowledge email from any email account other than students' UTM email account. Student should expect a reply within 24 hours. For any technical support, students may contact UTM Help Desk at <http://www.utm.edu/helpdesk/>**Course Requirements/Expectations:****Class Attendance:**

- All courses in the Master of Music program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered "excused" are school functions.

- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes after the start of class is considered an absence.
- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Code of Conduct during all class meetings and when completing course requirements.

Assessments and Evaluations:

Final Grade for this course will be comprised of:

Composition-related event attendance	20%
Weekly lesson preparedness	50%
Jury Grade	30%

Grading Scale:	A: 90-100	B: 80-89	C: 70-79
	D: 60-69	F: 59 or below	

University Policies:

Academic Integrity:

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Required Equipment:

Access to the internet is critical to this course. Internet access can be found in the library if the student does not have access to a personal computer

How to Be Successful In This Course: Students who are successful in this course take thorough notes in class during lectures and during discussion of musical examples, complete the assignments, and spend time studying for the exam. Questions on the exam are taken directly from material covered in class. If you are having trouble with any of the material that we cover in class, please come by during office hours or find a student you trust to help you.

Key Campus Resources For Students:

- Undergraduate & Graduate Catalog: (Listing of academic programs, courses, and policies)
- Important Dates: (add/drop, payments)
- Student Success Center: (Academic support resources)
- Student Health and Counseling Services: (Mental and physical health services)
- Library: (Access to library resources, databases, course reserves, and services)
- Career Services: (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.

MUS 703 Graduate Music History Review Fall 2023

The University of Tennessee at Martin

Basic Information:

Course Section: MUS 703

Course Title: Graduate Music History Review

Meeting Time/Place: Online - <https://tennessee.zoom.us/j/9086817973>

Course Credit Hours: 3

Textbooks and Other Required Materials:

Concise History of Western Music, 5th ed., Barbara Hanning
Norton Anthology of Western Music, Volumes 1-3, 8th ed.

Faculty Contact Information:

Dr. Jessie Thoman

jthoman@utm.edu

FA228

731.881.7407

Course Information:

Course Description:

This course is designed to provide students with a comprehensive review of western music history from Ancient Greece to the 21st Century.

A general overview of music history, literature, styles, and techniques from antiquity to the present, this course examines representative repertoire from historical and cultural contexts. In addition to exploring techniques for listening and score study, emphasis will be placed on building appropriate vocabulary to communicate musical knowledge, both spoken and written.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

1. Read scores and listen to music for style and content
2. Further develop critical listening and thinking skills

3. Expand acquired knowledge through independent research

Program Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are **STRONGLY** encouraged to check Canvas regularly.

Course Requirements/Expectations:

Class Attendance:

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions. Students missing class due to a school function will be excused; however, the

professor should be informed at least 48 hours prior to the absence (earlier is ALWAYS better). It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.

- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Daily Worksheets
Listening Journal
Essay
5-page Paper
3 Exams

Grading Scale:

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10% 10% 10% 10% 10% 50%

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

(1) Daily Worksheets (10%)

After completing the assigned reading and listening, a short outline of the information (Daily Worksheets) must be completed and submitted after the class in which the material was covered. These assignments will serve as summations of the necessary material which can be used to study for exams, and a resource for classroom teaching.

(2) Listening Journal (15%)

Listening journals will be comprised of all assigned listening/score examples for each unit. A journal (template provided) will be submitted at the beginning of the class period of each exam. This assignment is designed to further develop your listening and score reading skills and expand your knowledge of appropriate style characteristics.

(3) Essay 1 (15%)

One essay will be discussing how to apply music history in the public-school classroom.

Students will submit the prospectus to their major professor and committee by week three. The prospectus should be a minimum of one page and a maximum of three.

(3) 5-page Paper (15%)

Research driven paper on a composer and piece selected by the student.

(4) Three Exams (each 15%)

Student's knowledge will be assessed in three exams (by unit) which will include, short answer, multiple choice, true/false in 3 sections – general knowledge, listening examples, and score examples.

University Policies:

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the

University community to promote and protect the highest standards of integrity in study, research, instruction, and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php.

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

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Disability Services:

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Key Campus Resources for Students:

- • [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- • [Important Dates](#): (add/drop, payments)
- • [Student Success Center](#): (Academic support resources)
- • [Student Health and Counseling Services](#): (Mental and physical health services)
- • [Library](#): (Access to library resources, databases, course reserves, and services)
- • [Career Services](#): (Career counseling and resources; Vault job search system)

MUS 704
Graduate Music Theory Review
Fall 2023
The University of Tennessee at Martin

Basic Information:**Course Section:** MUS 704-001**Course Title:** Graduate Music Theory Review**Meeting Time and Place:** Online (Synchronous)**Course Credit Hours:** 3**Textbooks and Other Required Materials:** *Tonal Harmony*, 8th ed. by Kostka-Payne. The student must bring music manuscript paper and pencils to each class to make note of any musical examples covered in the class.**Faculty Contact Information:**

Dr. Michael Mathenia

Office: Fine Arts 236

mmatheni@utm.edu

Office Hours: TBD; by appointment

Course Information:**Course Description:** This course is designed to provide students with a review of music theory skills in preparation for graduate coursework in music theory. Topics covered include part-writing, analysis, advanced chromatic harmony, and post-tonal theory. The content in this review course will be roughly equivalent to that of a standard two-year undergraduate music theory sequence.**Course Resources:**

In addition to the required textbooks, students will need access to a reliable computer and internet connection. The website www.musictheory.net will be utilized frequently, so downloading their app is recommended for this course. While not required, *A Practical Approach to the Study of Form in Music*, by Spencer/Temko will be referred to by the professor and is strongly recommended as a supplemental textbook.

Student Learning Outcomes/Objectives:

Students should possess the necessary tools to analyze music written in the Western classical tradition; to part-write according to the rules established throughout the Baroque, Classical, and Romantic eras of Music History; and to decipher music composed after the Romantic era and the breakdown of functional tonality.

Course Communications:

Communications from this course will be done via UTM email accounts and via Canvas announcements. Instructor may be contacted at mmatheni@utm.edu. Instructor will not acknowledge email from any email account other than students' UTM email account. Student should expect a reply within 24 hours. For any technical support, students may contact UTM Help Desk at <http://www.utm.edu/helpdesk/>

Course Requirements/Expectations:**Class Attendance:**

- All courses in the Master of Music program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.

- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes after the start of class is considered an absence.
- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Code of Conduct during all class meetings and when completing course requirements. Students are expected to turn in all homework assignments at the beginning of class period in which they are due. Late assignments will not be accepted and will be assessed as a "0" for that assignment. There will be a total of 6 assignments (1 per week after the first), worth 10% each.

Assessments and Evaluations:

Final Grade for this course will be comprised of:

Attendance/Participation	10%
Homework	60%
Final Exam	30%

Grading Scale:	A: 90-100	B: 80-89	C: 70-79
	D: 60-69	F: 59 or below	

Major Assignments:

- **Homework** (6 assignments at 10% each) – Students will be given homework assignments that will cover aspects of part-writing, analysis, and music theory terminology appropriate to the era being discussed in class.
- **Final Exam** (1 at 30% of final grade) – Students will complete a synchronous exam at the date provided by the professor. Exam will cover the content of a typical two-year music theory sequence.

Course Outline:

Week 1: Introductions, Syllabus, and Class Expectations. KPTH Chapters 1-6. No Assignment Due.

Week 2: KPTH Chapters 7-13. Homework Assignment 1 Due.

Week 3: KPTH Chapters 14-17. Homework Assignment 2 Due.

Week 4: KPTH Chapters 18-23. Homework Assignment 3 Due.

Week 5: KPTH Chapters 24 & 26. Homework Assignment 4 Due.

Week 6: Post-Tonal Compositional Techniques and Methods of Analysis. Homework Assignment 5 Due.

Week 7: Final Exam Review and Drill. Homework Assignment 6 Due.

Final Exam Date: TBD

University Policies:

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by

students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

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Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Required Equipment:

Access to the internet is critical to this course. Internet access can be found in the library if the student does not have access to a personal computer

How to Be Successful In This Course: Students who are successful in this course take thorough notes in class during lectures and during discussion of musical examples, complete the assignments, and spend time studying for the exam. Questions on the exam are taken directly from material covered in class. If you are having trouble with any of the material that we cover in class, please come by during office hours or find a student you trust to help you.

Key Campus Resources For Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.

MUS 705 Topics in Graduate Music History – The Art of Listening

The University of Tennessee at Martin

Basic Information:

Course Section: MUS 705

Course Title: The Art of Listening

Meeting Time/Place: Online - <https://tennessee.zoom.us/j/9086817973>

Course Credit Hours: 3

Textbooks and Other Required Materials:

Listen Up!: Fostering Musicianship Through Active Listening, 1st ed., Dr. Brent Gault

Faculty Contact Information:

Dr. Jessie Thoman

jthoman@utm.edu

FA228

731.881.7407

Course Information:

Course Description:

This course develops musicianship through active listening. This approach will deepen you and your students' appreciation and knowledge of music. You will not be required to become a performer yourself, but you will learn to become a more effective teacher of music and musicianship through the active listening of pre-recorded/live performances as well as guided listening exercises in and out of class. Repertoire selected from Classical, Jazz, Broadway, and World Music.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

1. Develop active listening Skills
2. Develop musicianship through listening to music
3. Expand acquired knowledge through independent research

Program Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are **STRONGLY** encouraged to check Canvas regularly.

Course Requirements/Expectations:**Class Attendance:**

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions. Students missing class due to a school function will be excused; however, the professor should be informed at least 48 hours prior to the absence (earlier is **ALWAYS** better). It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.

- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

In Class Activities 15%
 Listening Journal 15%
 Activities Journal 15%
 2 Reflection Essays each 15%
 Lesson Plan Portfolio 25%

Grading Scale:

=====

10% 10% 10% 10% 10% 50%

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:

(1) In Class Guided Activities (15%)

Guided activities in class will allow students to develop their active listening skills and musicianship.

(2) Listening Journal (15%)

Listening journals will be collections of music that can be used for active listening activities.

(3) Activities Journal (15%)

Listening journals will be collections of active listening activities.

(3) Reflection Essays (15%)

Essays designed for students to explore their knowledge, experience, and opinions about teaching music through active listening and its place in the classroom.

(4) Lesson Plan Portfolio (25%)

A final project designed to create an abbreviated general music curriculum of active listening musical examples and active listening activities and outcomes.

University Policies:

Academic Integrity:

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http://www.utm.edu/departments/conduct/new_academic_integrity.php.

Standard of Conduct:

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Disability Services:

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Key Campus Resources for Students:

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- • [Important Dates](#): (add/drop, payments)
- • [Student Success Center](#): (Academic support resources)
- • [Student Health and Counseling Services](#): (Mental and physical health services)
- • [Library](#): (Access to library resources, databases, course reserves, and services)
- • [Career Services](#): (Career counseling and resources; Vault job search system)

MUS 706
Topics in Music Theory
Fall 2024
The University of Tennessee at Martin

Basic Information:**Course Section:** MUS 706-001**Course Title:** Topics in Music Theory**Meeting Time and Place:** Online (Synchronous)**Course Credit Hours:** 3**Textbooks and Other Required Materials:** There is no single textbook for this course. Students will be required to purchase or download various materials for the purpose of score study. Select score excerpts will be made available to download from Canvas (when allowable by Copyright laws).**Faculty Contact Information:**

Dr. Michael Mathenia

Office: Fine Arts 236

mmatheni@utm.edu

Office Hours: TBD; by appointment

Course Information:**Course Description:** This course is designed to provide students with in-depth understanding and the analytical toolset needed to decipher the music of select composers and eras, with the goal of applying that knowledge in a practical teaching setting.**Course Resources:**

In addition to the required textbooks, students will need access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

By focusing on select pieces and composers, students should possess the necessary tools to analyze music written in the Western classical tradition on a more intimate level.

Course Communications:Communications from this course will be done via UTM email accounts and via Canvas announcements. Instructor may be contacted at mmatheni@utm.edu. Instructor will not acknowledge email from any email account other than students' UTM email account. Student should expect a reply within 24 hours. For any technical support, students may contact UTM Help Desk at <http://www.utm.edu/helpdesk/>**Course Requirements/Expectations:****Class Attendance:**

- All courses in the Master of Music program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered "excused" are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).

- Two tardies constitute one absence. Logging in later than 10 minutes after the start of class is considered an absence.
- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Code of Conduct during all class meetings and when completing course requirements. Students are expected to turn in all homework assignments at the beginning of class period in which they are due. Late assignments will not be accepted and will be assessed as a "0" for that assignment. There will be a total of 5 assignments (1 per week after the first), worth 10% each.

Assessments and Evaluations:

Final Grade for this course will be comprised of:

Attendance/Participation	10%
Homework	50%
Analysis Paper	20%
Final Exam	20%

Grading Scale:	A: 90-100	B: 80-89	C: 70-79
	D: 60-69	F: 59 or below	

Major Assignments:

- **Homework** (5 assignments at 10% each) – Students will be given homework assignments that will cover aspects of part-writing, analysis, and music theory terminology appropriate to the composer and piece being discussed in class.
- **Analysis Paper** (1 at 20% of final grade) – Students will write an analysis paper and present it to the class. Topics may include pieces by any of the composers covered in class.
- **Final Exam** (1 at 20% of final grade) – Students will complete a synchronous exam at the date provided by the professor. Exam will include aspects of both score ID and analysis.

Course Outline:

Week 1: Introductions, Syllabus, and Class Expectations.

Week 2: Score Analysis and Discussion. Homework Assignment 1 Due.

Week 3: Score Analysis and Discussion. Homework Assignment 2 Due.

Week 4: Score Analysis and Discussion. Homework Assignment 3 Due.

Week 5: Score Analysis and Discussion. Homework Assignment 4 Due.

Week 6: Score Analysis and Discussion. Homework Assignment 5 Due.

Week 7: Final Exam Review. Paper Presentations Due.

Final Exam Date: TBD

University Policies:

Academic Integrity:

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Required Equipment:

Access to the internet is critical to this course. Internet access can be found in the library if the student does not have access to a personal computer

How to Be Successful In This Course: Students who are successful in this course take thorough notes in class during lectures and during discussion of musical examples, complete the assignments, and spend time studying for the exam. Questions on the exam are taken directly from material covered in class. If you are having trouble with any of the material that we cover in class, please come by during office hours or find a student you trust to help you.

Key Campus Resources For Students:

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- [Important Dates](#): (add/drop, payments)
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- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.

MUS 707: Graduate Choral Conducting I

University of Tennessee, Martin

Basic Information:

Course Section: MUS 707-001

Course Title: Graduate Choral Conducting I

Meeting Time and Place: TBD (One-week intensive summer course on campus)

Course Credit Hours: 3

Office Hours: As posted outside my office door

Textbooks and Other Required Materials:

- All musical scores will be provided

Additional materials needed:

- Every student should purchase a 14" *Mollard* conducting baton or something similar for use in class. (see *Course Requirements/Expectations*)
- Since this class is delivered online, a strong internet connection with proper HD webcam and speakers are necessary to be successful.

Faculty Contact Information

Dr. Roberto Mancusi- Fine Arts 230

Office: (731) 881-7405

rmancusi@utm.edu

Course Information:

Course Description/Information:

This course focuses on the spectrum of choral conducting and technique through practical application and individualized study. Styles, interpretive concepts, and gestural expressivity serve as the foundation of the content of this course.

Course Resources:

All scores, reading materials, and other audio/visual materials will be provided by the instructor. A variety of public domain scores will serve as the primary source of printed material that will be utilized throughout this course. These scores will provide the foundation of our score study and physical gesture studies.

Student Learning Outcomes/Objectives:

- To deepen your understanding of educational practices, rehearsal strategies, and performance practices.
- To deepen your understanding of the methods used to draw out the natural abilities of your students.
- To develop a clear and communicative conducting/directing style that creates an effective music-making environment for your ensembles.

- To develop a clear understanding of “choral sound” and the variety of ways to foster this sound.
- To learn about professional organizations and how they can assist teachers.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

The easiest way to contact me outside of class is either via email or during my office hours. Unless there are extenuating circumstances, I will respond to emails within twenty-four hours during the week. I will respond to any weekend/holiday emails on the first class day after the weekend or holiday.

Course Requirements/Expectations:

You will need to procure a functional baton that will be used in our development of conducting physical gesture. Additionally, you will be expected to maintain a listening journal that you can provide to the instructor upon request.

Attendance:

This class is taught as a one-week intensive course. As such, the following policies regarding attendance are in place for this class.

- Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed *prior* to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

- **On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Grading:

- Your overall conducting will be assessed several times throughout the week. The expectation is that you be prepared to demonstrate a clear, communicative gesture that is in keeping with the music.
- You will begin to be assessed for your ability to develop good score preparation with regards to gesture effectivity and efficiency. This will be demonstrated by in-class discussions and conducting practice.
- You will need to have a neatly-organized conducting review journal that details the conducting videos you watch outside of class and what/how you feel about those performances. These journal entries need not be overly elaborate, but they must explain your thoughts about what you saw in the conducting and if it communicated the conductor's intent clearly.
- Your semester grade will be divided like this:

Score preparation:	30%
Conducting Assessments	30%
Rehearsal Plans	30%
<u>Listening Journal</u>	<u>20%</u>
Total	100%

Department Policy on Professionalism:

All faculty, staff, and students in the UTM Department of Music have the right to work in an environment conducive to learning and creativity. As a music major/minor at the University of Tennessee at Martin, you understand the expectation to represent you and this department in a professional and positive manner at all times. Communication with faculty, staff, and student colleagues will always be conducted in the spirit of mutual respect. Furthermore, public displays of behavior deemed unprofessional (either in person and/or electronically including social media applications) will result in departmental reprimand. Failure to comply may result in, but is not limited to, contacting the Office of Student Conduct, the Department of Public Safety, and/or the loss of scholarship funding.

University Policies:

Academic Integrity:

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honest academic conduct by students. Specific integrity attributes can be found:
http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

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<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

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The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

MUS 708: Graduate Choral Conducting II

University of Tennessee, Martin

Basic Information:

Course Section: MUS 708-001

Course Title: Graduate Choral Conducting II

Meeting Time and Place: TBD (One-week intensive summer course on campus)

Course Credit Hours: 3

Office Hours: As posted outside my office door

Textbooks and Other Required Materials:

- All musical scores will be provided

Additional materials needed:

- Every student should purchase a 14" *Mollard* conducting baton or something similar for use in class. (see *Course Requirements/Expectations*)
- Since this class is delivered online, a strong internet connection with proper HD webcam and speakers are necessary to be successful.

Faculty Contact Information

Dr. Roberto Mancusi- Fine Arts 230

Office: (731) 881-7405

rmancusi@utm.edu

Course Information:

Course Description/Information:

This course focuses on score study and its connection to expressive conducting. Choral music from a variety of time periods and styles will be surveyed to explore effective gestural and rehearsal planning strategies.

Course Resources:

All scores, reading materials, and other audio/visual materials will be provided by the instructor. A variety of public domain scores will serve as the primary source of printed material that will be utilized throughout this course. These scores will provide the foundation of our score study and physical gesture studies.

Student Learning Outcomes/Objectives:

- To deepen your understanding of educational practices, rehearsal strategies, and performance practices.
- To deepen your understanding of the methods used to draw out the natural abilities of your students.
- To develop and understanding of choral literature and how it can be used to teach broad and narrow musical concepts.

- To enhance skills in sequencing of materials and the selection of appropriate educational materials for a variety of age groups.
- To understand the challenges and rewards of choral program development, including singer recruitment, budget management, and peripheral choirs (such as swing choir, show choir, madrigal choir, etc.)
- Develop a clear understanding of “choral sound” and the variety of ways to foster this sound.
- To learn about professional organizations and how they can assist teachers.

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

The easiest way to contact me outside of class is either via email or during my office hours. Unless there are extenuating circumstances, I will respond to emails within twenty-four hours during the week. I will respond to any weekend/holiday emails on the first class day after the weekend or holiday.

Course Requirements/Expectations:

You will need to procure a functional baton that will be used in our development of conducting physical gesture. Additionally, you will be expected to maintain a listening journal that you can provide to the instructor upon request.

Attendance:

This class is taught as a one-week intensive course. As such, the following policies regarding attendance are in place for this class.

- Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed *prior* to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these

circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).

- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.
- **On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Grading:

- You will be assessed for your ability to develop good score study practices. This will be demonstrated by in-class discussions of score study as well as your marked scores.
- You will be asked to submit rehearsal plans for various school ensemble scenarios. These will be reviewed and we will go over them together to help find any ways to strengthen their efficacy.
- You will need to have a neatly-organized listening journal that details music you listen to outside of class. You will need to address where these pieces exist in time and how stylistic elements of both the piece and the time period will affect your rehearsal plans for your ensemble. Special attention will need to be given to modifying any stylistic traits to make them age-appropriate.
- Your semester grade will be divided like this:

Score preparation:	35%
Rehearsal Plans	35%
<u>Listening Journal</u>	<u>30%</u>
Total	100%

Department Policy on Professionalism:

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The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

MUS 711
Theory Pedagogy
Fall 2023
The University of Tennessee at Martin

Basic Information:**Course Section:** MUS 711-001**Course Title:** Special Topics in Music: Theory Pedagogy**Meeting Time and Place:** Online (Synchronous)**Course Credit Hours:** 3**Textbooks and Other Required Materials:** There is no single textbook for this course. Sources will include reading assignments of currently standard textbooks in music theory. Reading materials will be available on loan from the professor or through Canvas.**Faculty Contact Information:**

Dr. Michael Mathenia

Office: Fine Arts 236

mmatheni@utm.edu

Office Hours: TBD; by appointment

Course Information:**Course Description:** This course is designed to provide students with a command of the issues involved in teaching the various topics within college-level music theory and to provide them with the skills needed for textbook selection, course syllabus design, lesson plan design, assessment techniques, and in-class teaching.**Course Resources:**In addition to any textbooks we use, students will need access to a reliable computer and internet connection. The website www.musictheory.net will be referred to on occasion, so downloading their app is recommended for this course.**Student Learning Outcomes/Objectives:**

Students should possess the necessary tools for college-level teaching of music theory and should have a better understanding of music theory from a pedagogical viewpoint.

Course Communications:Communications from this course will be done via UTM email accounts and via Canvas announcements. Instructor may be contacted at mmatheni@utm.edu. Instructor will not acknowledge email from any email account other than students' UTM email account. Student should expect a reply within 24 hours. For any technical support, students may contact UTM Help Desk at <http://www.utm.edu/helpdesk/>**Course Requirements/Expectations:****Class Attendance:**

- All courses in the Master of Music program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered "excused" are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.

- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes after the start of class is considered an absence.
- **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Code of Conduct during all class meetings and when completing course requirements. Students are expected to turn in all homework assignments at the beginning of class period in which they are due. Late assignments will not be accepted and will be assessed as a "0" for that assignment. There will be a total of 5 written assignments (approximately 1 per week after the first), worth 10% each.

Assessments and Evaluations:

Final Grade for this course will be comprised of:

Attendance/Participation	10%
Written Assignments (syllabus, lesson plans)	60%
Teaching (mock lecture)	20%
Comparative Paper	20%

Grading Scale:	A: 90-100	B: 80-89	C: 70-79
	D: 60-69	F: 59 or below	

Major Assignments:

- **Written Assignments** (4 assignments at 15% each) – Students will be given written homework assignments that will cover design of syllabi, course design, theory sequence content, lesson plans, and homework design/assessment techniques.
- **Teaching** (1 at 20% of final grade) – Students will give a mock lecture over a topic in music theory selected by the professor. The presentation should include lecture, in-class assignment, and homework for the class.
- **Comparative Paper** (1 at 20% of final grade) – Students will write a short paper (5-10 pages) evaluating and comparing two established/standard textbooks of music theory. The student will also be asked to present their findings to the rest of the class.

Course Outline:

Week 1: Introductions, Syllabus, and Class Expectations. Topic: Syllabi and Course Planning/Overview of KPTH.	
Week 2: Topic: Theory Sequence Content.	Due: Assignment 1: Course Design.
Week 3: Topic: Lesson Plans.	Due: Assignment 2: Theory Sequence Design.
Week 4: Topic: Assessment Techniques/Homework Design.	Due: Assignment 3: Lesson Plan Design.
Week 5: Topic: Form, Post-Tonal, and Chromatic Harmony.	Due: Assignment 4: Homework Design.
Week 6: In-Class Teaching.	
Week 7: Comparative Paper Presentations.	

University Policies:

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Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

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Disability Services:

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Required Equipment:

Access to the internet is critical to this course. Internet access can be found in the library if the student does not have access to a personal computer

How to Be Successful In This Course: Students who are successful in this course take thorough notes in class during lectures and during discussion of musical examples, complete the assignments, and spend time studying for the exam. Questions on the exam are taken directly from material covered in class. If you are having trouble with any of the material that we cover in class, please come by during office hours or find a student you trust to help you.

Key Campus Resources For Students:

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.

The University of Tennessee at Martin
Department of Music

MUS 711 – Graduate Percussion Pedagogy

Term

Course Information:	MUS 711 – Percussion Pedagogy
Location:	Virtual
Meeting Time:	Canvas and weekly Zoom discussion (time TBD)
Course Credit Hours:	2

Textbooks and other materials

- Udow, Michael. *Percussion Pedagogy*. Oxford: Oxford University Press, 2019.

Faculty Contact Information

Professor:	Dr. Brady Spitz
Office:	Fine Arts 129
Email:	bspitz@utm.edu
Phone:	731-881-7748 (cell number can found in studio contact list)
Office Hours:	By appointment

Course Information

Course Description/Information

This course will provide a graduate-level focus on the pedagogical concepts surrounding percussion instruction. This includes technical and musical concepts to the individual, ensemble rehearsal techniques, and integrating holistic percussion education into a mixed-instrument classroom setting.

Prerequisites

None

Course Resources

Any extra content will be distributed by the instructor.

Student Learning Outcomes/Objectives

Students will demonstrate knowledge of advanced pedagogical concepts pertaining to percussion. They will also be able to develop ensemble rehearsal strategies for percussion chamber music, large percussion ensemble, and percussionists within a large ensemble setting.

Course Communications

Email is the preferred method of communication.

Course Requirements, Assessments, and Evaluations

Course Requirements

- There will be weekly reading assignments and required written/multimedia responses. Each response will be submitted prior to the weekly synchronous Zoom discussion on that topic.
- The student will be responsible for a three pedagogical documents:
 - A document outlining a pedagogical approach and scheduling for a marching percussion program
 - A document outlining approaches to programming, pedagogical concepts, and scheduling for a high school percussion ensemble.
 - A document outlining a pedagogical approach and scheduling for a beginner percussion class (mixed instruments or percussion-alone class TBD)

Attendance

- Attendance is required at each class Zoom meeting. Students should strive for preparedness and punctuality for each class meeting.
- Each **unexcused absence** from a class meeting will result in the lowering of the lecture attendance grade by one letter. The only acceptable excused absence is a documented school function, which should be transmitted to the instructor in advance.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the instructor's discretion.

Assessment

- 35% - Zoom discussion attendance
- 35% - Response documents (5% each)
- 10% - Marching Document
- 10% - Percussion Ensemble Document
- 10% - Beginning Percussion Document

University Policies

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Disability Services

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UTM Department of Music Statement of Professionalism

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Your Role in Improving Teaching and Learning Through Course Assessments

At UTM, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing/email of any such changes.

Class Schedule

<u>Week</u>	<u>Topics/Readings</u>	<u>Assignments</u>
1	General Pedagogy, Strategies, Purchasing, Maintenance Udow Chapters 4-6, 8-11	Discussion - General Pedagogy, Strategies, Purchasing, Maintenance
2	Snare Drum Udow Chapters 1-3, 7	Discussion - Snare Drum
3	Keyboard Percussion Udow Chapter 13	Discussion - Keyboards Beginner Percussion Paper
4	Timpani and large ensemble playing Udow Chapter 12	Discussion - Timpani
5	Marching Percussion Udow Chapter 18	Discussion - Marching Percussion Marching Percussion Paper
6	Drum Set/Jazz Band Udow Chapter 17	Discussion - Drum Set and Jazz
7	Accessories and Percussion Ensemble Udow Chapter 14-16	Discussion - Percussion Ensemble Percussion Ensemble Paper

MUS 711: Special Topics in Music- Advanced Voice Pedagogy

University of Tennessee, Martin

Basic Information:

Course Section: MUS 711-004

Course Title: Advanced Voice Pedagogy

Meeting Times: TBD

Place: Online

Course Credit Hours: 3

Office Hours: As posted outside my office door

Textbooks and Other Required Materials:

- Doscher, Barbara. *The Functional Unity of the Singing Voice* (Scarecrow Press)
- A writing journal or spiral notebook
- Since this class is delivered online, a strong internet connection with proper HD webcam and speakers are necessary to be successful.

Faculty Contact Information

Dr. Roberto Mancusi- Fine Arts 230

Office: (731) 881-7405

rmancusi@utm.edu

Course Information:

Course Description/Information:

The further mechanics of respiration, phonation, and articulation as related to singing and care of the voice. Methods and materials used in the teaching of singing, and a survey of various national schools of singing styles. The course will pay special attention to the needs of younger singers in school choral programs. Age-appropriate information, exercises, and music will be explored. Emphasis will be given to current pedagogical practices involving issues in younger voices such as the male changing voice and addressing societal influences on vocal productions (e.g vocal fry, etc.)

Course Resources:

For this course, you will only need your textbook, your journal/spiral notebook, and a way of taking notes.

Student Learning Outcomes/Objectives:

- Students will develop and maintain a working understanding of vocal anatomy as it applies to healthy vocal production. *[Assessed by exams given]*
- Students will develop and maintain a working understanding of the physiology of the body and voice, and other concepts of vocal production beyond simple anatomy. *[Assessed by exams given]*
- Students will be able to successfully communicate the elements of proper vocal technique to younger singers. *[Assessed by observing student voice lesson practicum and reading final student lesson teaching journal]*
- Students will be able to identify and correct large vocal production issues in other students as well as age-specific issues that are often found in school-age ensembles. *[Assessed by in-class assignments, exams, and observing student voice lesson practicum]*

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

Programmatic Outcomes:

1. Articulate historical, philosophical, and psychological tenets of music education for professional application.
2. Design and evaluate music curricula appropriate for diverse educational settings.
3. Investigate and utilize a broad range of instructional and assessment strategies for reaching all students.
4. Demonstrate advanced musical skills such as rehearsal techniques, conducting, analysis, and historical/cultural understanding for enhanced teaching ability
5. Examine and evaluate current issues in music education such as advocacy and leadership concepts.
6. Interpret and explain research findings that use various methodologies appropriate to the field of music education.

Course Communications:

The easiest way to contact me outside of class is either via email or during my office hours. Unless there are extenuating circumstances, I will respond to emails within twenty-four hours during the week. I will respond to any weekend/holiday emails on the first class day after the weekend or holiday.

Course Requirements/Expectations:**Course Requirements, Assessments, and Evaluations:****Attendance:**

1. This class is taught as a one-week intensive course. As such, the following policies regarding attendance are in place for this class.
2. Students should always strive for preparedness and punctuality for each class meeting.
3. The only absences that are officially considered “excused” are school functions.
4. Students missing class due to a school function will be excused; however, the professor should be informed *prior* to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
5. Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
6. Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.
7. **On the second unexcused absence, the student’s final grade will be lowered by 10%. For each unexcused absence thereafter, the student’s grade will be lowered by an additional 10%.**

Grading: Each student will be given a grade based on these criteria:

- Class participation (20%)
- Exams (20%)
- Teaching observation videos (20%)
- Teaching journal (20%)
- In-Class Discussions/Assignments (20%)

Any student caught cheating will immediately receive a failing grade for the semester.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

Major Assignments and Exams:

- There are two exams in this class. They are unit exams and will cover the material from the lectures and the textbook. There is no formal final exam. The dates of each exam can be found in the table below.
- Assignments for this class involve reading the textbook PRIOR to the discussion in class. Coming to class prepared will allow the lectures to solidify the information rather than simply give it to you. It will also help you to come to class with questions that you might need answered. Beyond that, you will have some listening assignments, throughout the semester, that will help you to identify vocal issues through listening.
- In this class, we will watch some videos of the workings of an actual larynx. There is no blood involved, but if you know you have a weak stomach for anatomical pictures, etc., please let me know as soon as possible.
- During the semester students will be required to find a student and give that student voice lessons. While they are teaching, they will keep a journal of their experience. The journal will have entries for EVERY voice lesson they give to their student. It will include: time, date, location, what was planned for study, what was actually worked on, what is planned for the next lesson. Additionally, students should include a commentary about each lesson including their own thoughts, questions and feedback. Each student will also record at least six (6) of those lessons and submit them for review throughout the semester. Because voice lessons are subject to many different variables (e.g illness, schedules, etc.) specific calendar due dates are not given. Each student should strive to submit one video every two (2) weeks. This insures that consistent progress is being reviewed and any issues during lessons can be addressed quickly.

Journals are due by the last Tuesday of the semester.

Department Policy on Professionalism:

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The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

Syllabus adapted from the Tennessee Teaching and Learning Center (<http://tenntlc.utk.edu/creating-a-syllabus/>)

The University of Tennessee at Martin
Department of Music

MUS 711a – Special Topics in Music: Brass Pedagogy

4

Basic Information

Course Section: MUS 711a

Course Title: Special Topics in Music: Brass Pedagogy

Meeting Time and Place: TBA

Course Credit Hours: 03

Textbooks and Other Required Materials:

- Johnson, Keith. Brass Performance and Pedagogy. Upper Saddle River, NJ: Prentice Hall, 2001
- Loose leaf paper and a few sharpened pencils
- Various library, online, and other resources will be employed throughout the course of the semester

Faculty Contact Information

Instructor: Dr. Joseph W. Frye

Office: 237 Fine Arts Building

Phone: 731.881.3403

Email: jfrye3@utm.edu (Note that emails will typically not be answered after 5pm or on weekends)

Office Hours: By appointment & posted outside my office

Course Information

Course Description/Information:

Brass Pedagogy is intended to convey advanced concepts in brass instrument study and teaching beyond those covered in the undergraduate brass class. Teaching strategies for applied brass lessons at the beginner through college levels will be explored, as will curriculum development for college-level applied music and brass methods courses. Activities, discussions, and writing/research projects will include studies in brass instrument history and development, solo and ensemble performance literature, methods and etudes, reference works, prominent players, and pedagogical techniques. Some aspects of study will be focused upon the student's primary instrument, while others will apply to brass teaching in general. The student will emerge from this course with materials and concepts necessary for effective teaching of brass instruments at all levels, with special focus upon college-level applied instruction on the student's primary instrument.

Student Learning Outcomes/Course Objectives

In this course, the student will:

1. Gain a basic understanding of the history and development of the trumpet, horn, trombone, and euphonium/tuba families of instruments.

2. Develop a working knowledge of the mechanics involved in playing brass instruments.
3. Identify prominent reference works for brass instrument study.
4. Explore pedagogical techniques for teaching applied brass lessons.
5. Develop and defend basic curricula for an undergraduate brass methods course, and for applied study of the student's primary instrument at the undergraduate level.

Course Communications:

The majority of communication for this course will be conducted via email. Canvas may be used for course announcements, but email should be used for all correspondence, so students are expected to check their UTM email daily. The instructor will not communicate with any email account other than the UTM student email account listed in Banner. Under most circumstances, the instructor will reply to any messages received within 24 hours, but generally not after 5pm or on weekends.

All emails sent to the instructor should include: a salutation, body, closing, and signature. Remember, if you are asking for something; be professional, courteous and polite. If your email does not contain the items listed above and is not sent to jfrye3@utm.edu, do not expect it to be answered.

If you encounter technical issues, please contact the UTM Help Desk by phone at 7900 or by visiting <http://www.utm.edu/helpdesk/>

If you need to see the instructor in person, please feel free to speak with the instructor after class or during office hours. Do not ever be shy about reaching out to your professors! Remember that we are here to help you!

Course Requirements/Expectations

Course Resources:

Required Materials

- Johnson, Keith. Brass Performance and Pedagogy. Upper Saddle River, NJ: Prentice Hall, 2001
- Loose leaf paper and a few sharpened pencils
- Various library, online, and other resources will be employed throughout the course of the semester
- Loose leaf paper and a few sharpened pencils
- Access to Canvas LMS and UT Martin email
- Google Drive access

Recommended Texts

- Colwell, Richard J., Hewitt, Michael P., Fonder, Mark. *The Teaching of Instrumental Music*, 5th edition. New York; London: Routledge, 1997.
- Hendrickson, Clarence. *Fingering Charts for Instrumentalists*. New York: Carl Fischer, Inc. 1957.
- Farkas, Philip: *The Art of Brass Playing*. Rochester, NY: Wind Music Inc.

- Kohut, Daniel: *Musical Performance, Learning Theory and Pedagogy*. Champaign, Ill: Stipes Publishing.
- Frederiksen, Brian: *Arnold Jacobs: Song and Wind*. Wind Song Press Limited.
- Instrumentalist, The *Brass Anthology*. The Instrumentalist Publishing Company, Northfield IL.
- Jones, Gregory R. *Developing Expression in Brass Performance and Teaching*. New York, NY: Routledge, 2016.
- Baines, Anthony: *Brass Instruments: their history and development*, Courier Corporation, 1993.
- Farkas, Philip: *The Art of French Horn Playing*, Alfred Music, 1995.
- Winkle, William and Philips, Harvey. *The Art of Tuba and Euphonium*. New York, NY: Summy-Birchard, 1992.

Expectations:

This course will be conducted much like an independent study. Weekly meetings with the instructor will consist primarily of discussion of selected topics in brass instrument study and evaluation of assignments prepared by the student. Teaching demonstrations by the instructor and/or student will also take place during selected meetings and will be discussed afterward. The organization of and teaching strategies employed during each meeting will vary depending upon the material covered, and the student's career goals and goals for mastery.

Students are expected to attend all class sessions. Students that are successful in this course will

- read any assigned readings prior to class,
- listen attentively and thoughtfully to assigned listening prior to class,
- take relevant and organized notes during class, follow along as materials are presented in class, and
- engage and participate in discussion about pieces of music and related concepts/topics.

Class Preparation:

Because class meetings will consist entirely of discussion and evaluation, it is vital that the student prepare "mentally" for these discussions by reading, research, and/or simply thinking through selected issues. Assignments must be submitted on the date indicated. Assignments turned in late without a valid excuse will receive a ten (10)-point penalty. This penalty will be doubled for assignments more than one month late.

Attendance:

Students are expected to arrive on-time to class and stay for the duration of all class sessions. If the student must miss a class for any reason, it is his/her responsibility to procure notes over topics discussed from a fellow classmate (not the instructor), as well as provide official documentation (i.e. a signed doctor's note).

To allow for the occasional illness or alarm clock malfunction, each student is allowed up to **three** absences total (excused or unexcused) during the semester, so please plan accordingly. A student's fourth absence from class will result in a 10% reduction in the final grade. A fifth

absence will result in an automatic failure of the course. Students who arrive after the first five minutes will be marked absent for that class session.

Assessment:

Assignments for this course and their percentage of the final grade are as follows:

“Playing Problems” paper – 10%.

The first draft of this paper will be a four (4)-page discussion of two (2) playing issues commonly encountered by beginning students on your principal instrument, and ways in which teachers can avoid or eliminate these. In the second draft, this must be shortened to two pages, since brevity is often required when publishing in professional journals.

Short histories – 10%.

This project will consist of four (4) two (2)-page papers outlining the development of the trumpet, horn, trombone, and tuba/euphonium families. These must be in narrative form, and must cite sources used. (*If online sources are used, these must be approved by the instructor before proceeding. Print sources are preferred.) The purpose is to provide the student with a basic “frame of reference” regarding the history and development of brass instruments, not to conduct deep historical research.

Breathing paper – 15%.

This paper will consist of a four (4) to six (6)-page discussion of the mechanics of breathing as applied to brass instruments, and the teaching and development thereof. Students are welcome to explore various “schools of thought” on this subject, or to choose and defend a certain methodology.

Tone Production paper – 15%.

This paper will consist of a four (4) to six (6)-page discussion of tone production on brass instruments, the physical elements involved, the effects of equipment (particularly the mouthpiece), and common problems and their remedies.

Advocacy papers (2) – 5%.

In these two (2)-page (or more) papers, discuss the role/necessity of applied lessons at the secondary school level, and at the college/university level. For the secondary school level, discuss the necessity of individual study for proper playing development. For the university level, delineate the place of applied study in the overall curriculum, both for music majors and for non-majors. If sources other than class discussions are used these must be cited.

Undergraduate Brass Methods curriculum – 20%.

Provide a syllabus for an undergraduate Brass Methods course in which aspiring band directors develop basic playing and pedagogical proficiency for each of the brass instruments. You can decide how the course will be structured, but keep in mind that you will have to defend your decisions in a class discussion.

Undergraduate Applied Music Curriculum – 25%.

In this large project, an entire undergraduate curriculum for applied study on your primary instrument will be produced. This should include:

- Course syllabus, including:
 - Goals and objectives.
 - Performance and/or recital requirements.
 - Practice requirements.
 - Recital/concert attendance requirements.
 - Grading and attendance policies.
 - Jury Requirements.
 - University instrument policies.
- Warm-up materials, scales, and arpeggios for each semester of study.
- Methods and etudes for each semester of study.
- Representative solo works for each semester of study.
- Orchestral and/or band excerpts for each semester of study

Grading Scale:

A = 89.5-100 **B** = 79.5-89.4 **C** = 69.5-79.4 **D**=69.4-59.5 **F** = 59.4 & below

Late assignments will not be accepted.

Schedule of Topics & Assignments:

	Discussion Topic(s)	Assignment(s) Due
Week 1	Introduction, discussion of first assignment. Determine which “playing problems” will be addressed.	
Week 2	Discussion of brass instrument history, and materials for research.	Four (4)-page paper delineating the two (2) problems most commonly exhibited by beginning players of your principal instrument. Suggest ways for teachers to avoid or eliminate these problems.
Week 3	Evaluation of “playing problems” paper. Discussion of bibliographical/research materials for brass studies.	Short histories of brass instruments: trumpet, horn, trombone, euphonium/tuba.
Week 4	“First lesson” on student’s primary instrument. Discussion of starting students on each instrument and the undergraduate Brass Methods course.	Revision of “playing problems” paper. Now must be two (2) pages.
Week 5	“First” trombone lesson. Discussion of breathing and materials for research on this topic.	First draft of undergraduate brass methods curriculum.
Week 6	Brass methods curriculum initial evaluation.	Breathing paper.
Week 7	Evaluation of breathing paper. Continue discussion of tone production and equipment selection.	Final draft of undergraduate brass methods curriculum.

Week 8	Final evaluation of brass methods curriculum. Advocacy discussion: what is the place of applied lessons at the middle school and high school levels?	Tone production paper.
Week 9	Evaluation of tone production paper. Advocacy discussion: what is the place of applied music in the university music curriculum, and the university curriculum as a whole?	Advocacy paper: Two (2)-page paper articulating the necessity of applied lessons at the middle school and high school levels.
Week 10	Discussion of the undergraduate applied music curriculum: course structure, grading, literature selection, etc.	Advocacy paper: Two (2)-page paper delineating the place of applied music in the university curriculum, for both music majors and non-majors.
Week 11	Evaluation of advocacy papers. "Intermediate" euphonium lesson. Identification of playing problems and possible solutions.	First draft of undergraduate applied music curriculum for your principal instrument.
Week 12	Initial evaluation of applied music curriculum.	No assignment. Work on applied music curriculum.
Week 13	"Intermediate" trombone lesson. Identification of playing problems and possible solutions. Continued applied music curriculum discussion and evaluation.	No assignment. Work on applied music curriculum.
Week 14	"Advanced" lesson on student's primary instrument. Identification of playing problems and possible solutions. Continued applied music curriculum discussion and evaluation.	No assignment. Work on applied music curriculum.
Week 15	Final discussion – general issues.	Final draft of undergraduate applied music curriculum.

Department of Music Policies

UTM Department of Music Statement of Professionalism

All faculty, staff, and students in the UTM Department of Music have the right to work in an environment conducive to learning and creativity. As a music major/minor at the University of Tennessee at Martin, I understand the expectation to represent myself and our department in a professional and positive manner at all times. Communication with faculty, staff, and student colleagues will always be conducted in the spirit of mutual respect. Furthermore, public displays of behavior deemed unprofessional (either in person and/or electronically including social media applications) will result in departmental reprimand. Failure to comply may result in, but is not limited to, contacting the Office of Student Conduct, the Department of Public Safety, and/or the loss of scholarship funding.

University Policies

Academic Integrity:

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found: http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct:

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

<http://www.utm.edu/departments/conduct/conduct.php>

Disability Services:

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are approved for accommodations are responsible for requesting accommodation letters be sent to faculty each semester. The Office of Disability Services is located at 206-209 Clement Hall. Contact information: 731.881.7605 or DisabilityServices@utm.edu.

Your Role in Improving Teaching and Learning Through Course Assessment:

At UTM, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UTM learning experience.

Electronic Transition

In the event that the university decides to move to remote instruction, class sessions will be conducted via Zoom application and/or Canvas. All work will continue to be distributed and collected via Canvas and students are expected to adhere to all posted due dates. The decision for the class sessions to be synchronous or asynchronous will be made if/when a move remote instruction is necessary.

Key Campus Resources for Students

- [Undergraduate & Graduate Catalog](#): (Listing of academic programs, courses, and policies)
- [Important Dates](#): (add/drop, payments)
- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing of any such changes.

MUS 711f
Special Topics in Music:
Piano Pedagogy
Fall 2024
The University of Tennessee at Martin

Basic Information:

Course Section: MUS 711f

Course Title: Special Topics in Music: Piano Pedagogy

Meeting Time and Place: Online (Synchronous)

Course Credit Hours: 3

Textbooks and Other Required Materials:

Magrath, Jane (2021) Piano Literature for Teaching and Performance: A Graded Guide and Annotated Bibliography. ISBN: 978-1-7377237-0-7

Klingenstein, Beth 2008) The Independent Piano Teacher's Studio Handbook: Everything You Need to Know for a Successful Teaching Studio. ISBN: 978-0634080838

Faculty Contact Information:

Dr. Elaine Harriss, elaineh@utm.edu, Fine Arts 233

Course Information:

Course Description:

Survey of teaching methods and materials, business practices for independent studios, and philosophical bases for teaching piano. Topics include current thoughts on piano technique, psychology and how students learn, practical skills for teaching at the various levels, fingering, practice, repertoire, and teaching techniques. 3 graduate credits.

Course Resources:

In addition to the required textbooks, students will need to have access to a reliable computer and internet connection.

Student Learning Outcomes/Objectives:

1. Recognize and evaluate teaching methods for pre-college students.
2. Develop plans for an independent teaching studio.
3. Describe and choose quality solo literature for teaching.
4. Demonstrate good teaching techniques in a private lesson.
5. Explain principles of good fingering.
6. Verbalize efficient practice techniques for students

Course Communications:

- Please use your official UTM e-mail address. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. In your email, please include the following:
 1. First and last name
 2. Course title and number
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are to check Canvas regularly.

Course Requirements/Expectations:**Class Attendance:**

- This course will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should be prepared for each meeting and should log in “early” for each class meeting. Two tardies constitute one absence. Logging in later than 10 minutes will be considered an absence.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor must be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.
- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- On the second unexcused absence, the student’s final grade will be lowered 10%. For each additional unexcused absence, the student’s grade will be lowered another 10%.

Classroom Expectations:

Students are expected to follow the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students are to refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

Assessments and Evaluations:

Initial Meeting with Professor	=	05%
Class Participation	=	10%
Paper	=	20%
Article Review (written)	=	15%
Teaching Demonstration	=	20%
Final Exam	=	30%

Grading Scale:

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: Below 60

Major Assignments:**(1) Initial Meeting with Professor (5%)**

Each student is to schedule a meeting with the professor to discuss their background in piano teaching and share any special interest in one of the class topics.

(2) Paper (20%)

The paper is to be a minimum of five double-spaced pages of text with Calibri 12-point font. For this paper, you are to choose a minimum of five “teaching” pieces and discuss why or why not they are good for use in the studio.

(3) Article Review (15%)

The professor will submit a list of articles for review. Students are to choose one from this list, summarize its important points, and give their opinion on the article, supporting their reasoning.

(4) Teaching Demonstration (20%)

Students will choose materials for a 20-minute lesson with an intermediate level “student.” One of your classmates will serve as your “student.” In the mock lesson, demonstrate how you would work with this student and the material chosen.

(5) Final Exam (30%)

The final exam will be comprehensive and online. You are to prepare a one-page studio policy sheet and a list of repertoire for various levels as part of this final.

(6) Class participation (10%)

Students are to participate in class discussions, giving their opinions on aspects of class readings and activities.

Tentative Course Schedule

- Week 1 – Initial meeting with professor
- Week 2
- Week 3 – Article for review chosen and title emailed to professor
- Week 4
- Week 5—
- Week 6 – Pieces for written paper chosen and list emailed to professor
- Week 7
- Week 8— Article review due
- Week 9—
- Week 10
- Week 11—Written paper due
- Week 12
- Week 13—Mock teaching presented in class
- Week 14
- Week 15 – Final Exam (studio policy and repertoire list due as part of exam)

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing /email of any such changes.

University Policies:

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Disability Services:

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university programs for students with disabilities. Students who are approved for accommodations are responsible for requesting accommodation letters be sent to faculty each semester. The Office of Disability Services is located at 206-209 Clement Hall. Contact information: 731.881.7605 or DisabilityServices@utm.edu.

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- [Student Success Center](#): (Academic support resources)
- [Student Health and Counseling Services](#): (Mental and physical health services)
- [Library](#): (Access to library resources, databases, course reserves, and services)
- [Career Services](#): (Career counseling and resources; Vault job search system)

The University of Tennessee at Martin
MUS 709 Graduate Instrumental Conducting I
Fall 2023

Course Description:

This course is intended for the instrumental music educator to enhance baton technique, non-verbal communication, and rehearsal skills. Score study and the development of an expressive gestural vocabulary and aural and diagnostic skills will also be a primary focus of study. 3 Graduate Hours.

Faculty Contact Information**Dr. John Oelrich**

Director of Bands and Professor of Music

Fine Arts 133

joelrich@utm.edu | (731) 881-7403

Office Hours are available upon request

Course Information

Location: Online (Synchronous)

Course Credit Hours: 3

Date & Time: Arranged

Course Platform & Structure

This course will be a combination of online synchronous/asynchronous delivery. Projects and assignments will be submitted through Canvas. Each student will have a weekly private conducting lesson with the instructor through Zoom. Additionally, if more than one student is enrolled in the course, there will be a weekly conducting seminar class for one hour in addition to the private lesson.

During the weekly private lesson, videos captured from rehearsal with the student's school ensemble will be viewed and discussed for the purposes of technique, artistry, and rehearsal effectiveness.

Course Materials

There will not be a textbook used for this course. Musical scores as well as assigned readings posted in Canvas will serve as the primary course material.

In addition to the above, students will need to have access to a reliable computer and internet connection. It is also recommended that students have the following:

1. A metronome (with a tap feature) for practice
2. The *A to Z of Foreign Musical Terms*, by Christine Ammer

Student Learning Outcomes/Objectives:

1. Refinement of individual conducting gesture toward the goal of visually expressing your interpretation of the musical score
2. Development of advanced conducting gestures based on individually assigned musical works
3. In depth score study and analysis
4. apply conducting techniques to successfully perform high school band repertoire
5. demonstrate knowledge of appropriate terminology, and tempi.
6. develop and demonstrate interpretive skills as a conductor, musician and teacher.
7. cultivate self-awareness through non-verbal communication and self-evaluation.
8. demonstrate advanced score study and interpretive skills and learn how to apply the acquired knowledge to form musical interpretations for use in teaching and rehearsing.
9. exhibit professional attributes and personal characteristics that contribute toward excellence in teaching, including attaining a level of musicianship necessary to present oneself as a role model for students and to successfully complete organizational and administrative duties.
10. select and program quality and appropriate literature for high school level instrumental music ensembles.
11. identify core wind band repertoire for high school bands by listening.
12. develop and demonstrate the ability to conduct research regarding repertoire, pedagogy, teaching and learning.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are STRONGLY encouraged to check Canvas regularly.

Course Requirements/Expectations:

Class Attendance:

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.

- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

• **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

University Policies

Campus Resources for Students

- Course Catalog (Listing of academic programs, courses, and policies)
- Important Dates (add/drop, payments)
- Student Success Center (Academic support resources)
- Writing Center (Help with writing any kind of paper - including Concert Reports!)
- Student Health and Counseling Services (Mental and physical health services)
- Library (Access to library resources, databases, course reserves, and services)
- Career Services (Career counseling and resources; Vault job search system)

Academic Integrity

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http://www.utm.edu/departments/conduct/new_academic_integrity.php

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The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Non-Discrimination Policy

Since the University of Tennessee at Martin is committed to appreciating and understanding cultural diversity, the members of the UTM Music Department wish to confirm our conviction that a university campus must be a safe place for the discussion of ideas. As such, the Music Department expects all of our colleagues and students to treat with tolerance ideas discussed from a variety of perspectives. The Music Department respects the dignity of every person, and will not allow discrimination against anyone based on religion, age, disability, ethnic origin, race, gender, marital status or sexual orientation.

Statement of Professionalism

All faculty, staff, and students in the UTM Department of Music have the right to work in an environment conducive to learning and creativity. UTM Music is committed to taking steps which ensure any and all people associated with our department, as well as any actions carried out on behalf of our department, are both safe and inclusive. Our faculty, staff, and students are committed to working together to make this happen. As a representative of our department and campus, I understand the expectation to represent myself and our department in a professional and positive manner at all times. Communication with faculty, staff, students, and community will always be conducted in the spirit of mutual respect. Furthermore, public displays of behavior deemed unprofessional (either in person and/or electronically including social media applications) will result in departmental reprimand. Failure to comply may result in, but is not limited to, contacting the Office of Student Conduct, the Department of Public Safety, and/or other appropriate University departments the loss of scholarship funding.

Book & Computer Loans:

All students with pending excess financial aid may get an advance (book and/or computer “loan”) on their financial aid refund to buy books from the UTM Bookstore and/or a computer from the UTM Computer Store.

Book loan funds are only available for use in the UTM Bookstore. **The UTM Bookstore will price match; click here for details.** Computer loan funds are only available for use in the UTM Computer Store. To apply for a book and/or computer “loan:”

1. Log-on to your portal at <https://www.utm.edu/myUTMartin>
2. From Students Services, select Student Records
3. Select Book Loan Application or Computer Loan Application
4. Select Application term

5. Enter amount and select I Agree

For more information, visit <https://www.utm.edu/departments/cardoffice/index.php> or call the Bursar's office at 731.881.7810.

Evaluation

Students will be assigned grades according to the plan described below. The final course grade is determined by averaging points from the four weighted categories and assigning a letter grade which corresponds to that percentage as shown below:

A	90% and above
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Course Weighting and Grading**I. Attendance: 0%**

Each student will be allowed two absences and two tardies (excused or unexcused) for the course. Starting with the third and following absences, the semester grade will be lowered by one letter grade. After the first two tardies, each additional two will equal one unexcused absence.

II. Weekly Conducting Lesson: 30%

Each student will have at one-hour weekly private lesson with the instructor via Zoom. These lessons will be evaluated based on the progress towards the tasks assigned in the previous week's lesson using the Lesson Rubric.

III. Weekly Video Recordings: 20%

Video recordings demonstrating progress towards individual conducting objectives will be captured using the student's school ensemble. These may be captured using any platform desired, but the Studio feature in Canvas is strongly suggested.

IV. Written Assignments & Projects: 30%

To be completed as designated on the course calendar. Late work will not be accepted. Projects will include the following:

- Article summaries
- Score analysis
- Research Presentations
- Comprehensive Musicianship through Performance (CMP) Plans
- Literature/Programming Project
- Listening Quiz

V. Final Exam: 20%

The final exam will be comprehensive and be completed on Canvas.

The University of Tennessee at Martin
MUS 710 Graduate Instrumental Conducting II
Spring 2024

Course Description:

This course will continue developing the skills cultivated in MUS 709. Intended for the instrumental music educator students will continue to enhance baton technique, non-verbal communication, and rehearsal skills. Score study and the development of an expressive gestural vocabulary and aural and diagnostic skills will also be a primary focus of study. 3 Graduate Hours.

Faculty Contact Information**Dr. John Oelrich**

Director of Bands and Professor of Music

Fine Arts 133

joelrich@utm.edu | (731) 881-7403

Office Hours are available upon request

Course Information

Location: Online (Synchronous)

Course Credit Hours: 3

Date & Time: Arranged

Course Platform & Structure

This course will be a combination of online synchronous/asynchronous delivery. Projects and assignments will be submitted through Canvas. Each student will have a weekly private conducting lesson with the instructor through Zoom. Additionally, if more than one student is enrolled in the course, there will be a weekly conducting seminar class for one hour in addition to the private lesson.

During the weekly private lesson, videos captured from rehearsal with the student's school ensemble will be viewed and discussed for the purposes of technique, artistry, and rehearsal effectiveness.

Course Materials

There will not be a textbook used for this course. Musical scores as well as assigned readings posted in Canvas will serve as the primary course material.

In addition to the above, students will need to have access to a reliable computer and internet connection. It is also recommended that students have the following:

1. A metronome (with a tap feature) for practice
2. The *A to Z of Foreign Musical Terms*, by Christine Ammer

Student Learning Outcomes/Objectives:

1. Refinement of individual conducting gesture toward the goal of visually expressing your interpretation of the musical score
2. Development of advanced conducting gestures based on individually assigned musical works
3. In depth score study and analysis
4. apply conducting techniques to successfully perform high school band repertoire
5. demonstrate knowledge of appropriate terminology, and tempi.
6. develop and demonstrate interpretive skills as a conductor, musician and teacher.
7. cultivate self-awareness through non-verbal communication and self-evaluation.
8. demonstrate advanced score study and interpretive skills and learn how to apply the acquired knowledge to form musical interpretations for use in teaching and rehearsing.
9. exhibit professional attributes and personal characteristics that contribute toward excellence in teaching, including attaining a level of musicianship necessary to present oneself as a role model for students and to successfully complete organizational and administrative duties.
10. select and program quality and appropriate literature for high school level instrumental music ensembles.
11. identify core wind band repertoire for high school bands by listening.
12. develop and demonstrate the ability to conduct research regarding repertoire, pedagogy, teaching and learning.

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
 2. Course title and section (days the course meets)
 3. Topic of the e-mail and your name in the subject line
- Important course documents, assignments, and announcements will be posted on Canvas. Students are STRONGLY encouraged to check Canvas regularly.

Course Requirements/Expectations:**Class Attendance:**

- All courses in the Master of Music (MM) program will be conducted online with one weekly synchronous (live) virtual meeting via Zoom. Students should always strive for preparedness and punctuality for each class meeting.
- The only absences that are officially considered “excused” are school functions.
- Students missing class due to a school function will be excused; however, the professor should be informed prior to the absence. It is the responsibility of the student to ask for make-up work and inform the professor of school functions in which they participate.

- Students missing class due to an illness, family emergency, etc. may be provided make-up work at the discretion of the professor. The professor will consider these circumstances on a case-by-case basis (granted the student fully communicates with the professor in a timely manner).
- Two tardies constitute one absence. Logging in later than 10 minutes is considered an absence.

• **For MM Online Courses: On the second unexcused absence, the student's final grade will be lowered by 10%. For each unexcused absence thereafter, the student's grade will be lowered by an additional 10%.**

Classroom Expectations:

Students are expected to abide by the UTM Student Handbook and Honor Code during all class meetings and when completing course requirements. Students should refrain from distracting or disruptive activities during class (e.g., texting), as the professor aspires to create a learning environment that fosters respect and professionalism.

University Policies

Campus Resources for Students

- Course Catalog (Listing of academic programs, courses, and policies)
- Important Dates (add/drop, payments)
- Student Success Center (Academic support resources)
- Writing Center (Help with writing any kind of paper - including Concert Reports!)
- Student Health and Counseling Services (Mental and physical health services)
- Library (Access to library resources, databases, course reserves, and services)
- Career Services (Career counseling and resources; Vault job search system)

Academic Integrity

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found:

http://www.utm.edu/departments/conduct/new_academic_integrity.php

Standard of Conduct

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found:

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Disability Services

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, 731.881.7605.

Non-Discrimination Policy

Since the University of Tennessee at Martin is committed to appreciating and understanding cultural diversity, the members of the UTM Music Department wish to confirm our conviction that a university campus must be a safe place for the discussion of ideas. As such, the Music Department expects all of our colleagues and students to treat with tolerance ideas discussed from a variety of perspectives. The Music Department respects the dignity of every person, and will not allow discrimination against anyone based on religion, age, disability, ethnic origin, race, gender, marital status or sexual orientation.

Statement of Professionalism

All faculty, staff, and students in the UTM Department of Music have the right to work in an environment conducive to learning and creativity. UTM Music is committed to taking steps which ensure any and all people associated with our department, as well as any actions carried out on behalf of our department, are both safe and inclusive. Our faculty, staff, and students are committed to working together to make this happen. As a representative of our department and campus, I understand the expectation to represent myself and our department in a professional and positive manner at all times. Communication with faculty, staff, students, and community will always be conducted in the spirit of mutual respect. Furthermore, public displays of behavior deemed unprofessional (either in person and/or electronically including social media applications) will result in departmental reprimand. Failure to comply may result in, but is not limited to, contacting the Office of Student Conduct, the Department of Public Safety, and/or other appropriate University departments the loss of scholarship funding.

Book & Computer Loans:

All students with pending excess financial aid may get an advance (book and/or computer “loan”) on their financial aid refund to buy books from the UTM Bookstore and/or a computer from the UTM Computer Store.

Book loan funds are only available for use in the UTM Bookstore. **The UTM Bookstore will price match; click here for details.** Computer loan funds are only available for use in the UTM Computer Store. To apply for a book and/or computer “loan:”

1. Log-on to your portal at <https://www.utm.edu/myUTMartin>
2. From Students Services, select Student Records
3. Select Book Loan Application or Computer Loan Application
4. Select Application term

5. Enter amount and select I Agree

For more information, visit <https://www.utm.edu/departments/cardoffice/index.php> or call the Bursar's office at 731.881.7810.

Evaluation

Students will be assigned grades according to the plan described below. The final course grade is determined by averaging points from the four weighted categories and assigning a letter grade which corresponds to that percentage as shown below:

A	90% and above
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Course Weighting and Grading**I. Attendance: 0%**

Each student will be allowed two absences and two tardies (excused or unexcused) for the course. Starting with the third and following absences, the semester grade will be lowered by one letter grade. After the first two tardies, each additional two will equal one unexcused absence.

II. Weekly Conducting Lesson: 30%

Each student will have at one-hour weekly private lesson with the instructor via Zoom. These lessons will be evaluated based on the progress towards the tasks assigned in the previous week's lesson using the Lesson Rubric.

III. Weekly Video Recordings: 20%

Video recordings demonstrating progress towards individual conducting objectives will be captured using the student's school ensemble. These may be captured using any platform desired, but the Studio feature in Canvas is strongly suggested.

IV. Written Assignments & Projects: 30%

To be completed as designated on the course calendar. Late work will not be accepted. Projects will include the following:

- Article summaries
- Score analysis
- Research Presentations
- Comprehensive Musicianship through Performance (CMP) Plans
- Literature/Programming Project
- Listening Quiz

V. Final Exam: 20%

The final exam will be comprehensive and be completed on Canvas.

The University of Tennessee at Martin
MUED 740 Current Issues in Music Education
Spring 2024

Course Description:

Exploration of current issues and trends in music education. Topics may include advocacy, curriculum trends, program administration, diversity, special populations, rehearsal problems, recent technological innovations, and non-traditional ensembles. Students will develop perspectives on various topics and devise solutions to current issues through written and verbal discussion. 3 Graduate Hours.

Faculty Contact Information**Dr. John Oelrich**

Director of Bands and Professor of Music

Fine Arts 133

joelrich@utm.edu | (731) 881-7403

Office Hours are available upon request

Course Information

Location: Online (Synchronous)

Course Credit Hours: 3

Date & Time: Arranged

Course Platform & Structure

This course will be a combination of online synchronous/asynchronous delivery. Projects and assignments will be submitted through Canvas.

Course Materials

There will not be a textbook used for this course. Musical scores as well as assigned readings posted in Canvas will serve as the primary course material.

In addition to the above, students will need to have access to a reliable computer and internet connection. It is also recommended that students have the following:

1. Abeles, Harold and Custodero, Lori. *Critical Issues in Music Education: Contemporary Theory and Practice*, 2nd Edition. Oxford, England: Oxford University Press, 2021.

Student Learning Outcomes/Objectives:

1. Examining current topics in music education
2. Using research and personal experience to solve issues in the student's current position
3. Developing strategies and initiatives designed to evolve personal music teaching and learning

Course Communications:

- To be successful, students should aspire to proactively communicate in all aspects of their academic career.
- Please use your official UTM e-mail. The professor will not respond to e-mails from other e-mail addresses. (This is to protect student privacy.)
- Please allow a minimum of 24 hours for the professor to respond. For a timely response, please include the following information in your e-mail:
 1. First and last name
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Statement of Professionalism

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are committed to working together to make this happen. As a representative of our department and campus, I understand the expectation to represent myself and our department in a professional and positive manner at all times. Communication with faculty, staff, students, and community will always be conducted in the spirit of mutual respect. Furthermore, public displays of behavior deemed unprofessional (either in person and/or electronically including social media applications) will result in departmental reprimand. Failure to comply may result in, but is not limited to, contacting the Office of Student Conduct, the Department of Public Safety, and/or other appropriate University departments the loss of scholarship funding.

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2. From Students Services, select Student Records
3. Select Book Loan Application or Computer Loan Application
4. Select Application term
5. Enter amount and select I Agree

For more information, visit <https://www.utm.edu/departments/cardoffice/index.php> or call the Bursar’s office at 731.881.7810.

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Students will be assigned grades according to the plan described below. The final course grade is determined by averaging points from the four weighted categories and assigning a letter grade which corresponds to that percentage as shown below:

A	90% and above
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C	70 – 79%
D	60 – 69%
F	59% and below

Course Weighting and Grading

I. Attendance: 0%

Each student will be allowed two absences and two tardies (excused or unexcused) for the course. Starting with the third and following absences, the semester grade will be lowered by one letter grade. After the first two tardies, each additional two will equal one unexcused absence.

II. Research Project: 50%

Explore a topic of the student's choice related to current issues in music education using scholarly research. Minimum 15 page paper and presentation of results to the class.

III. Written Assignments & Projects: 30%

To be completed as designated on the course calendar. Late work will not be accepted.

IV. Final Exam: 20%

The final exam will be comprehensive and be completed on Canvas.

THE UNIVERSITY OF TENNESSEE AT MARTIN | DEPARTMENT of COMMUNICATIONS
COMM 720 Media and Communications Theory for Professionals

Spring 2018

Basic Course Information

Course Section

COMM 720, section HO1

Course Title

Media and Communications Theory for Professionals

Meeting Time and Place

Online through Canvas

Credit hours

3 graduate credit hours

Required Textbook and Course Materials

- Dainton, M., & Zelle, E.D. (2015). *Applying Communication Theory for Professional Life*, Third Edition. Los Angeles: Sage Publications.
- You will need consistent access to a computer with Internet connection. In addition to assigned reading and work from the required textbook, you will also have videos and required reading from online resources.

Optional Course Materials

Publication Manual of the American Psychological Association, Sixth Edition--This is the style manual for APA formatting and citing.

Faculty Contact Information & Course Communications

Dr. Tracy Rutledge
Professor, MASC Coordinator
UT Martin
Department of Communications
538 University Street
305C Gooch Hall
Martin, TN 38238
E-mail: abrown36@utm.edu
Office Phone: 731-881-7547

Course Communications

I will use Canvas and your UTM e-mail account as the primary communications tools for this course. Please check both of these regularly for course announcements, reminders, and course materials. I typically log in to our Canvas course in the early morning or mid-afternoon.

E-mail is the easiest and quickest way to contact me. I respond to class e-mails at least once every day Monday through Friday, so you can expect to receive a response within 24 hours of sending your message. I will not respond to e-mail sent after 8 P.M.(Central Standard) until the next day. I do not consistently check my e-mail on holidays or weekends, but I will respond if I am checking my e-mail.

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IMPORTANT: Please include the phrase **COMM 720** in the subject (Example: COMM 720 Case Study Question). This will allow me to easily pull class e-mails from the massive amount of daily e-mails that I receive. I will be able to respond more quickly and your message is less likely to get lost in my inbox.

If you need to speak to me, you may call my office on weekdays or e-mail me to set up a time to talk (which I am glad to do). I also teach classes on campus and am generally in class from 9 A.M. to 11 A.M. (Central Standard Time). Please leave a message and I'll return your call as soon as possible, but typically after 2 P.M.

If you have technical issues (password or log-in problems, software issues, etc.), you should contact the Help Desk by calling 731-881-7900, using the online help request form at <http://www.utm.edu/departments/help/> or sending an e-mail to helpdesk@utm.edu. Phone support is available most days from 7 A.M. to 9 P.M.



Course Information

Course Description

This course examines a wide range of media and communication theories that help professionals understand communication processes and strategies used to develop strategic communication initiatives in the workplace.

Course Prerequisites and/or Co-requisites

Admission to the MASC graduate program or permission of instructor.

Required Course Resources

This class is completely online and requires you to have several resources including access to a computer with an Internet connection. You do not need to purchase any software for this course. All the software needed the complete the assignments is available to you through UTM or is freely available online.

Recommended Computer Configurations

Please take a look at the recommended computer configuration for UT Martin online students at <http://www.utm.edu/departments/its/recommended.php>

Canvas

Canvas is the learning management system used by UT Martin for all online courses.

Go to the UT Martin website (<http://www.utm.edu>) and log into the My UTMartin Portal. Click the Canvas link on the main menu and then click the link for COMM 720.

Web Browsers

You will need at least one web browser installed on your computer in order to access the online course material. You might find it helpful to have more than one web browser installed on your computers since some websites and online tools work best in certain browsers. You can use Chrome, FireFox, Safari (Mac/iPad), or Explorer (Windows). Also make sure you are running updated versions of Flash, Adobe Acrobat Reader, and Java. Contact the UTM Help Desk if you have any questions

Computer Software/Applications

You will need access to good word processor and presentation software. You have two options.

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Google Apps (Drive, Docs, Sheets, and Slides)

Every student has a university Google account that includes your e-mail and access to many Google applications include Google Drive, Docs, Sheets, Slides. I use Google apps extensively for distributing assignment information and receiving many assignments. I use Google Drive for two reasons. First, it provides great tools for collaboration and commenting. Second, it is cloud-based and allows you to access your files at any time and from any computer. It also allows you to keep papers and projects from previous classes. This will be useful as you get closer to working on your capstone research project for the MASC. See the "Getting Started" section in Canvas for tutorials that will help you use Google Apps.

You can access your UTM Google account two ways (Contact the UTM Help Desk if you have log in problems.):

1. Log in to the My UTMartin Portal from the UT Martin website. Once logged in to the portal, click the "Google Docs" link on the main menu.
2. Go to <http://google.com> and click the blue sign-in button in the top right corner. Enter your UTM complete e-mail address (the one that ends with @ut.utm.edu) as the username. Your password is your My UTMartin portal password.

Microsoft Office 365

UT Martin students have access to the most current version of Microsoft Office 365 at no cost. This is a subscription service and your subscription will end when you are no longer a student (it is connected to your student ID). Microsoft Office 365 includes desktop software and mobile applications for Word, Excel, and PowerPoint. You can find out more about downloading and installing Microsoft Office 365 at <http://www.utm.edu/departments/help/studentadvantage.php>

Regardless of what software you use, your final assignments should be posted as a word doc or PDF. Please do not email me a link to a Google Docs file for final drafts. I will reject them.

Other Software

Depending on the needs of the class, other free software or plug-ins may be used to complete assignments. You will receive additional information with assignment information in Canvas.

MASC Program Outcomes & COMM 720 Student Learning Outcomes

The following course learning outcomes correspond to the appropriate ACEJMC standards and program outcomes for the M.A. in Strategic Communication. The learning outcomes will be assessed through weekly written chapter summaries, a case study assignment, a research paper, and participation in class discussions/collaborations.

MASC Program Outcome 1: Use strategic communication management skills to increase the opportunity for career advancement in related or integrated disciplines.

- At the end of this course, students should be able to
 - Apply theory to analyze communication challenges and develop strategic communication initiatives for the workplace.

MASC Program Outcome 3: Use communication theory and research methods in addressing critical issues related to the students' career fields.

- At the end of this course, students should be able to
 - Explain how specific sets of theories help communication professionals understand the way in which audiences receive, understand, and use visual, verbal, and oral information.
 - Apply relevant theories to develop strategic communication initiatives.

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COMM 720 Media and Communications Theory for Professionals

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MASC Program Outcome 4: Analyze the impact of global market forces on professional interactions and communications.

- At the end of this course, students should be able to
 - Explain the impact of cultural and societal factors on communication using relevant theories.

MASC Program Outcome 5: Apply professional ethics in the workplace.

- At the end of this course, students should be able to
 - Discuss professional ethical issues related to the theories covered during the course.

Course Outline and Schedule

This course examines sets of theories related to nine contexts of communication that are common in professional life. This course is designed to be a broad overview of the various theories used in the strategic communication process. We will spend approximately one week (seven calendar days) on each module. There are three contexts that will require two weeks due to the volume and complexity of the theories discussed.

1. *Cognitive Context*: How our thoughts influence communication
2. *Individual and Social Context*: How forces of nature and nurture influence communication
3. *Interpersonal Context*: How interactions between two people influence communication
4. *Intercultural Context*: How culture influences communication
5. *Mediated Communication Context*: How technology influences communication
6. *Mass Communication Context*: How mass media messages influence communication
7. *Group Communication Context*: How interactions between group members influence communication
8. *Organizational Communication Context*: How organizational leaders and management styles influence communication
9. *Persuasive Communication Context*: How communication can influence attitudes, beliefs, and behaviors

Each context is a module in Canvas. Each module has three areas:

1. *Read It*: This folder will contain the assigned reading from the textbook, web links, and/or journal articles for the specific communication context.
2. *Watch/View It*: This folder will contain links to videos or slide stacks that relate to the specific communication context.
3. *Analyze & Apply It*: This folder will contain assignment information include due dates/times.

Course Assignments and Grading Policies

Assignment Category	Point Value
Getting Started Exercises	30 total points
Online Discussion Participation and Collaboration	70 total points (approximately 5 points per week)
Theory Presentation (1 per student)	100 total points
Research Proposal	50 points
Annotated Bibliography (APA Format Required)	100 points
Final Research Paper	150 points
<i>Total Semester Points</i>	<i>500 total points</i>

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Your final course grade will be based upon the total points earned during the semester.

- A: 450 or more total points
- B: 400 to 449 total points
- C: 350 to 399 total points
- D: 300 to 349 total points
- F: 348 or less total points

Assignment Information and Grading

Details for assignments, including the grading criteria, will be posted in Canvas as the semester progresses.

I try my best to grade assignments in a timely manner. Generally, you can expect grading time on short assignments to average one week. Papers and longer assignments average two weeks.

Late Assignments

All assignments will clearly list the due dates and time (in Central Standard Time). Please pay close attention to assignment deadlines. I will try to send reminders about due dates, but it is your responsibility to know when assignments are due.

No credit will be given for late submissions of the Getting Started Exercises, Online Discussion, and Collaboration Assignments. These assignments are intended to provide a means of discussion and interaction. Late submissions do not benefit you or your class members.

All other assignments will accrue a 10% grade reduction for **EACH 24-HOUR** period past the due date. Late assignments will only be accepted for seven calendar days past the due date. For example, you submit an assignment worth 100 points 24 hours after the due date. Ten points (one 10% reduction) would be subtracted from your final assignment grade. If you were to submit that 100-point assignment 48 hours late, 20 points (two 10% reductions) would be subtracted from your final assignment grade.

You should allow time to account for technical difficulties that you may encounter. Internet connections go down, computers crash, files get corrupted. Assume that Murphy's Law always applies—if it can happen it will. Common computer problems are not an excuse for late work.

Occasionally, UT Martin will experience a Canvas crash or be down briefly for maintenance. You will see announcements about maintenance when you log into Canvas. Unexpected crashes do not happen often and are usually is short-lived. Do not panic if this happens. I know when Canvas is down and will allow late submissions once service is restored.

Much more likely than a Canvas crash, the My UTMartin Portal can be slow or unresponsive during times of heavy use.

Make-Up Work Policy

Make-up work will be allowed only at the discretion of the instructor and only under unavoidable, extenuating circumstances. You will have several days to complete small assigns and several weeks for larger projects. Manage your time and do not wait until the last minute to work on assignments. However, should you have a unavoidable extenuating circumstances the prevents you from completing an assignment on time, please contact me immediately to discuss the situation and the possibility of making up a missed assignment.

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About the Online Learning Environment

An online class is similar in many ways to a traditional, face-to-face class on campus. However, an online class is different in several very important ways. The following is an overview of the expectations for this course.

1. **This course is not a self-paced independent study.** Each module contains assignments with specific deadlines. You will have a few days to complete small assignments and a few weeks to complete larger assignments. Always check the due dates for assignments in the "Analyze & Apply It" folder when you begin each module.
2. **This course does not require students to be available at specific day/time.** This course uses asynchronous delivery, which means you can work on assignments around your schedule and submit those assignments by the due date. I will periodically offer the opportunity to join in a class chat, but this is always voluntary. We may do a "intro" meeting in a sync fashion...but this will be a "one time" deal.
3. **This course is not less time-consuming than an on-campus class.** As with an on-campus class, you can expect to spend approximately three hours per week for every credit hour. You will spend approximately nine hours per week on this class--that includes the assigned reading, videos, and assignments. Some weeks will require a little less time; some weeks might require a little more time.
4. **This course does require students to spend time with the course material to develop an understanding of the course content.** This is a graduate class and students are expected to review the assigned material and significantly contribute to online discussions and collaborative assignments. Your grades will reflect the level of understanding, analysis, and application of the assigned materials you demonstrate. The instructor serves as a facilitator, not a lecturer.
5. **This course does require basic computer proficiency.** You need to be able to use basic word processing and presentation software. You will need to become familiar with how to use Canvas and Google Drive (see the Getting Started section in Canvas for tutorials). You will need to know how to use the Paul Meek Library electronic databases to conduct research and find primary sources.
6. **This course does require regular online and e-mail correspondence.** Check Canvas and your UTM e-mail regularly. All reminders and communication will use those two sources.
7. **This course will require online interaction and collaboration between all students and the instructor.** You each have experiences and perspectives that will make the course more interesting. Each student is expected to contribute substantively to online discussions and collaborative assignments.
8. **This course does require appropriate online behavior.** Please review the "Online Behavior Guidelines" document in the Getting Started section of Canvas.

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Student Learning Resources

The university and the Department of Communications offers many resources to student. Students working online can access all of the resources online, by e-mail, or by telephone.

Department of Communications Office

You can call the Department of Communications at 731-881-7546. Someone will answer the phone beginning at 8 A.M. until 5 P.M. (Central Standard Time) every weekday.

Technical Assistance

This course will rely heavily on technology. It is normal for technical questions or problems to arise. The UT Martin Information Technology Services Help Desk can answer many technical questions and solve many technical issues.

- UT Martin passwords issues (My UTMartin Portal, Banner, Canvas, Google Drive, UT software downloads)
- Canvas problems or questions
- Software problems

You can contact the Help Desk by calling 731-881-7900, using the online help request form at <http://www.utm.edu/departments/help/> or sending an e-mail to helpdesk@utm.edu. Phone support is available most days from 7 A.M. to 9 P.M.

Student Success Center

The UT Martin Student Success Center offers a variety of student support services, including testing services and disability services. Student Success staff are available for phone consultation from 8 A.M. to 5 P.M. every weekday. Additionally, students can e-mail requests for assistance to success@utm.edu. The Student Success Center staff works individually with each student to coordinate services.

Paul Meek Library

The Paul Meek Library provides several options for students to receive assistance with accessing materials. Most of those options are available through the library's website (www.utm.edu/library.php). The Library staff regularly monitors the following options during operating hours:

- Students can call UT Martin's toll-free phone number at 800-829-8861 and request to be transferred to the Paul Meek Library during operating hours seven days per week.
- The Library also offers a live chat option through the website that is available from approximately 8 A.M. to 8 P.M. on weekdays.
- An e-mail help request form that allows students to seek general assistance and from specific library departments is also available (<http://www.utm.edu/departments/library/email.php>).
- The Paul Meek Library website has a form off-campus students can use for requesting Library materials (<http://www.utm.edu/departments/library/offcampus.php>). Students have the option to pick up library resources at a nearby UT Martin Center location, receive resources through e-mail, and/or have resources mailed to a personal residence.
- In addition to the Paul Meek Library holdings, UT Martin is a member of the Tennessee Academic Library Collaborative (TALC), which allows UT Martin students to access and borrow materials from other public libraries across the state. Students enrolled in the M.A. in Strategic Communication will have an opportunity to get a borrower's card during the first required orientation weekend on-campus.

THE UNIVERSITY OF TENNESSEE AT MARTIN | DEPARTMENT of COMMUNICATIONS
COMM 720 Media and Communications Theory for Professionals

Spring 2018

4

The UTM Hortense Parrish Writing Center

The Hortense Parrish Writing Center is available to all students, even online students, and maintains a website at <http://www.utm.edu/departments/writingcenter>. The website contains a link to many helpful writing resources, including all major academic style guides, other notable writing centers, and handouts from on-campus workshops. Additionally, students can e-mail questions and requests for assistance to the Online Writing Lab at owl@utm.edu. The Writing Center staff regularly monitors this e-mail and responds quickly to requests for assistance.

Purdue Online Writing Lab (OWL) Website

The Purdue OWL website (<https://owl.english.purdue.edu/owl/>) is an excellent resources for academic writing tips and style guidelines, including APA style.

APA Website

The official APA website (<http://www.apastyle.org/>) is also a great resource for APA formatting and style guidelines. The website also includes updated citation style for many electronic sources not included in the printed sixth edition of the APA Manual.



University Policies

Academic Integrity

The University of Tennessee at Martin has chosen as its primary objective quality undergraduate education. Commitment to this objective must include an obligation by all members of the University community to promote and protect the highest standards of integrity in study, research, instruction and evaluation. Dishonesty or unethical behavior does not belong at an institution dedicated to the promotion of knowledge and learning. Integrity of the academic process requires fair and impartial evaluation by faculty and honest academic conduct by students. Specific integrity attributes can be found: http://www.utm.edu/departments/conduct/new_academic_integrity.php

I expect each student to do his/her own work. Academic dishonesty includes, but is not limited to, cheating and all forms of plagiarism. Academic dishonesty is not acceptable and will result in significant consequences. The first occurrence of academic dishonesty will result in a failing grade for that specific assignment. Any subsequent occurrences of academic dishonesty will result in a failing grade for the course. Please review the university policy on Academic Dishonesty in the UTM Catalog (<http://www.utm.edu/catalog.php>) or in the Student Handbook (http://www.utm.edu/studenthandbook/student_handbook.pdf).

Standard of Conduct

When persons enroll in The University of Tennessee at Martin, they retain the rights and duties of a citizen. Additionally, they must assume the duties and observe the regulations imposed by the University community. Specific conduct attributes can be found: <http://www.utm.edu/departments/conduct/conduct.php>

Disability Services

The University of Tennessee provides reasonable accommodations (academic adjustments and auxiliary aids) to ensure equal access to educational content and university programs for students with disabilities. Students who are eligible for and who request accommodations through the Disability Services office must provide instructors with a letter of accommodation. The Disability Services office is located in the Student Success Center, 203 Clement Hall, (731) 881-7605.

The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing/e-mail of any such changes.

Appendix F: Instructor CVs

I. PERSONAL INFORMATION

Elizabeth Aleksander, D.M.A.

Associate Professor of Music (tenured)

Fine Arts 235

Martin, TN 38238

731.881.7413

ealeksan@utm.edu

II. EDUCATIONAL CREDENTIALS

- 2008 **Doctor of Musical Arts** in Clarinet Performance
University of Nebraska (Lincoln, Nebraska)
Related Area of Study: Music Theory
Document: “Gustav Jenner’s *Clarinet Sonata in G Major, opus 5*: An Analysis and Performance Guide with Stylistic Comparison to the *Clarinet Sonatas, opus 120* of His Teacher, Johannes Brahms”
- 2005 **Master of Music** in Clarinet Performance *with distinction*
Northern Arizona University (Flagstaff, Arizona)
- 2003 **Bachelor of Music** in Clarinet Performance, *Summa cum laude*
Ohio University (Athens, Ohio)

III. EMPLOYMENT HISTORY

- 2013-present **University of Tennessee at Martin** (Martin, TN)
Associate Professor (2017-present)
Assistant Professor (2013-2017)
- 2013-present **Paducah Symphony Orchestra** (Paducah, KY)
Bass Clarinet (2016-present)
Substitute Clarinet (2013-2016)
- 2009-2013 **Southeast Community College** (Lincoln, NE)
Instructor of Music
- 2007-2008 **Midland University** (Fremont, NE)
Instructor of Music

IV. SCHOLARLY / CREATIVE ACTIVITY

A. Performances

1. Solo Performances

- a. Juried
2017 **Andover Educators Biennial International Conference** (June 28 in Columbus, GA)
2016 **International Clarinet Association ClarinetFest Convention** (August 4 in Lawrence, KS)
- b. By Invitation
2022 **Magic City Clarinet Festival** (May 14 in Birmingham, AL)
International Clarinet Association’s CLAREidoscope (March 19, virtual)
- c. On Campus
2021 **INCLUDE Utm Music Recital** (April 1, virtual)

2. Performances with LCD Woodwind Trio

- a. Juried
2021 **International Clarinet Association ClarinetFest** (July 31, virtual)
Premiered *Jour du pluie* (Alexis Ciesla) and *Aglaïa, op. 51* (Evan C. Paul)
- 2020 **Navy Band International Saxophone Symposium** (January 11 in Washington, DC)

- 2019 **International Clarinet Association ClarinetFest** (July 28 in Knoxville, TN)
Premiered *Tennessee Triptych* (Michael Mathenia)
- 2018 **North American Saxophone Alliance Biennial Conference** (March 11 in Cincinnati, OH)
Music by Women Festival (March 2 in Columbus, MS)
Navy Band International Saxophone Symposium (January 13 in Washington, DC)
Premiered *Musings* (Josiah Sprinkle)
- 2017 **Music by Women Festival** (March 3 in Columbus, MS)
College Music Society Southern Regional Conference (February 23 in Clarksville, TN)
Navy Band International Saxophone Symposium (January 6 in Washington, DC)
- 2014 **International Clarinet Association ClarinetFest** (August 3 in Baton Rouge, LA)

b. By Invitation

- 2018 **Visiting Artist Recital at Rhodes College** (October 21 in Memphis, TN)
East Tennessee State University Single Reed Day (March 31 in Johnson City, TN)
University of Alabama-Birmingham Clarinet Symposium (March 3 in Birmingham, AL)

c. On Campus

- 2022 **Faculty Chamber Recital** (April 24)
INCLUDE Utm Music Civil Rights Conference Recital (February 27)
- 2021 **Video: Jenni Brandon's *Spider Suite*** (released virtually on February 18)
- 2019 **Faculty Chamber Recital at UTM Woodwind Day** (November 23)
- 2018 **Faculty Chamber Recital at UTM Woodwind Day** (November 17)
Jenni Brandon, Visiting Composer Recital (March 15)
Faculty Chamber Recital at UTM Woodwind Day (February 24)

3. Other Chamber Performances

a. By Invitation

- 2021 **Jackson Symphony Orchestra Chamber Series** with UTM Choro Ensemble (June 24 in Henderson, TN)
Jackson Symphony Orchestra Chamber Series with UTM Choro Ensemble (April 11 in Jackson, TN)
- 2019 **Las Vegas Clarinet Day** with Jessie Thoman (April 19 in Las Vegas, NV)

4. Orchestral Performances

- 2013-present **Paducah Symphony Orchestra** (February 15, 2020; December 6, 2019; November 16, 2019; April 13, 2019; March 16, 2019; February 16, 2019; December 8, 2018; April 14, 2018; December 9, 2017; November 18, 2017; October 14, 2017; September 9, 2017; March 11, 2017; February 18, 2017; December 10, 2016; October 15, 2016; September 17, 2016; April 16, 2016; March 12, 2016; November 7, 2015; October 3, 2015; May 17, 2014; April 12, 2014; November 2, 2013)

5. Additional Invitations

a. Peer-Reviewed

- 2022 **North American Saxophone Alliance Biennial Conference** (performance with LCD Trio)
conference cancelled due to COVID-19
Music by Women Festival (performance with LCD Trio)
declined due to ensemble member's schedule conflict
- 2015 **College Music Society Southern Regional Conference** (performance with LCD Trio)
declined due to schedule conflict (performance at ICA Southeast Regional Conference)
WTSBOA All-West Conference (presentation with Jessie Thoman and Andrew Morency)
cancelled due to illness

b. By Invitation

- 2020-2021 **Paducah Symphony Orchestra** (four contracted performances)
cancelled due to COVID-19 (April 17, March 13, December 12, October 17)
- 2017 **University of Southern Mississippi** visiting artists (with LCD Trio)

UNIVERSITY OF TENNESSEE AT MARTIN Faculty Resume

I. Personal Information

Jody N. Blake, Ph.D.
 Assistant Professor of Music Education (Tenure-Track)
 Coordinator of Music Education
 Fine Arts 229
jblake17@utm.edu

II. Educational Credentials

Academic Degrees

- 2019 Doctor of Philosophy in Music Education**
 Auburn University (Auburn, Alabama)
 Concentration: Vocal Music Education
 Related Areas of Study: Choral Conducting, Educational Technology
- 2016 Educational Specialist in Music Education**
 Auburn University (Auburn, Alabama)
 Concentration: Vocal Music Education
- 2014 Master of Music in Music Education**
 Anderson University, South Carolina School of the Arts
 (Anderson, South Carolina)
- 2012 Bachelor of Science in Music**
 Blue Mountain College (Blue Mountain, Mississippi)
 Emphasis: Voice
 Minor: Social Science
- 2009 Associate of Arts in Music Education**
 Northeast Mississippi Community College (Booneville, Mississippi)

Additional Academic Studies

- 2023 Master of Arts in Biblical and Theological Studies**
 Belhaven University (Jackson, Mississippi)

2021-22 Robert E. Webber Institute for Worship Studies
(Jacksonville, Florida)

2016 Kodály Level I Certificate
University of Central Missouri (Warrensburg, Missouri)

Licensures and Certifications

Educator License, Career Continuous Professional Level (March 2021-Lifetime)
Missouri Department of Elementary and Secondary Education

Educator License, # 000723566, Practitioner Level (January 2021-August 2024)
Tennessee Department of Education

Music Level 2 Certificate (March 2020)
National Federation of State High School Associations

TI:ME Level 2 Certificate (August 2017)
Technology Institute for Music Educators (coursework via Auburn University)

Advanced Placement (AP) Music Theory Certificate (June 2015-June 2022)
College Board (coursework via Walton Summer Institutes, Marietta, Georgia)

Educator License, # 231565, AAAA (Doctoral) Level (July 2013-June 2028)
Mississippi Department of Education

III. Employment History and Teaching/Advising

Teaching Positions

2019 – Present The University of Tennessee at Martin (Martin, Tennessee)
Assistant Professor of Music Education (2020-present)
Coordinator of Music Education (2019-present)
Lecturer of Music Education (2019-2020)

2018-2021 Judson College (Marion, Alabama)
Adjunct Instructor of Music – Online

2018-2019 Ranger College (Ranger, Texas)
Director of Choral Activities and Instructor of Music

UNIVERSITY FACULTY RESUME

I. Personal Information

Brady Joseph Spitz
 Assistant Professor, tenure track
 129 Fine Arts Building

II. Educational Credentials

Rice University, Shepherd School of Music, Doctor of Musical Arts, 2019
 Major in percussion performance
 Dissertation: *Lou Harrison's Old Granddad: A Composer's Guide*

Louisiana State University, School of Music, Master of Music, 2010
 Major in percussion performance

University of North Texas, College of Music, Bachelor of Music, 2008
 Major in Applied Performance; minor in music theory. Magna Cum Laude with Honors.

III. Employment History

University of Tennessee at Martin (Martin, TN)

Assistant Professor of Music, tenure track (2021-present)

Teaching assignments: studio percussion, percussion pedagogy and literature,
 Director of UTM Percussion Group, World Music

Houston Baptist University (Houston, TX)

Adjunct Professor of Percussion (2018-2021)

Teaching assignments: studio percussion, percussion methods and techniques.
 Formed HBU Gamelan Ensemble.

Houston Community College (Houston, TX)

Adjunct Instructor of Music (2018-2021)

Teaching assignments: studio percussion, music appreciation, music theory,
 music fundamentals.

Lone Star College – Tomball (Tomball, TX)

Adjunct Instructor of Music (2017-2018)

Teaching assignments: studio percussion

2 | *Brady Spitz, Vita, January 24, 2022*

Rice University (Houston, TX)

Benjamin Armistead Shepherd Teaching Fellow (2014-2017)

Teaching assignments: studio percussion, percussion methods, percussion ensemble, music fundamentals

Self-employed, Houston metropolitan area

Freelance musician and music instructor (2010-2021)

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IV. Scholarly/Creative Activities

A. Publications

1. Recordings – Published

The World of Miro by Peter Klatzow, for marimba and string quartet (2021 recording, 2022 publication)

Reflex by Brett William Dietz (2009)

Vespertine Formations (2009)

CD Companion to Teaching Music Through Performance in Beginning Band (2006)

With Heart and Voice: The Music of David Gillingham (2005)

2. Recordings – Unpublished

Tennessee All-West Band Tutorial – Snare Drum (2021)

Tennessee All-West Band Tutorial – Timpani (2021)

Tennessee All-West Band Tutorial – Two Mallets (2021)

Tennessee All-West Band Tutorial – Four Mallets (2021)

Pedagogy of Intermediate Multi-Percussion Works (2017)

3. Publications - Refereed

Article: “Old Granddad: The Lou Harrison Gamelan That Wasn’t.”

Commissioned forthcoming article for Contemporary Music Review

Article: “Appreciating Lou Harrison: Performance as Creation in *Solo for Anthony Cirone*,” Percussive Arts Society Notes, March 2011.

Doctoral Dissertation: *Lou Harrison’s Old Granddad: A Composer’s Guide* (2019)

4. Other Publications

Brain Drain: Reading and Technical Method for the Intermediate Mallet Player. Self-published, 2022.

THE UNIVERSITY OF TENNESSEE AT MARTIN

UNIVERSITY FACULTY RESUME

I. Personal Information

Dr. Gregory McCracken
Lecturer
Fine Arts Building, Rm 225
16 Mt. Pelia
Martin, TN 38238

II. Educational Credentials

INDIANA UNIVERSITY JACOBS SCHOOL OF MUSIC, Bloomington, Indiana
DOCTOR OF MUSIC IN BRASS PEDAGOGY AND LITERATURE, 2014

THE OHIO STATE UNIVERSITY, Columbus, Ohio
MASTER OF MUSIC IN TUBA PERFORMANCE, 2000
Concentration in Brass Pedagogy

DEPAUL UNIVERSITY, Chicago, Illinois
BACHELOR OF MUSIC IN TUBA PERFORMANCE, 1998

III. Employment History and Teaching/Advising

LECTURER OF TUBA AND EUPHONIUM, The University of Tennessee at Martin
Martin, Tennessee 2022
Lessons for Music Majors and Non-majors
Tuba/Euphonium Studio Class
Teaching Music Appreciation and Aural Skills

INSTRUCTOR OF TUBA AND EUPHONIUM, The University of Nevada, Las Vegas (UNLV)
Las Vegas, Nevada 2017-2022
Lessons for Music Majors and Minors
Studio Repertoire Class
Conductor and Arranger for the UNLV Tuba/Euphonium Ensemble

LOW BRASS PARA-PROFESSIONAL, Las Vegas Academy of the Arts, Las Vegas, Nevada
2020-2022

DISTRICT MUSIC PARA-PROFESSIONAL, Clark County School District, Las Vegas, Nevada
2015-2020

LOW BRASS INSTRUCTOR, Coronado High School Marching Band, Henderson, Nevada 2015-2020

LOW BRASS INSTRUCTOR, Arbor View High School Marching Band, Las Vegas, Nevada 2015

MUSIC INSTRUCTOR, Lone Oak Middle School, Paducah, Kentucky 2012-2013

LOW BRASS INSTRUCTOR, Brentwood High School Marching Band, Brentwood, Tennessee 2012

INSTRUCTOR OF TUBA, Middle Tennessee State University, Murfreesboro, Tennessee 2011-2012

Tuba Lessons
Studio Class
Chamber Music Coach

INSTRUCTOR OF TUBA, The University of Nevada, Reno 2011

Tuba Lessons
Chamber Music Coach

INSTRUCTOR OF TUBA, Murray State University, Murray, Kentucky 2001-2002

Tuba Lessons
Conductor of Tuba/Euphonium Ensemble

Teaching accomplishments

MUS 112, Music of Our Time
MUS 124, Aural Skills II
MUAP 220, Euphonium, Non-Major
MUAP 230, Tuba, Non-Major
MUAP 232, Tuba, Lower Division
MUAP 234, Tuba, Upper Division

VII. Professional Memberships

International Tuba Euphonium Association (ITEA), 2000-present
American Federation of Musicians, Local 369, Las Vegas, Nevada, 2018-present
College Music Society, 1998-present

DR. JESSICA THOMAN, HORN

CURRICULUM VITAE**I. PERSONAL INFORMATION**

Dr. Jessie Thoman
 Professor of Music
 Horn and Music History
 228 Fine Arts Building

II. EDUCATIONAL CREDENTIALS

DOCTOR OF MUSIC: BRASS PEDAGOGY AND LITERATURE 2006
 INDIANA UNIVERSITY JACOBS SCHOOL OF MUSIC – Bloomington, Indiana
 Minor Fields: **Music History** and **Music Education**

MASTER OF MUSIC IN HORN PERFORMANCE 2000
 THE OHIO STATE UNIVERSITY - Columbus, Ohio

MASTER OF ARTS IN BRASS PEDAGOGY 2000
 THE OHIO STATE UNIVERSITY - Columbus, Ohio

BACHELOR OF MUSIC IN MUSIC EDUCATION 1997
 CRANE SCHOOL OF MUSIC, STATE UNIVERSITY OF NEW YORK - Potsdam,
 New York (Includes a semester of Study Abroad at the Birmingham
 Conservatoire of Music in Birmingham, England, Summer/Fall 1995)

III. EMPLOYMENT HISTORY AND TEACHING/ADVISING**A. Employment History**

Professor of Music, Horn and Music History, University of Tennessee at Martin, Martin,
 TN, 2019-present

Associate Professor Music, Horn and Music History, University of Tennessee at Martin,
 Martin, TN, 2015-2019

Assistant Director, “Fearless Performance” Seminars (Jeff Nelsen, coordinator),
 Bloomington, IN, 2012-present

Horn Instructor, Crane Youth Music Camp, Crane School of Music at the State University of New York at Potsdam, Potsdam, NY (Summer 2018)

Horn Instructor, Interlochen Summer Arts Academy, Interlochen, MI, (Summer 2015, 2017)

- Instructor of Horn
- Intermediate Brass
- Chamber Music Coach
- Orchestra Coach
- Intermediate Wind Symphony Coach
- Faculty Brass Choir
- Faculty Chamber Performances

Instructor of Horn and Chamber Music, University of Nevada Reno, Reno, Nevada, 2010-201

- Applied horn (majors, minors)
- Brass Methods
- Chamber Music

Associate Instructor of Horn, Indiana University Jacobs School of Music, Bloomington, IN, 2006-2008

- Secondary lessons on Horn (non-majors)
- Chamber music coaching (majors, non-major)
- Fearless Performance for Musicians lectures and coaching
- Brass Techniques
- Administrative work
- Horn Department website design and updating
- Audition Weekend planning and recruiting

Graduate Teaching Assistant, The Ohio State University, Columbus, OH, 1999-2000

- Applied horn lessons for music majors
- Chamber music coaching (music majors)

Long Term Substitute Teaching Position, Pembroke Central Schools, Pembroke, NY, Fall 1998

- Instrumental lessons
- Band conducting
- Grades 5-12

Middle School Vocal/General Music Teacher, Camden Central Schools, Camden, NY, 1997-1998

- Choral Director – Grade 6 Choir, Grade 7/8 Choir, Select Girls Choir

UNIVERSITY FACULTY RÉSUMÉ
July 1, 2021-July 1, 2022

I. Personal Information

Elaine Atkins Harriss 960038019
 Professor of Music, tenured
 Fine Arts Building 233, University of Tennessee at Martin
 Office phone: 731-881-7411
 e-mail: elaineh@utm.edu
 studio web-site: <http://www.utm.edu/departments/piano/>

II. Educational Credentials

University of Michigan
 Doctor of Philosophy in Music Education, 1981
 Vanderbilt University (formerly George Peabody College for Teachers)
 Specialist in Education, 1968
 Master of Music, 1967
 Bachelor of Music Education, 1966

III. Employment and Teaching/Advising**Higher Education Employment:**

University of Tennessee at Martin, Professor of Music

Other Employment

Trinity Presbyterian Church, Martin, TN, service pianist
 Independent Studio Teacher of Piano

Teaching at UTM

Courses taught:	Applied Music 100, 111, 312	Piano
	Music Ensemble 368	Piano Ensemble
	Applied Music 201, 202	Class Piano III, IV
	Music 132	Theory II
	Music 112	Music in Our Time

Accompanying supervisor

Accompany lower division students for 25% release load

Advising/student support

Advised students as assigned
 Served as UT Promise Mentor
 Advisor for Sigma Alpha Iota

IV. Scholarly/Creative Activities**Research Activity**

Research topics: trio music by women composers; music of Bach and his contemporaries; music performed on piano ensemble concert; music and arrangers for sacred music recital

Creative Activity

Sacred Music for Piano, solo recital
 University Trio Music by Women Composers
 Bach and the Boys, music by Bach and his contemporaries

performed for the Soybean Festival
 UTM Piano Ensemble, played on each piece
 Pianist for Trinity Presbyterian Church

Faculty/Teaching Development Activities

Tennessee Music Teachers Association State Conference, 2022
 Music Teachers National Association Conference 2022
 MTNA Summit for Leadership Fall 2021

V. Service Activities

Service to the Profession

Tennessee Music Teachers Association (MTNA)
 State Competitions Coordinator
 State Board Member
 Martin Area Music Teachers Association (TMTA)
 Hosted membership luncheon
 Presented program on teacher-parent relationships for November
 Entered students in fall festival, and local competition
 Coordinated teacher performance for Monster Concert
 Martin Philharmonic Music Guild (NFMC)
 Presented program for the September and April meetings
 Accompanied on four additional programs
 Hosted Christmas dinner and led caroling
 Served on scholarship committee
 Served as UTM liaison for Shepherd-Hull concert
 National Guild of Piano Teachers, Faculty Member
 Entered students in spring auditions
 National Association of College Wind and Percussion Instructors
 Tennessee State Chairperson
 Adjudication:
 West Tennessee Music Teachers Association Auditions Judge
 Martin Area Music Teachers Association Fall Festival Judge

Service to the University

Faculty Senate, 2020-2023
 Personnel Policies Committee 2020-2023
 Music Department Service
 Sigma Alpha Iota advisor
 Music Department Advisory Committee member
 Music Department Promotion Committee
 UTM's Annual Pre-College Piano Competition Coordinator
 (funds elementary awards)
 UTM Piano Camp Director
 Post-tenure review for four faculty members

Service to the Public

Maintain an Adopt-a-Site for the City
 Trinity Presbyterian, worship committee member

UNIVERSITY FACULTY RESUME

I. Personal Information

Kurt George Gorman
 Professor with tenure
 226 Fine Arts Building

II. Educational Credentials

University of Missouri-Kansas City, Conservatory of Music, Doctor of Musical Arts, 2001
 Major in trumpet performance
 Dissertation: *Trumpet in Mixed Chamber Music of the Twentieth Century* (UMI, 2001)

University of North Texas, College of Music, Master of Music, 1996
 Major in trumpet performance and minor in music history

University of Chicago, The College, Bachelor of Arts, 1994
 Liberal arts degree with concentration in music; major coursework in music theory,
 music history, ethnomusicology

III. Employment History and Teaching/Advising**A. Employment History**

University of Tennessee at Martin

Professor of Music, with tenure (2013-present)

Associate Professor of Music, with tenure (2010 – present)

Associate Professor of Music, tenure-track (2008 – 2010)

Assistant Professor of Music, tenure-track (2004 – 2008)

Teaching assignments: studio trumpet, trumpet pedagogy and literature,
 Director of UTM Big Band and Small Jazz Group, jazz improvisation, brass
 chamber music (trumpet ensemble and brass quintet), music theory, music
 appreciation, honors music appreciation, music technology

Orquesta Sinaloa de las Artes, Culiacán, Sinaloa, Mexico

Principal Trumpet, full-time position (2002 – 2004)

State orchestra of Sinaloa, Mexico. Programs included classical orchestral
 music, a chamber series, staged operas, a pops series, and community outreach
 in the form of didactic concerts and instruction for members of Sinfónica
 Juvenil de Mazatlan.

2 | Kurt Gorman, Vita, February 25, 2022

Self-employed, Dallas-Fort Worth metropolitan area

Freelance musician and music instructor (1999 – 2002)

Tarleton State University, Stephenville, Texas

Adjunct Lecturer (1998 – 1999)

Teaching assignments: studio trumpet, brass chamber music

University of Missouri-Kansas City, Miller Nichols Library

Research assistant (1996 – 1998)

Duties: acquisition of brass texts, literature and recordings

University of North Texas, College of Music, Denton, Texas

Research assistant (1995 – 1996)

Assisted in compiling, *Brass Performance and Pedagogy* by Keith Johnson (Prentiss Hall 2002).

Trumpet instructor, Carroll High School, Southlake, Texas (1994 – 1996)

Merritt Music Program for Inner City Schools, Chicago, Illinois

Trumpet instructor (1993 – 94) at the Hyde Park Career Academy

B. Teaching Accomplishments

1. Courses taught

MUAP 181, 182, 184, 382, 384 Applied Trumpet

MUAP 395 Junior Recital

MUAP 495 Senior Recital

MUEN 353 Concert Jazz Band

MUEN 354 Brass Ensemble (Brass Quintet)

MUEN 368 Chamber Ensemble – Trumpet Ensemble

MUEN 368 Chamber Ensemble – Small Jazz Group

MUS 108 Introduction to Technology in Music

MUS 111 Masterpieces of Music

MUS 111 H Masterpieces of Music – Honors

MUS 112 Music in Our Time

MUS 112 H Music in Our Time – Honors

MUS 114 Historical Survey of Jazz

MUS 120 Fundamentals Music Theory

MUS 131 Theory I

MUS 222 Theory IV

MUS 223 Aural Skills III

MUS 301 Beginning Improvisation

MUS 337 Instrumental Literature I – Trumpet

UNIVERSITY FACULTY RESUME (2022)

I. Personal Information

Chan Mi Jean
Lecturer of Music
232 Fine Arts

II. Educational Credentials

University of Wisconsin-Madison, Doctor of Musical Arts in Collaborative Piano
(2014-2017)
Indiana University, Performer Diploma in Piano Performance (2013-2014)
Indiana University, Master of Music in Piano Performance (2011-2013)
Asbury University, Bachelor of Arts in Music Performance (2007-2011)

III. Employment History and Teaching/Advising

A. Employment History

University of Tennessee at Martin
Lecturer of Music (2018-present)
Duties: Accompany ensembles, choirs, student recitals, faculty
recitals, and guest recitals.

Virginia Opera
Apprentice Coach (2017-2018)
Duties: Coach/pianist for concert programs, rehearsal pianist for
staging, and musical director for spring education and outreach
tour.

University of Wisconsin-Madison
Teaching Assistant in Accompanying (2016-2017)
Teaching Assistant in Opera Coaching (2014-2016)

Indiana University
Graduate Assistant in Opera Coaching (2012-2014)

B. Teaching Accomplishments

Courses Taught

Accompanying Lab 664-342
GENS 140: Success Dynamics II

Student Degree Recitals at UTM

Brady Robinson, Junior Tuba Recital at UTM (Nov 21, 2021)
 Jack Scalzo, Junior Trombone Recital at UTM (Nov 21, 2021)
 Alex Sadler, Junior Trumpet Recital at UTM (Nov 19, 2021)
 Rickey Huggins, Junior Trombone Recital at UTM (Nov 19, 2021)
 Krista Mergen, Senior Flute Recital at UTM (Nov 9, 2021)
 Claire Foret, Senior Clarinet Recital at UTM (Oct 31, 2021)
 Casey Stanfill, Senior Saxophone Recital at UTM (Oct 29, 2021)
 Will Smith, Senior Horn Recital at UTM (released on May 10, 2021)
 Ryan Bateman, Senior Trombone Recital at UTM (released on May 6, 2021)
 Hannah Kent, Senior Voice Recital at UTM (released on May 5, 2021)
 Joe Ahne, Senior Trombone Recital at UTM (released on May 4, 2021)
 Jack Mergen, Senior Clarinet Recital at UTM (released on May 3, 2021)
 Shannon Reid, Senior Flute Recital at UTM (released on Dec 11, 2020)
 Magdalena Martinez, Senior Voice Recital at UTM (released on Dec 9, 2020)
 Tucker Pounds, Senior Trumpet Recital at UTM (released on Dec 8, 2020)
 Meleah Gateley, Senior Voice Recital at UTM (released on Dec 4, 2020)
 Nate Matthews, Senior Saxophone Recital at UTM (released on Dec 3, 2020)
 Hanna DeYoung, Senior Trombone Recital at UTM (released on Dec 2, 2020)
 Georgia Emmons, Senior Horn Recital at UTM (released on Dec 1, 2020)
 Meleah Gateley, Junior Voice Recital at UTM (released on Apr 24, 2020)
 Nate Matthews, Junior Saxophone Recital at UTM (Feb, 2020)
 Mason Parker, Senior Voice Recital at UTM (Dec, 2019)
 McKenzie Milburn, Senior Voice Recital at UTM (Nov, 2019)
 Emma Foret, Senior Trumpet Recital at UTM (Nov, 2019)
 Annias Haney, Senior Saxophone Recital at UTM (Nov, 2019)
 Jeremy Jackson, Senior Saxophone Recital at UTM (Nov, 2019)
 Jack Mergen, Junior Clarinet Recital at UTM (Nov, 2019)
 Lexi McGranahan, Senior Trombone Recital at UTM (Nov, 2019)
 Shelby Johnston, Junior Voice Recital at UTM (Oct, 2019)
 Emliy Campbell, Senior Clarinet Recital at UTM (Oct, 2019)
 Kathryn Kerr, Senior Horn Recital at UTM (Oct, 2019)
 Lilah Senibaldi, Junior Flute Recital at UTM (Apr, 2019)
 Michaela Johnson, Senior Trumpet Recital at UTM (Apr, 2019)
 Anna Wildes, Senior Flute Recital at UTM (Mar, 2019)
 Matt Scott, Senior Trumpet Recital at UTM (Nov, 2018)
 Susanna Brown, Senior Voice Recital at UTM (Nov, 2018)
 Chlloe Lollar, Senior Trumpet Recital at UTM (Nov, 2018)
 Issac Spitler, Senior Trombone Recital at UTM (Nov, 2018)
 Ebonee Woodland, Senior Trombone Recital at UTM (Nov, 2018)
 Rebekah Mansfield, Senior Voice Recital at UTM (Nov, 2018)
 Becca Dean, Senior Clarinet Recital at UTM (Nov, 2018)
 Cheyenne McMullen, Senior Horn Recital at UTM (Oct, 2018)
 Will Latham, Senior Horn Recital at UTM (Oct, 2018)

CURRICULUM VITA

Updated July 2022

I. Personal Information

Joseph William Frye, Doctor of Musical Arts
Associate Professor with Tenure
The University of Tennessee at Martin Department of Music
237 Fine Arts
16 Mt. Pelia Rd.
Martin, TN 38237

II. Educational Credentials

Doctor of Musical Arts in Music Performance, The Florida State University (2008)

- Doctoral Treatise: *A Biographical Study of the Trombone Soloists of the John Philip Sousa Band, 1892-1931* (UMI 2007)

Master of Music in Music Performance, The Florida State University (2003)

Bachelor of Music in Music Education, The University of Tennessee at Knoxville (2000)

III. Employment History and Teaching/Advising

A. Employment History

1. The University of Tennessee at Martin, Martin, Tennessee

- Associate Professor with Tenure, Department of Music (2011-present)
- Responsibilities include academic advising of students, participation in Departmental standing and ad-hoc committees, instruction of students and responsibility for multiple facets of course design including syllabi preparation and developing and implementing methods of assessment. Additional duties include computer lab preparation supervision.

B. Teaching Accomplishments

1. Courses taught at The University of Tennessee at Martin

- **MUAP 211** – Applied Trombone, minor lessons
- **MUAP 212** – Applied Trombone, lower division
- **MUAP 214** – Applied Trombone, performance – lower division
- **MUAP 310** – Recital Class
- **MUAP 412** – Applied trombone lessons, upper division
- **MUAP 413** – Applied Trombone, pedagogy – upper division
- **MUAP 414** – Applied Trombone, performance – upper division
- **MUAP 303** – Brass Class
- **MUAP 395** – Junior Recital
- **MUAP 495** – Senior Recital

- **MUED 391** – Special Topics in Music Education – Praxis Preparation
- **MUEN 368** – Chamber Music – Brass Quintet
- **MUEN 368** – Collegiate Gospel Choir
- **MUEN 368** – Chamber Music – Trombone Choir
- **MUS 108** – Introduction to Technology in Music
- **MUS 111** – Masterpieces of Music
- **MUS 112** – Music in Our Time
- **MUS 112H** – Honor’s Music in Our Time
- **MUS 115** – Music for the Masses
- **MUS 120** – Fundamentals of Music Theory
- **MUS 121** – Music Theory I
- **MUS 123** – Aural Skills I
- **MUS 302** – Orchestration
- **MUS 337** – Instrumental Literature – Trombone
- **MUS 338** – Instrumental Literature – Trombone
- **MUS 366** – Instrumental Pedagogy – Trombone
- **MUS 367** – Instrumental Pedagogy – Trombone
- **MUS 391** – Special Topics in Music – Low Brass Orchestral Excerpts Class
- **MUS 401** – Independent Study
- **MUS 440** – Senior Project in Music
- **MUS 466** – Practicum in Instrumental Teaching

2. Student Evaluations

- My student evaluation scores have been consistently high in the wide range of subjects that I currently teach or have taught. My overall average evaluation score for my UTM career is 4.60. Since my promotion to Associate Professor, my overall evaluation score is 4.75.
 - Spring 2022 – 4.76
 - i. MUAP – 5.0; MUEN – 5.0; MUS – 4.285
 - Fall 2021 - 4.60
 - i. MUAP - 5.00; MUEN - 5.00; MUS - 3.80
 - Spring 2021- 4.625
 - i. MUAP - 4.75; MUEN - 5.00; MUS - 4.00
 - Fall 2020 - 4.76
 - i. MUAP - 5.00; MUEN - 5.00; MUS - 4.29
 - Spring 2020 - 4.635
 - i. MUAP - 5.00; MUEN - no evaluations; MUS - 4.27
 - Fall 2019 - 4.77
 - i. MUAP - 4.92; MUS - 4.46
 - Spring 2019 - 4.74
 - i. MUAP - 4.87; MUEN - 4.88; MUS - 4.47
 - Fall 2018 - 4.9
 - i. MUAP - 4.77; MUEN - 4.96; MUS - 4.77
 - Spring 2018 - 4.84

UNIVERSITY OF TENNESSEE AT MARTIN
UNIVERSITY FACULTY RESUME
Through August 31,2022

I. Personal Information

Charles W Lewis
Lecturer, Non-Tenure Track
Fine Arts Building, 231

II. Educational Credentials

A. Degrees

University of Memphis
MM, 2010

University of Tennessee at Martin
BM, 1987

III. Employment History and Teaching/Advising

A. Employment History

Renewable Term Lecturer of Music, University of Tennessee at Martin, Music, Martin,
TN. (August 2017 - Present).

B. Scheduled Teaching

Spring 2022 MUAP 102 Piano Class.

Spring 2022 MUAP 102 Piano Class.

Spring 2022 MUAP 102 Piano Class.

Spring 2022 MUAP 142 Flute.

Spring 2022 MUS 112 Music In Our Time.

Spring 2022 MUS 131 Music Theory I.

Fall 2021 GENS 140 Success Dynamics II- Music.

Fall 2021 MUAP 101 Piano Class.

Fall 2021 MUAP 101 Piano Class.

Fall 2021 MUAP 101 Piano Class.
Fall 2021 MUAP 142 Flute.
Fall 2021 MUAP 495 Senior Recital.
Fall 2021 MUEN 368 Chamber Ensemble.
Fall 2021 MUS 131 Music Theory I.
Spring 2021 GENS 140 Success Dynamics II- Music.
Spring 2021 MUAP 102 Piano Class.
Spring 2021 MUAP 102 Piano Class.
Spring 2021 MUAP 102 Piano Class.
Spring 2021 MUAP 142 Flute.
Spring 2021 MUAP 342 Flute.
Spring 2021 MUEN 368 Chamber Ensemble.
Spring 2021 MUS 112 Music In Our Time.
Spring 2021 MUS 131 Music Theory I.
Fall 2020 MUAP 101 Piano Class.
Fall 2020 MUAP 101 Piano Class.
Fall 2020 MUAP 101 Piano Class.
Fall 2020 MUAP 142 Flute.
Fall 2020 MUAP 342 Flute.
Fall 2020 MUAP 495 Senior Recital.
Fall 2020 MUEN 368 Chamber Ensemble.
Fall 2020 MUS 112 Music In Our Time.
Fall 2020 MUS 120 Fundamentals of Music Theory.
Spring 2020 MUAP 102 Piano Class.

**University Faculty Resume
2021-2022**

I. PERSONAL INFORMATION

Dr. Roberto Francesco Costantino Mancusi

Professor of Music (Voice)
Tenured- Year 10

Fine Arts
FA 230
Department of Music
The University of Tennessee at Martin
Martin, Tennessee 38238
Office: (731) 881-7405

II. EDUCATIONAL CREDENTIALS

- A. May 2023 (anticipated): University of Tennessee at Martin- Masters of Science in Education in Higher Education Leadership *in progress*
- B. May 2004: University of Missouri-Kansas City- Doctor of Musical Arts
- C. May 1998: University of Missouri-Kansas City- Master of Music
- D. May 1994: Simpson College- Bachelor of Music

III. EMPLOYMENT HISTORY AND TEACHING/ADVISING

A. Employment History

- i. 2021-present *The University of Tennessee at Martin*
Martin, Tennessee
Interim Chair- Department of Music
- ii. 2008-present *The University of Tennessee at Martin*
Martin, Tennessee
Professor of Music
Tenured 2012
- iii. 2004-2008 *Eastern New Mexico University*
Portales, New Mexico
Assistant Professor of Music
Tenure-Track
- iv. 2003-2004 *Avila University*
Kansas City, Missouri
Adjunct Professor of Music
Non-tenure track, renewable contract
- v. 2001-2004 *Baker University*
Baldwin City, Kansas
Adjunct Professor of Music
Non-tenure track, renewable contract
- vi. 1999-2000 *Kenosha Public School District*
Kenosha, Wisconsin
Substitute Teacher
Non-contract basis
- vii. 1997-1998 *Graceland College*
Lamoni, Iowa
Adjunct Professor of Music
Non-tenure track, renewable contract

B. Administrative/Leadership Experience

- i. 2008-present *The University of Tennessee at Martin*
 - a. 2021-2022 Interim chair of Department of Music
 - b. 2020-2021 Faculty Senate
Chair- Budget and Economic Concerns
cmte.
 - c. 2013-2016 Faculty Senate
 - i. 2015-2016 President
 - ii. 2014-2015 President-elect
 - iii. 2013-2014 Chair- Budget and Economic Concerns
cmte.
- ii. 2009 *Leadership Weakley County participant*
- iii. 2003-2004 *Eastern New Mexico University*
Secretary- Faculty Senate
- iv. 1998-1999 *Franksville UMC/Kabbage Patch Child Kare Center*
Franksville, Wisconsin
Church and Child Care Administrator
- v. 1996-1997 *Camelot Music*
Topeka, Kansas & Kansas City, Missouri
Retail Store Manager

C. Teaching Accomplishments

- i. Courses Taught 2008-present
 - GENS 101- Freshman Studies
 - HONR 368- International Travel Study (Honors Program)
 - MUAP 103- Voice Class
 - MUAP 121- Applied Lessons
 - MUAP 122- Applied Lessons
 - MUAP 123- Applied Lessons
 - MUAP 124- Applied Lessons
 - MUAP 322- Applied Lessons
 - MUAP 395- Junior Recital
 - MUAP 495- Senior Recital
 - MUEN 367- Lyric Opera Theater
 - MUS 108- Introduction to Technology in Music
 - MUS 111- Masterpieces of Music *ONLINE* (College Students)
 - MUS 111- Masterpieces of Music *ONLINE* (Dual Enrollment Students)
 - MUS 112- Music In Our Time (Online and On Campus)
 - MUS 123- Aural Skills I
 - MUS 124- Aural Skills II
 - MUS 191- Research in Voice Science Practices
 - MUS 223- Aural Skills III
 - MUS 224- Aural Skills IV
 - MUS 335- Vocal Literature I
 - MUS 336- Vocal Literature II
 - MUS 353- Beginning Choral Techniques, Literature and Conducting
 - MUS 365- Voice Science and Pedagogy
 - MUS 371- Recording, Technology, and Entrepreneurship
 - MUS 391- Special Topics in Music: *The Performing Musician*
 - MUS 440- Senior Project in Music

Michael K. Mathenia**Curriculum Vitae**

103 Greencastle Dr.
 Jackson, TN 38305
 Phone: 731.217.8109
 Email: mmatheni@utm.edu
 Website: www.michaelmathenia.com

EDUCATION

- 2012-2015** **Doctor of Musical Arts**
 The University of Memphis
 Major Fields: Music Composition and Theory
 Dissertation Title: *Requiem*
 Committee Head: John Baur, D.M.A.
 Date of Completion: May 2015
- 2009-2011** **Master of Music**
 The University of Memphis
 Major Field: Music Composition
 Thesis Title: *Symphony for a Second Earth*
 Thesis Advisors: Kamran Ince, D.M.A., John Baur, D.M.A.
 Date of Completion: December 2011
- 2005-2009** **Bachelor of Arts**
 Lambuth University
 Major Field: Applied Music Minor Field: English
 Thesis Title: *Art for Whose Sake?*
 Thesis Advisor: Lee Weimer, Ph.D.
 Date of Completion: May 2009, Magna Cum Laude

TEACHING EXPERIENCE

- 8/2020-Present**
 Full-Time **Lecturer of Music**
 The University of Tennessee at Martin
Description: Teaching courses in music theory, composition, string pedagogy, and directing the Contemporary Music Group. Role also includes serving as chair of the Contemporary Music Festival Committee each year and the Music Theory Coordinator.
Supervisor: Steve Barnett, M.M. Ed.
- 8/2015-8/2020**
 12 hours weekly **Adjunct Instructor: Theory, Composition, and Strings**
 The University of Tennessee at Martin

Description: Teaching courses in music theory, music appreciation, string pedagogy, string and composition lessons, and serving in the role of faculty advisor for the department's Contemporary Music Group. Theory courses have included Fundamentals of Music Theory, Theory I-III, Form and Analysis, and Post-Tonal Analysis. Role has also included serving on the Music Theory Committee, helping to transition the Theory curriculum to a more sustainable model, and serving as chair of the Contemporary Music Festival Committee each year since its inception in 2017.

Supervisor: Julie Hill, D.M.A.

8/2017-Present

4 hours weekly

Private String Instructor

Home Studio

Description: Teaching private string lessons to students from the community.

Supervisor: N/A

8/2015-2017

6 hours weekly

String Teacher: Community Music Center

Union University

Description: Teaching private violin, viola, and cello lessons to young students from the community.

Supervisor: Betty Bedsole, Ed.D.

1/2015-5/2017

6 hours weekly

Adjunct Instructor: String Methods

Union University

Description: This course covered basic performance and pedagogy for string family instruments.

Supervisors: Chris Mathews, D.M.A., Dan Musselman, D.M.A.

1/2014-5/2014

9 hours weekly

Graduate Teaching Assistant: Music Theory I

The University of Memphis

Description: This course covered the first nine chapters of the seventh edition of the Kostka-Payne: Tonal Harmony textbook. Responsibilities included lecturing; constructing and grading homework, handouts, quizzes, and exams; keeping attendance; and providing regular office hours for students. Additionally, this class was taught in conjunction with another section of the same course, for which it was also my responsibility to prepare and provide all of the handouts, homework, quizzes, and exams.

Supervisor: Lecolion Washington, M.M.

8/2013-12/2013

9 hours weekly

Graduate Teaching Assistant: Basic Theory

The University of Memphis

Description: This course covered the first five chapters of the seventh edition of the Kostka-Payne: Tonal Harmony textbook. The purpose of the course is to better prepare incoming students who do not pass the entrance exam for Theory I. Responsibilities included lecturing; constructing and grading homework, handouts, quizzes, and exams; keeping attendance; and providing regular office hours for students.

Supervisor: Lecolion Washington, M.M.

1 | *John Oelrich, Vita, January 9, 2021*

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UNIVERSITY FACULTY RESUME

I. Personal Information:

Dr. John Oelrich
Associate Professor; Year Nine
133 Fine Arts

II. Educational Credentials:

The Ohio State University: Columbus, Ohio (Doctor of Musical Arts in Conducting – June 2012. Dissertation: “Ignace Pleyel’s *Parthia in Dis*: A Study and Critical Edition”)

University of Northern Iowa: Cedar Falls, IA (Master of Music, Music Education, 2008)

University of Wisconsin-Platteville: Platteville, WI (Bachelor of Science: Instrumental Music Education (K-12) and Vocal Music Education (6-12), 1998)

University of Wisconsin-Marshfield/Wood County: Marshfield, WI (Associate of Arts and Sciences, 1993)

III. Employment History and Teaching/Advising

A. Employment History

- 2012-Present University of Tennessee at Martin – Director of Bands/Associate Professor of Music (*Martin, TN*)
- Promotion to Associate Professor - 2016
 - Teaching Assignments: Wind Ensemble, Concert Band, Marching Band, Basketball Pep Band, Orchestra, Instrumental Conducting & Literature I and II, Secondary Instrumental Methods, Student Teaching Supervision, Aural Skills II, Critical Editing of Music, Conducting Lessons, Chamber Ensemble, Travel Study, Musical Theatre – Pit Orchestra
- 2009–2012 The Ohio State University Bands – Doctoral Conducting Associate (*Columbus, OH*)
- Teaching Assignments: Conducting I, II and III, Collegiate Winds, Applied Conducting – Graduate Level
- 2002–2009 Loras College – Interim Director of Instrumental Music (2008-2009); Adjunct Professor (2002-2008) (*Dubuque, IA*)

2 | *John Oelrich, Vita, January 9, 2021*

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- Teaching Assignments: Wind Ensemble, Orchestration, Music History, Applied Trumpet, Applied Horn, Jazz Ensemble, Brass Methods, Instrumental Conducting
- 2004–2008 Stephen Hempstead Senior High School – Director of Bands (*Dubuque, IA*)
- Teaching Assignments: Symphonic Band, Marching Band, Jazz Band I and II, Lessons to all students grade 9-12, Chamber Ensembles
- 2000–2004 Washington Junior High School – Director of Bands (*Dubuque, IA*)
- Teaching Assignments: Symphonic Band, Marching Band, Jazz Band I and II, Lessons to all students grade 7-8, Chamber Ensembles, Jazz Combo
- 2001–2004 Northeast Iowa School of Music – Private Instructor (*Dubuque, IA*)
- Fall 1999 Hawkeye Community College – Adjunct Professor (*Waterloo, IA*)
- Teaching Assignment: Music Appreciation
- 1997-1998 Peet Junior High School – Part-Time Teacher (*Cedar Falls, IA*)
- Teaching Assignments: Jazz Band, Brass Lessons
- 1998–2000 University of Northern Iowa School of Music – Graduate Assistant, (*Cedar Falls, IA*)
- Teaching Assignments: Assist with Marching Band and Symphonic Band, Laboratory Techniques Band, Jazz Band III

B. Teaching Accomplishments

1. Courses Taught

GENS 101 – Freshman Studies
 MUS 112 – Music in Our Time
 MUS 114 – Jazz History
 MUS 124 – Aural Skills II
 MUS 354 – Instrumental Conducting and Literature I
 MUS 391 – Orchestra
 MUS 391 – Conducting Lessons
 MUS 391 – Travel Study
 MUS 391 – Musical Theatre – Pit Orchestra
 MUS 392 – Critical Editing of Music

**The University of Tennessee at Martin
Faculty Resume
July 2022**

I. Personal Information

Douglas Owens
Professor, tenured
234 Fine Arts
16 Mt. Pelia Rd.
Martin, TN 38237
(731)881-7414
dowens14@utm.edu

II. Educational Credentials

University of Georgia Hugh Hodgson School of Music, DMA (Music Performance, Woodwinds)	2009
University of South Carolina, MM (Music Performance, Woodwinds)	2002
Furman University, BME (Secondary Music Education)	2000

III. Employment History and Teaching/Advising

A. Employment History

The University of Tennessee at Martin, Martin TN	
<ul style="list-style-type: none"> ● Professor of Music 2020-present <ul style="list-style-type: none"> ○ applied double reeds and saxophone ○ chamber music ○ woodwind methods ○ music theory / aural skills ○ popular music appreciation ● Associate Professor of Music 2015-2020 <ul style="list-style-type: none"> ○ See above ● Assistant Professor of Music 2011-2015 <ul style="list-style-type: none"> ○ See above 	
Union University, Jackson TN	2014-'17; '21-present
<ul style="list-style-type: none"> ● Adjunct Instructor of Music <ul style="list-style-type: none"> ○ applied double reeds ○ Woodwind Methods (double reeds) 	
Fort Lewis College, Durango CO	2008-2011
<ul style="list-style-type: none"> ● Assistant Professor of Music <ul style="list-style-type: none"> ○ applied flute, double reed and saxophone ○ chamber music ○ music theory / aural skills ○ popular music appreciation 	

Presbyterian College, Clinton SC	2006-2008
<ul style="list-style-type: none"> ● Adjunct Instructor of Music <ul style="list-style-type: none"> ○ applied woodwinds ○ chamber music 	
South Carolina State University, Orangeburg SC	2002-2003
<ul style="list-style-type: none"> ● Adjunct Instructor of Music <ul style="list-style-type: none"> ○ applied saxophone ○ music theory 	
University of South Carolina at Aiken, Aiken SC	2002-2005
<ul style="list-style-type: none"> ● Adjunct Instructor of Music <ul style="list-style-type: none"> ○ applied woodwinds 	

B. Teaching Accomplishments

1. Courses Taught

- MUAP 150, 151, 152, 352 – Applied Double Reed
- MUAP 171, 172, 372, 373 – Applied Saxophone
- MUAP 302 – Woodwind Class
- MUAP 310 – Recital Class
- MUAP 495 – Senior Recital: Saxophone
- MUEN 355 / MUEN 368 – Double Reed / Woodwind Chamber Ensemble
- MUS 115 / MUS 115 OL – Music for the Masses: A History of Popular Music
- MUS 121 – Music Theory I
- MUS 122 – Music Theory II
- MUS 123 – Aural Skills I
- MUS 124 – Aural Skills II
- MUS 223 – Aural Skills III
- MUS 224 – Aural Skills IV
- MUS 302/393 – Orchestration
- MUS 337/338 - Instrumental Literature
- MUS 366/367 - Instrumental Pedagogy
- MUS 466 - Practicum: Instrumental Teaching

2. Student Evaluations

- Evaluation scores from applied double reed and saxophone lessons and recitals from Spring 2015 through Fall 2019 average 4.69 on a 5.0 scale. Course scores range from 3.9 to 5.0.
- Evaluation scores from lecture classes (theory, aural skills, orchestration, woodwind class, History of Popular Music) from Spring 2015 through Fall 2019 average 4.55 on a 5.0 scale. Course scores range from 3.5 to 4.99.
- Evaluation scores from ensemble courses from Spring 2015 through Fall 2019 average 4.955 on a 5.0 scale.

STEVEN R. BARNETT

409 Mellow Lane
 Martin, TN 38237
 304-208-0048
 sbarne28@utm.edu

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PROFESSIONAL EXPERIENCE

University of Tennessee at Martin, Martin, TN Interim Chair, Department of Music	2022-present
Madison Academic High School, Jackson, TN Director of Bands	2021-2022
University of Tennessee at Martin, Martin, TN Director of Athletic Bands, Lecturer of Music Marching Band, Basketball Pep Band, Concert Band, Orchestration, Supervisor of Student Teachers	2019-2021
University of Tennessee at Martin, Martin, TN Administrative Supervisor, Office of Educational Outreach	2016-2019
Amro Music Company, Memphis, TN Educational Representative for West Tennessee serving the schools in West Tennessee	2014-2016
Marshall University, Huntington, WV Professor of Music, Program Director, Student Teaching Supervisor, Coordinator of Music Education, Director of Bands, Graduate Conducting, Instrumental Methods, Music Arranging, Marching Band, Wind Symphony	2003-2014
University of Mississippi, Oxford, MS Assistant Professor of Music, Assistant Director of Bands, Music Education, Music Arranging, Conducting, Wind Band Literature, Symphonic Band, Pep Band	1999-2003
Copiah-Lincoln Community College, Wesson, MS Director of Bands (1994-1999), Assistant Director of Bands (1991-1994), Music Theory, Composition, Applied Percussion, Jazz Band, Concert Band, Marching Band	1991-1999
Madison-Ridgeland High School, Madison, MS Director of Bands	1988-1991
Forest High School, Forest, MS Director of Bands	1985-1988
Oxford High School, Oxford, MS Director of Bands	1983-1985
Newton High School, Newton, MS Director of Bands	1981-1983
Pearl High School, Pearl, MS Assistant Band Director	1979-1981

EDUCATION

Masters in Music, Music Education Mississippi College, Clinton, MS	1992
Bachelor of Music, Music Education University of Mississippi, Oxford, MS	1979

ADMINISTRATIVE EXPERIENCE

Director of Athletic Bands- University of Tennessee at Martin	2019-present
Administrative Supervisor- Office of Educational Outreach, UT Martin	2016-2019
Music Program Director- Marshall School of Music and Theatre	2013-2014
Coordinator of Music Education, Marshall University	2006-2014
Director of Bands, Marshall University	2003-2014
Site Chair, WVMEA State Conference, Marshall University	2007, 2011
Coordinator, Tri-State Marching Festival, Marshall University	2003-2014
Coordinator, Band Day, Marshall University	2003-2014
Coordinator, Festival Band Weekend, Marshall University	2003-2014
Coordinator, Middle School Band Clinic, Marshall University	2004-2014
Coordinator, Drums Across the Tri-State, Marshall University	2004-2006
Coordinator, Mid-South Honor Band Clinic, University of Mississippi	2000-2003
Coordinator/Presenter - Ole Miss Band Director Workshop	2000-2001
Coordinator, Co-Lin Band Clinic, Copiah-Lincoln Comm. College	1994-1999
Contest Director, MS Central Region Marching Festival, Wesson, MS	1997-1998
Coordinator, Copiah-Lincoln Pre-Festival (Concert Festival)	1997-1999

AWARDS AND HONORS

Outstanding Employee, Fall 2018, University of Tennessee at Martin	2018
Nominated by Marshall University for CASE National Teacher of the Year	2013
Marshall University Shirley Reynolds Teaching Award (Teacher of the Year)	2012
College Band Director's National Association WV State Representative	2009-2014
MU College of Fine Arts Snowshoe Institute Award Winner	2011
Recipient of MU College of Fine Arts Community Service Award	2006
Elected to Who's Who in America	2003-06, 2008, 2010-11
Elected to Who's Who Among American Teachers	2005-06, 2008-11
President - Conference USA Athletic Band Director's Association	2008-09
Faculty of the Month, Marshall University Student Government Assn.	2004
Elected to Pi Kappa Lambda Music Honor Society	2002
Elected to Phi Beta Mu International Board- formerly serving as editor of The Phi Beta Mu Report	2001
Selected as Outstanding Instructor of the Year at Copiah-Lincoln Community College	1998
Recipient of the Higher Education Academic Excellence Award by the Mississippi State Legislature	1998
Served as Vice-President of the Copiah-Lincoln Education Association	1994
Served as Sec./Treas., Vice Pres., and President of the Miss. Junior and Community College Band Directors Association	1994-1998
Outstanding Teachers in America	1995,1997
Elected to Phi Beta Mu- Outstanding Band Director Honorary	1988
Elected to Outstanding Young Men in America	1980
Served as Vice-Pres. and President of the Capitol District Band Director Assn.	1990
Served as Sec./Treas. Of the East Central Miss. Band Director Assn.	1993

PUBLICATIONS: MARCHING BAND ARRANGEMENTS

Arrangements published by Jalen Publishing, Orlando, FL

Distributed and sold over 1500 arrangements worldwide:

A Sousa Celebration
American March Classics
Main Street Christmas Parade
American Spectacular
Jingle on Parade
Patriotic Spectacular
Majesty of the Blues
Christmas Spectacular
Sousa!
Tribute to America
Hark, the Herald Angels Sing
Patriotic Finale
Messiah
Pictures at an Exhibition
Adeste Fidelis

PROFESSIONAL EXPERIENCE: WORKSHOPS, CONDUCTING, ADJUDICATION

Guest Conductor, WTSBOA All West Honor Band	2020
Guest Speaker, Amro University Director's Clinic, Memphis, TN	2020
Guest Conductor, UT Martin Honor Band	2020
Guest Conductor, West Virginia All State Band	2017
Guest Conductor, I-55 Band Clinic, Senatobia, MS	2016
Guest Conductor, West Virginia University Honor Band, Morgantown, WV	2016
Guest Conductor, Mississippi All State Band Clinic, Natchez, MS (top band)	2014
Guest Conductor, University of Alabama Honor Band, Tuscaloosa, AL	2013
Guest Conductor, Scioto County All County Band, Portsmouth, OH	2013
Adjudicator, WV All State Band Percussion Auditions	2013
Guest Conductor/Critique, Green High School Band, OH	2013
Adjudicator, Vanderbilt Marching Invitational Band Contest, Nashville, TN	2012
Guest Conductor/Critique, Coal Grove High School Band	2012
Guest Conductor/Critique, Huntington High School Band	2012
Guest Conductor/Critique, East Carter High School Band, KY	2012
Guest Conductor/Critique, Montgomery County High School Band, KY	2012
Guest Conductor/Critique, Hurricane Middle School Band	2012

UNIVERSITY FACULTY RESUME (2022)**I. Personal Information**

Kwan-Yee Amy Yeung, DMA
 Permanent residency
 Professor of Music, tenured
 227 Fine Arts

II. Educational Credentials

Michigan State University, Master of Music in Music Theory/Music Theory
 Pedagogy (2002-2004)
 Thesis: *Creative solutions for assisting students experiencing difficulties
 in sight singing class*

Michigan State University, Doctor of Musical Arts in Voice Performance
 (1999-2003)
 Dissertation: *A study on text illustrations in the seventeen songs of
 John Duke*

Texas State University, Master of Music in Voice Performance (1997-1999)
 Hong Kong Baptist University, Bachelor of Arts in Voice Performance
 (1994-1997)

III. Employment History and Teaching/Advising**A. Employment History**

University of Tennessee at Martin
 Professor of Music (2013-present)
 Associate Professor of Music (2007-2013)
 Assistant Professor of Music (2004-2007)
 Duties: Teach applied voice lessons, direct an opera production
 annually, teach any voice related courses, teach aural skills
 course, and teach a music theory course when needed.

Michigan State University, East Lansing, Michigan
 Graduate Assistant (2002-2003)

Texas State University, San Marcos, Texas
 Graduate Instructor Assistant (1998-1999)

Freelance musician and Independent Music Teacher in Voice and Piano
 Martin, Tennessee (Voice, 2004-present)
 East Lansing, Michigan (Voice, 1999-2004)
 San Marcos, Texas (Voice, 1997-1999)
 Hong Kong (Voice and Piano, 1994-1997)

B. Teaching Accomplishments**Courses taught**

MUS 112: Music in our time
 MUS 120: Fundamentals of Music Theory
 MUS 132: Music Theory II
 MUS 161 & 162: Diction for Singer I & II

MUS 124, 223 & 224: Aural Skills II, III & IV
 MUS 335: Vocal Literature
 MUS 420: Form and Analysis
 MUS 440: Senior Project in Music
 MUAP 103: Voice Class
 MUAP 120, 121, 122, 124, 322, 324: Applied Voice
 MUAP 395: Junior Recital
 MUAP 495: Senior Recital
 MUAP 310: Recital Class
 MUEN 367: Lyric Opera Theatre

Summary of Student Evaluations

The scores of all applied voice courses and all classroom courses evaluated by students are very high. My overall average evaluation score for Fall 2015 - Fall 2021 is 4.68. Written comments have been largely positive and constructive.

Other Remarks

Recipient of 2020-2021 UTM Coffey Outstanding Teaching Award
 Nominated for the 2018-2019 UTM Coffey Outstanding Teaching Award

C. Advising/Student Support

I have been advising since fall 2005 and have been assigned about 6-7 advisees every semester. I serve as an advisor and a mentor to all my lower-division students and some upper-division voice students with regards to academic, professional, and personal concerns.

The only semester I received advising evaluation report was in Spring 2019: 4.95 (out of 5); 3.9625 (out of 4).

IV. Scholarly/Creative Activities

A. Professional Presentations/Musical Performances

- Soprano solo for Florence Price's Three Songs at the Sixth Annual "Music by Women Festival," Mississippi University for Women, Columbus, Mississippi (Mar 3, 2022)
- Soprano solo for Florence Price's Three Songs at the 43rd Southern Regional College Music Society Conference at Delta State University, Cleveland, Mississippi (Feb 19, 2022)
- A solo performance at the concert "East meets West" (online), collaborated with Chan Mi Jean, World Piano Teachers Association-Missouri (Feb 7, 2021)
- Soprano solo for Jenni Brandon's *Multitudinous Stars and Spring Waters* for Soprano and Oboe at the Fourth Annual "Music by Women Festival," Mississippi University for Women, Columbus, Mississippi (March 7, 2020)
- Soprano for Catherine McMichael's *The Mariko Suite* with *Trio Sonoritas* at the 41st Southern Regional College Music Society Conference at Vanderbilt University (Mar 2, 2020)

Academic Program Modification Proposal

Evaluation, Statistics, and Methodology, PhD

APM Request Type: Establishing a Freestanding Academic Program

Submitted by

Educational Leadership and Policy Studies
College of Education, Health, and Human Sciences
University of Tennessee, Knoxville



Updated May 16, 2023

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Cover Letter from Chief Academic Officer



April 12, 2023

President Randy Boyd
505 Summer Place / UT Tower
Knoxville, TN 37902

President Boyd:

Please accept the attached proposal to modify the Evaluation, Statistics, and Methodology Ph.D. program in the College of Education, Health, and Human Sciences at the University of Tennessee, Knoxville. The proposed change is to elevate the existing Evaluation, Statistics, and Methodology (ESM) concentration under the Educational Psychology and Research Ph.D. major (CIP 42.2806) to its own major under the name Evaluation, Statistics, and Methodology (CIP 13.0601).

Converting the ESM program into its own major housed under the CIP code for Educational Evaluation and Research CIP (13.0601) would better align with the program's focus on program evaluation, applied statistics, and research methodology. Graduates of the ESM program overwhelmingly go into educational evaluation and assessment occupations rather than educational psychology positions. Elevating the ESM program to a stand-alone degree program will provide the program with more visibility, improved career networking opportunities for students, and will assist the college with recruitment efforts. Moreover, the Educational Evaluation and Research CIP code is classified as a STEM-designated program, making veterans and international students eligible for various benefits such as extended practical training opportunities in the U.S. for international students and scholarships for veterans. The faculty of the proposed program aim to support current and future students by defining the program's focus on training graduate students to be competent evaluators and educational researchers.

This new program has been reviewed and approved by the appropriate department, college, and campus bodies on the Knoxville campus, and has the full support of campus administration. No additional resources will be required in order to implement this change. At this time, we request permission to obtain approval from the UT Board of Trustees and the Tennessee Higher Education Commission. Please contact me if you have any questions or need additional documentation. Thank you in advance for your attention to this matter.

Sincerely,

John Zomchick
Provost and Senior Vice Chancellor

Office of the Provost and Senior Vice Chancellor
527 Andy Holt Tower, Knoxville, TN 37996-0152
865-974-2445 865-974-4811 fax provost.utk.edu

Flagship Campus of the University of Tennessee System

Program Liaison Names and Contact Information

Academic Program Liaison:

Karen Etzkorn
Director of Academic Affairs, UT System
Email: etzkorn@tennessee.edu
Phone: 865-974-2104
505 Summer Place / UT Tower 1268-B

Departmental Contact:

Louis Rocconi
Associate Professor and Program Coordinator,
Evaluation, Statistics & Methodology
Educational Leadership and Policy Studies Department
Email: lrocconi@utk.edu
Phone: (865) 974-5479
508 Bailey Education Complex
1126 Volunteer Blvd.
University of Tennessee
Knoxville, TN 37996

Current and Proposed Program Information

Summary of Proposed Change:

The University of Tennessee, Knoxville, requests approval to elevate the existing Evaluation, Statistics, and Methodology (ESM) concentration under the Education Psychology and Research Ph.D. major (CIP 42.2806) to its major under the name Evaluation, Statistics, and Methodology (CIP 13.0601).

Table 1: *Overview of Proposed Change*

Before Proposed Change		
<i>Degree Name and Concentrations</i>	<i>Degree</i>	<i>Federal CIP</i>
Education Psychology and Research - Concentrations: <ul style="list-style-type: none"> • Adult Learning (concentration moving to Education Ph.D. major) • <i>Evaluation, Statistics, and Methodology</i> • Applied Educational Psychology (concentration being terminated) 	PhD	42.2806
After Proposed Change		
<i>Title</i>	<i>Degree</i>	<i>Federal CIP</i>
Evaluation, Statistics, and Methodology (now a freestanding major)	PhD	13.0601

Key Dates:

Proposed Implementation Date of Proposed Program: Fall 2023
 Proposed Termination Date of Current Concentration: Fall 2031

Anticipated Delivery Site: UT Knoxville campus

Approved Off-Campus Site(s): None

Delivery Mode: Face to Face/ in-person¹

¹ The program will not be offered via distance learning. While some of the Evaluation, Statistics, and Methodology courses are offered online, the program cannot be completed fully online, and there are currently no future plans to offer the program fully online.

Background on Proposed Academic Program Modification

Program History

The idea for a program focused on educational evaluation started in the mid-1990s, along with the widespread efforts to increase quality program evaluation education to conduct rigorous evaluations within the education field. The origins of the ESM program started in the Fall of 2000² in the Department of Instructional Technology and Education Studies as the Curriculum, Educational Research, and Evaluation (CREV) concentration under the Ph.D. in Education major. The program was centered on multidisciplinary, multi-method, and field-based assessment and evaluation within the education field and was founded by two faculty members. Through the years, the program has been refined and developed to stay current with the growing evaluation field and leverage the faculty's expertise and the needs of students. In Fall 2007, the CREV program was moved to the Educational Psychology and Counseling department as a concentration under the Education major, and the name of the concentration was changed from Curriculum, Educational Research, and Evaluation to Evaluation and Assessment. In Fall 2008, the Evaluation and Assessment concentration was moved to a newly created Ph.D. major in Educational Psychology and Research. In Fall 2010, the concentration name was changed from Evaluation and Assessment to Evaluation, Statistics, and Measurement. Ten years later, in the Fall of 2020, the program name was changed from Evaluation, Statistics, and Measurement to Evaluation, Statistics, and Methodology (ESM) to reflect better the breadth of methodological coursework and skills (i.e., quantitative and qualitative) students develop in the program. In Fall 2022, to provide additional support to grow the program and focus on methodologies and training within the evaluation and educational research field, the ESM program faculty were moved from the Educational Psychology and Counseling Department to the Educational Leadership and Policy Studies Department.

CIP Code Justification

A major impetus of this requested change is to align the ESM program with an appropriate CIP Code. Over the years, the ESM program has shifted from focusing on Educational Psychology (as defined by CIP 42.2806³) to a focus more aligned with the CIP Code for Educational Evaluation and Research (CIP 13.0601). The National Center for Education Statistics defines programs in Educational Evaluation and Research as programs that “focus on the principles and procedures for generating information about educational programs, personnel and methods, and analyzing such information for planning purposes. Includes instruction in evaluation theory, evaluation research design and planning, administering evaluations and related data collection activities, data reporting requirements, data analysis and interpretation, and related economic and policy issues.” The curriculum of the ESM program closely aligns with the program evaluation focus of

² Dates given are based on when the program was first listed in the Graduate Catalog.

³ The CIP Code for Educational Psychology (CIP 42.2806) defines these programs as “A program that focuses on the application of psychology to the study of the behavior of individuals in the roles of teacher and learner, the nature and effects of learning environments, and the psychological effects of methods, resources, organization and non-school experience on the educational process. Includes instruction in learning theory, human growth and development, research methods, and psychological evaluation.”

the Educational Evaluation and Research CIP code (for a list of courses, see Table 3 in the Curriculum Comparison section).

Converting the Evaluation, Statistics, and Methodology (ESM) concentration into a stand-alone Ph.D. program housed under the CIP 13.0601 is an overdue modification as the courses taught within the program better align with the description of the Educational Evaluation and Research CIP Code as opposed to its current Educational Psychology CIP Code. Given the focus of the curriculum on program evaluation, applied statistics, and research methodology, moving the ESM program under the Educational Evaluation and Research CIP Code (13.0601) further clarifies and defines the focus and intent of the program for training graduate students to be competent evaluators and educational researchers rather than educational psychologists.

Justification/ Rationale for the Proposed Change

Since the conception of the ESM program, the number of faculty in the program has doubled, and student enrollment has steadily increased over the years. The course offerings in the program are in high demand by graduate students across the college and university. The ESM program meets the curricular requirements to become a stand-alone Ph.D. major.

In addition to the curriculum better aligning with the Educational Evaluation and Research CIP Code, graduates of the ESM program overwhelmingly go into educational evaluation occupations rather than educational psychology positions. Of our most recent graduates, 44% are employed in an evaluation or assessment occupation, 28% are employed as researchers or methodologists within an organization, 17% are employed as data scientists/analysts, statisticians, or psychometricians, 11% are employed as faculty in higher education institutions, and 0% are employed as educational psychologists (see Table A1 in Appendix C for a list of job titles and employers of recent ESM alumni). While the graduates of the ESM program have secured positions in various fields, these fields are directly congruent with our program's focus on evaluation, applied statistics, and methodology rather than educational psychology.

Elevating the ESM program to a stand-alone degree program and modifying the CIP code will provide the program with the proper organizational structure and provide students with better career networking opportunities as employers will better understand the skillsets our students possess when referencing their degree title as Evaluation, Statistics, and Methodology opposed Educational Psychology and Research. Furthermore, elevating the program to a stand-alone major and classifying the program in the Educational Evaluation and Research CIP 13.0601 will help with recruitment efforts as potential students will better understand the program's focus and course offerings. In addition, the U.S. Department of Homeland Security lists the Educational Evaluation and Research CIP Code 13.0601 as a STEM-designated program. Some of the benefits of a STEM-designated program include that veterans in these programs are eligible for the [Edith Nourse Rogers STEM Scholarship](#), and international students on an F-1 visa have the option to obtain work experience following the completion of their degree program through the [STEM Optional Practical Training \(OPT\) Extension](#) program.

Potential Impact on Existing Programs

In requesting to modify the Evaluation, Statistics, and Methodology program from a concentration to a Ph.D. major, we do not anticipate any negative impact on the current program or any other concentrations in the Educational Psychology and Research major. Letters of support from the department heads of the Educational Psychology and Counseling Department and Educational Leadership and Policy Studies Department attest that this program modification would not negatively impact the Adult Learning or Applied Educational Psychology concentrations. The letters of support are available in Appendix A. The Adult Learning concentration is moving as a concentration under the Education Ph.D. major. During the 2022-23 academic year, the curriculum review committee approved this request to move the concentration. Discussions are ongoing for the Applied Educational Psychology concentration with possible termination.

Impact on the Modified Program

One minor curriculum modification is required. EDPY 601 Professional Seminar (1 credit hour) will be replaced with ESM 660 ESM Research Seminar (1 credit hour). The Educational Psychology and Counseling department offered a one-credit hour seminar course that provided first-year doctoral students in the department an introduction to doctoral studies in educational psychology and counseling. This course is no longer relevant since the ESM program was moved from the Educational Psychology and Counseling Department to the Educational Leadership and Policy Studies Department. The ESM program is submitting paperwork to the Graduate Curriculum Review Committee for this change.

Impact on Other or Similar Programs

We do not anticipate any negative impact on other programs at UTK. Letters of support for the ESM program modification are provided by the heads of the Department of Educational Psychology and Counseling and the Department of Educational Leadership and Policy Studies and are available in Appendix A.

Teach-Out Plan for Current Students

The program curriculum for the Evaluation, Statistics, and Methodology Ph.D. major will be similar to the Ph.D. in Educational Psychology and Research major with a concentration in Evaluation, Statistics, and Methodology. All enrolled students can continue in the Educational Psychology and Research major or move to the new Evaluation, Statistics, and Methodology major. Given the number of students currently enrolled in the program, faculty will meet with each student individually to discuss their options. Since the UTK Graduate School Catalog stipulates that all doctoral degree requirements must be completed within eight years from the time of the student's first enrollment in a doctoral degree program, the Evaluation, Statistics, and Methodology concentration in the Educational Psychology and Research major will be phased out in Fall 2031.

Similar Programs Offered at Public and Private TN Institutions

There are currently no Ph.D. programs in Tennessee with the 13.0601 CIP Code nor any programs at any level in Tennessee with the same focus as the Evaluation, Statistics, and Methodology program. The most closely related program (i.e., those in the 13.06 Educational Assessment, Evaluation, and Research CIP Code) is presented in Table 2.

Table 2: *Overview of Existing Programs in the State*

Institution Name	Program Title and Degree Designation	CIP Code	Description/ Focus of Program	Miles from UTK
Middle Tennessee State University	EdD in Assessment, Learning, and Student Success	13.0601	<p>Concentrations in Higher Education and School Improvement.</p> <p>The Higher Education concentration is designed for practitioners in higher education. The program emphasizes applying essential knowledge and theory for enhancing and maximizing student success in institutions of higher learning. https://www.mtsu.edu/programs/assessment-learning-student-success-higher-ed/</p> <p>The School Improvement concentration offers research-based knowledge, analytical skills, and practical application to enhance student learning, increase assessment scores, and improve schools. https://www.mtsu.edu/programs/assessment-learning-student-success-k12/</p>	164

Curriculum Comparison

There are no significant curriculum changes as part of the modification request to elevate the Evaluation, Statistics, and Methodology concentration to its degree program. Since the Evaluation, Statistics, and Methodology faculty were moved to the Educational Leadership and Policy Studies department, the only curriculum change that will be made is to eliminate a one-credit-hour professional seminar course (EDPY 601) required for students in the Educational Psychology and Counseling department. To offset the loss of this one-credit-hour seminar course, first-year students in the program will be required to complete one credit-hour seminar course specific to the program (ESM 660), thus completing nine credit hours of ESM 660 in the new Evaluation, Statistics, and Methodology degree program instead of 8 hours when the program was classified as a concentration. This change is reflected in Table 3 below under the Applied Professional Experience heading.

Table 3: *Crosswalk of Course Changes for the ESM Concentration and ESM Degree Program*

ESM Concentration		ESM Ph.D. Degree	
ESM Core (15 hours)		ESM Core (15 hours)	
<i>Course</i>	<i>Hours</i>	<i>Course</i>	<i>Hours</i>
ESM 533 Program Evaluation I	3	ESM 533 Program Evaluation I	3
ESM 534 Program Evaluation II	3	ESM 534 Program Evaluation II	3
ESM 577 Statistics in Applied Fields I	3	ESM 577 Statistics in Applied Fields I	3
ESM 677 Statistics in Applied Fields II	3	ESM 677 Statistics in Applied Fields II	3
ESM 581 Educational Assessment	3	ESM 581 Educational Assessment	3
Advanced ESM Core (12 hours)		Advanced ESM Core (12 hours)	
ESM 651 Advanced Seminar in Evaluation	3	ESM 651 Advanced Seminar in Evaluation	3
ESM 678 Statistics in Applied Fields III	3	ESM 678 Statistics in Applied Fields III	3
ESM 680 Advanced Educational Measurement and Psychometrics	3	ESM 680 Advanced Educational Measurement and Psychometrics	3
ESM 667 Advanced Topics in ESM	3	ESM 667 Advanced Topics in ESM	3

Research Core (15 hours)		Research Core (15 hours)	
ESM 583 Survey Research	3	ESM 583 Survey Research	3
ESM 559 Introduction to Qualitative Research in Education	3	ESM 559 Introduction to Qualitative Research in Education	3
ESM 659 Advanced Qualitative Research in Education	3	ESM 659 Advanced Qualitative Research in Education	3
ESM 682 Educational Research Methods	3	ESM 682 Educational Research Methods	3
3 hours of approved research electives*	3	3 hours of approved research electives*	3

Applied Professional Experience (15 hours)		Applied Professional Experience (15 hours)	
EDPY 601 Professional Seminar	1		
ESM 660 ESM Research Seminar	8	ESM 660 ESM Research Seminar	9
ESM 670 Internship in ESM	6	ESM 670 Internship in ESM	6
Electives (9 hours)*		Electives (9 hours)*	
Approved Elective	3	Approved Elective	3
Approved Elective	3	Approved Elective	3
Approved Elective	3	Approved Elective	3
Dissertation (24 hours)		Dissertation (24 hours)	
ESM 600	24	ESM 600	24
TOTAL HOURS	90	TOTAL HOURS	90

**Selected in consultation with major advisor*

New Courses Needed

No new courses will be initiated into the program in the request of program modification.

Accreditation

There is no nationally recognized accrediting body for this proposed doctoral program. If approved, the Evaluation, Statistics, and Methodology Ph.D. program will undergo the required 5-year program review per university policy. Additionally, the Educational Psychology & Research Ph.D. program was last reviewed in 2019-20, of which all concentrations were included in this review.

Enrollment and Degrees Awarded by Concentration

Tables 4 and 5 present fall enrollment and degree awards for the Educational Psychology and Research major by concentration. Over the last four years, the Evaluation, Statistics, and Methodology program averages around 17.5 students per year and has graduated, on average, 3.5 students per year. Due to programmatic name changes, the enrollment data and degree awards for the Evaluation, Statistics, and Methodology concentration includes data for both the Evaluation, Statistics, and Measurement and the Evaluation, Statistics, and Methodology concentrations. Similarly, the enrollment data and degrees awarded for the Adult Learning concentration includes data for both the Adult Education and the Adult Learning concentrations due to a programmatic name change in this program during this period. The Applied Educational Psychology concentration was created in Fall 2018 but has yet to enroll any students.

Table 4: *Fall Enrollment for the Educational Psychology and Research major by Concentration*

Concentration	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Average
Adult Learning	23	22	22	23	22.5
Evaluation, Stats & Methodology	18	19	18	15	17.5
Applied Education Psychology					
Total	41	41	40	38	40.0

Table 5: *Degrees Award for the Educational Psychology and Research major by Concentration*

Concentration	2018-19	2019-20	2020-21	2021-22	Average
Adult Learning	5	1	3	3	3.0
Evaluation, Stats & Methodology	3	2	4	5	3.5
Applied Education Psychology					
Total	8	3	7	8	6.5

Student Learning Outcomes

The Student Learning Outcomes for the Evaluation, Statistics, and Methodology concentration will carry over to the degree program if the program modification request is granted. Minor modifications will be made to the student learning outcomes to update the degree program mentioned. Table 6 provides a crosswalk between the ESM program's Student Learning Outcomes and the courses and processes used to evaluate these outcomes. The 2021-2022 Student Learning Outcomes report for the ESM program is available in Appendix B.

Table 6: *Program Curriculum Alignment to SACSCOC Student Learning Outcomes*

Student Learning Outcomes	Courses
1) Students will write a scholarly literature review that seamlessly integrates references.	ESM 600 Dissertation ¹ After students have defended their dissertation, their final dissertation is reviewed and scored by at least two faculty members who assess scholarly writing using the literature review from the students' dissertations based on a three-point mastery rating scale.
2) Students will demonstrate mastery of the content in their academic concentration and apply it in a practice setting.	ESM 600 Dissertation ¹ Students complete comprehensive examinations during or immediately after their final semester of classes. At least two faculty members assess the students' comprehensive examinations using a three-point mastery rating scale. The ESM comprehensive examination consists of a scholarly writing sample and a portfolio of competencies.
3) Students Will Be Actively Engaged in the Profession by Presenting Research or Evaluation/Assessment Results or Publishing in Peer-Reviewed Journals	ESM 660 ESM Research Seminar ESM seminar students are required to give a presentation in the spring seminar on their scholarly engagement (e.g., research and evaluation projects, conference presentations, publications) and present results from a recent research/evaluation project. This presentation is scored by at least two ESM faculty based on a rubric developed for this learning outcome.

**Note:¹ The SLOs are aligned with the courses which produce the data and metrics under which these SLOs are assessed under SACSCOC. Part-time and full-time students vary in the hours enrolled when using dissertation credits to be in their comprehensive exam stage for SLO #2. Depending on the dissertation hours taken for their comprehensive exam determines the hours needed to complete the minimum of 24 dissertation hours to satisfy SLO #1.*

Current Program Faculty and Faculty Support for Proposed Change

Table 7 provides an overview of all program faculty, their academic rank, highest degree earned, number of dissertations successfully advised, and role in the program. The proposed change has the full support of all program faculty. All faculty are committed to teaching under the new major. In addition, the curriculum for the program is not changing.

Table 7: *Summary of Faculty Who Contribute to the Proposed Program*

Faculty Name	Faculty Dept.	Rank or Title	Highest Degree	Role in Program
Leia Cain, PhD	ELPS	Assistant Professor	PhD	A, B, C, D
Jennifer Ann Morrow, PhD	ELPS	Associate Professor	PhD	A, B, C, D
Louis M. Rocconi, PhD	ELPS	Associate Professor	PhD	A, B, C, D
Vacant	ELPS	New Hire for Fall 2023 (in progress)		A, B, C, D

Note: As shown in Table 7, contributions to the program are keyed as:

- A - Will teach in the program
- B - Will design curriculum for the program
- C - Will conduct related research
- D - Will advise students in the program

THEC Financial Projection Form and Associated Narrative

There are no costs associated with this proposed change. The new faculty line was already approved under the current concentration, and no new faculty lines are anticipated to meet the demands of this proposed change.

Appendix A: Letters of Support

Letter of support from Dr. Casey A. Barrio Minton, Professor, and Interim Department Head Educational Psychology and Counseling.



October 7, 2022

To Whom it May Concern:

I am writing this letter of support of the application to elevate the PhD in Educational Psychology and Research with a concentration in Evaluation, Statistics, and Methodology (ESM) to a major in Evaluation, Statistics, and Methodology.

The ESM concentration is currently one of three concentrations in the Educational Psychology and Research major (along with Adult Learning and Applied Educational Psychology). In August 2022, the ESM and Adult Learning faculty were moved from Educational Psychology and Counseling to the Educational Leadership and Policy Studies department. The Applied Educational Psychology concentration remained in EPC. While the Applied Educational Psychology concentration is listed in the graduate catalog, the concentration has never enrolled any students; we do not have plans to enroll students in this concentration. As such, the ESM concentration moving to its own major would not affect the Applied Educational Psychology concentration in my department.

Please reach out to me with any questions regarding the impact of ESM's proposal on the Educational Psychology and Counseling department (cbarrio@utk.edu; 865-974-8382).

Respectfully,

A handwritten signature in blue ink that reads 'Casey A. Barrio Minton'.

Casey A. Barrio Minton, PhD, NCC
Professor of Counselor Education
Interim Department Head, Educational Psychology and Counseling

Department of Educational Psychology & Counseling
535 Hailey Education Complex, Knoxville, TN 37996-3452
865-974-8145 865-974-9135 fax epc@utk.edu

BIG ORANGE. BIG IDEAS.
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Letter of support from Dr. Robert Kelchen, Professor and Department Head, Educational Leadership and Policy Studies.



October 2022

To whom it may concern:

My name is Robert Kelchen and I am professor and head of the Department of Educational Leadership and Policy Studies (ELPS) at the University of Tennessee, Knoxville. I am writing to support elevating the Evaluations, Statistics, and Methodology (ESM) program from a concentration to a major. This is in response to ESM moving from the Department of Educational Psychology and Counseling to ELPS.

ESM is currently located in the Educational Psychology and Research major along with Adult Learning, which is also in ELPS. The Adult Learning program will move under the Education major, so the ESM concentration moving to its own major will not affect Adult Learning. The programs serve different groups of students and have different goals, so these moves strengthen both programs.

Please do not hesitate to reach out with any questions about the ESM program or this proposal.

Sincerely,

Robert Kelchen, Ph.D.
Professor and Department Head
Department of Educational Leadership and Policy Studies
University of Tennessee, Knoxville
rkelchen@utk.edu

Educational Leadership & Policy Studies
325 Bailey Education Complex, Knoxville, TN 37996-3430
865-974-2214 865-974-6186 fax elps.utk.edu

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Appendix B: 2021-2022 SACSCOC Report for ESM

5

Educational Psychology & Research-PhD: Evaluation, Statistics, and Methodology (ESM)

1 Students will write a scholarly literature review that seamlessly integrates references.

Academic Major:

Educational Psychology & Research-PhD

AY Start:

07/01/2021

AY End:

06/30/2022

Assessment Team Members:

Louis Rocconi, ESM Program Coordinator

Casey Barrio Minton, Assessment Coordinator

ESM Faculty Members (holistic review)

Description (Optional):

To show competence in conducting scholarly research, which is paramount to being a competent scholar in the field of Educational Psychology and Research, a graduate of our programs should be able to write a detailed literature review in their content area.

Term data collected (Required):

Fall semester

Spring semester

Summer term

Course(s) or collection schedule detail (optional):

Data are collected on a rolling basis as students defend dissertations.

Direct Assessment Method(s) (Required):

Doctoral dissertations

Rubric for a direct measure

Direct Assessment Method(s) Description:

After ESM students have defended their dissertation, their final dissertation is reviewed and scored by at least two faculty members in their program area. At least two faculty members assess scholarly writing using the literature reviews from student dissertations based on a three-point mastery rating

scale. The instrument attached is based on the following published source.

Boote, D., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Attached Files

EPR Outcome 1 Rubric (1).pdf

Assessment Results & Analysis (Required):

At least two ESM faculty members rated the 7 student dissertations that were completed during this assessment period as follows (see attached file for complete data):

*This SLO was on an extended cycle in 2020-2021 because only two doctoral students defended their dissertations during the academic year; comparisons are made to the 2019-2020 assessment cycle.

	Mean	Mean from 2019-2020
A. Justified criteria for inclusion and exclusion from review	2.71	2.40
B. Distinguished between what has been done in the field and what needs to be done	2.71	2.47
C. Placed the topic or problem in the broader scholarly literature	2.79	2.60
D. Placed the research in the historical context of the field	2.71	2.40
E. Acquired and enhanced the subject vocabulary	2.52	2.53
F. Articulated important variables and phenomena relevant to the topic	2.79	2.80
G. Synthesized and gained a new perspective on the literature	2.40	2.20
H. Identified the main methodologies and research techniques that have been used in the field, and their advantages and disadvantages	2.64	2.47
I. Related ideas and theories in the field to research methodologies.	2.64	2.20
J. Rationalized the practical significance of the research problem	2.79	2.53
K. Rationalized the scholarly significance of the problem	2.64	2.07
L. Was written with a coherent, clear structure that supported the review	2.71	2.47

For all categories, the average of the 7 student dissertations met/exceeded the benchmark of 2.25/3.00.

Noted strengths during this assessment period were as follows:

- C. Placed the topic or problem in the broader scholarly literature (2.79),
- F. Articulated important variables and phenomena relevant to the topic (2.79), and
- J. Rationalized the practical significance of the research problem (2.79).

The two lowest-rated areas were as follows:

- G. Synthesized and gained a new perspective on the literature (2.40),
- E. Acquired and enhanced the subject vocabulary (2.52).

Compared with the last assessment results in 2019-2020, ESM students demonstrate improvement in every category except the following:

- E. Acquired and enhanced the subject vocabulary [2021-2022 = 2.52 and 2019-2020 = 2.53]
- F. Articulated important variables and phenomena relevant to the topic [2021-2022 = 2.79 and 2019-2020 = 2.80]

The most notable improvement compared to the last assessment cycle (2019-2020) include the following:

- K. Rationalized the scholarly significance of the problem increased from 2.07 to 2.64
- I. Related ideas and theories in the field to research methodologies increased from 2.20 to 2.64
- A. Justified criteria for inclusion and exclusion from review increased from 2.40 to 2.71
- B. Distinguished between what has been done in the field and what needs to be done increased from 2.47 to 2.71
- D. Placed the research in the historical context of the field increased from 2.40 to 2.71
- J. Rationalized the practical significance of the research problem increased from 2.53 to 2.79

Action(s) Taken Category(ies) (Required):

Course revisions

Action(s) Taken (Required):

The ESM faculty will implement several strategies designed to continue to support this learner outcome. Specifically, we have started incorporating pedagogical changes to our curriculum that we

believe will address our students' deficiencies in writing a literature review. Within our required ESM seminar (students are required to take the seminar for 5 semesters before their comprehensive exam), we will continue to enhance our scholarly writing activities. First, we will include Strunk & White's *Elements of Style* (1999) and Roberts and Hyatt's *The Dissertation Journey* (2018) as readings in the seminar. Second, we will include additional training on synthesizing literature and an activity related to this topic for students in their last year of seminar. We will continue to offer other scholarly writing activities, such as peer editing, and require students to submit some type of scholarly writing each year in the seminar. Lastly, we will continue to require students to submit a scholarly writing sample as part of their comprehensive exam, allowing them to receive additional feedback on their writing before writing their dissertation.

2 Students will demonstrate mastery of the content in their area of academic concentration and apply the content in a practice setting

Academic Major:

Educational Psychology & Research-PhD

AY Start:

07/01/2021

AY End:

06/30/2022

Assessment Team Members:

Louis Rocconi, ESM Program Coordinator

Qi Sun, Adult Learning Program Coordinator

Casey Barrio Minton, Assessment Coordinator

Description (Optional):

To show competence in conducting scholarly research, which is paramount to being a competent scholar in the field of Educational Psychology and Research, a graduate of our program should be able to demonstrate competence in the skill sets related to their specific concentration. The comprehensive exam is used to assess students' mastery of content in their area of academic concentration, including their ability for conceptual application, before the dissertation.

Term data collected (Required):

Fall semester

Spring semester

Summer term

Course(s) or collection schedule detail (optional):

This learner outcome is on a rolling basis as students complete comprehensive examinations.

Direct Assessment Method(s) (Required):

Graduate comprehensive exam

Rubric for a direct measure

Direct Assessment Method(s) Description:

All students in the EPR major complete comprehensive examinations during or immediately after their final semester of classes for their program. Two or three faculty members from the students' program assess comprehensive examinations based on a three-point mastery rating scale (see rubric attached). The ESM comprehensive examination consists of two parts. The first part is a scholarly writing sample, either a first-authored publication the student has written during his/her time in the program or a draft of the first two chapters of the dissertation. The second part is a portfolio of competencies.

Attached Files

EPR Outcome 2 Rubric.pdf

ESM Doctoral Portfolio Guidelines.docx

Assessment Results & Analysis (Required):

The ESM Ph.D. program had four students complete comprehensive exams during this assessment period. Using the approved rubric, two or three ESM faculty rated students' comprehensive exam materials (i.e., portfolio and scholarly writing sample). The mean ratings for the 6 categories are as follows:

Item	Mean	Mean from 2020-2021
1. Relevant (discipline) content research studies are introduced.	3.00	2.89
2. Content research studies introduced are used effectively.	3.00	2.50
3. Relevant (discipline) content theory is introduced	2.79	2.50
4. Content theory introduced is used effectively.	2.75	2.75
5. Content concepts are applied to a practice-setting situation	2.87	2.89
6. The application of content to practice settings is potentially capable of positively influencing educational practice	2.75	2.54

For this assessment cycle, the two categories with the highest ratings were 1. Relevant (discipline) content research studies are introduced, and 2. Content research studies introduced are used effectively. We exceeded our benchmark of 2.4 for all 6 categories. Compared to the last assessment cycle, ratings in 4 out of 6 categories increased while one other remained stable and the other slightly decreased ($\Delta = .02$). We are proud of our students' scores and attribute the improvement in students' comprehensive examinations to our increased focus on required comprehensive exam elements within all of our courses and seminar. We also offer an optional comprehensive examination training session for third-year students. We have also offered additional training and mentorship on the importance of reflective practice as well as developing work products in their courses/internship experiences that showcase their skills and competencies.

Action(s) Taken Category(ies) (Required):

Student support/ mentoring
Course revision

Action(s) Taken (Required):

Although in this assessment cycle, we met or exceeded our benchmark for all categories, we can always make improvements in this area. One element that seemed to make a difference was offering additional training on the required portfolio elements earlier in the students' third year (i.e., the last year of the seminar). We will continue to offer this additional training early in year 3 for our students. We will also offer additional training on writing more comprehensive reflections within our seminar as well as required reflections in more of our required courses. We will continue to offer mentorship and support to our students each semester as part of our Student Outcomes Annual Review (SOAR) evaluations, where each student meets with all of the ESM faculty (twice a semester) to review their progress and address strengths and areas of improvement.

Next Scheduled Assessment Analysis Term (Required):

Spring semester
 Fall semester
 Summer session

Next Scheduled Assessment Analysis Year (Required):

AY 2022-2023

3 Students Will Be Actively Engaged In The EPR Profession By Presenting Research or Evaluation/Assessment Results Or Publishing In Peer-Reviewed Journals.

Academic Major:

Educational Psychology & Research-PhD

AY Start:

07/01/2021

AY End:

06/30/2022

Assessment Team Members:

Louis Rocconi, ESM Program Coordinator

Qi Sun, Adult Learning Program Coordinator

Casey Barrio Minton, Assessment Coordinator

Description (Optional):

It is expected that our students engage with the EPR scholarly community as graduate students. Students will be actively engaged in their profession by presenting or publishing their scholarly work. This learner outcome is assessed via a systematic, rubric-based examination of scholarship efforts.

Term data collected (Required):
Spring semester

Course(s) or collection schedule detail (optional):
End of each spring semester.

Direct Assessment Method(s) (Required):
Scholarly Presentation or Publication
Rubric for a direct measure

Direct Assessment Method(s) Description:
All EPR majors were assigned to prepare and deliver a high-quality research presentation or scholarly publication that has the potential to favorably impact their discipline. This learner outcome was assessed program-wide with a focus on artifacts from student scholarly presentations at local, state, regional, and national conferences. All program faculty engaged in assessment of student performance using the rubric linked here.

Attached Files
SLO3 Rubric.docx

Indirect Assessment Method(s) (Optional):
Presentations - conference, professional

Indirect Assessment Method(s) Description:
As supplemental evidence, students submitted a CV along with presentation exemplar materials to the faculty for review.

Assessment Results & Analysis (Required):
Note: Although there is one EPR degree, students follow one of three program areas. Each program area has its own faculty and curriculum. Thus, it is not appropriate to compare mean ratings between program areas. We present findings for each program area separately.

During this assessment cycle, we had 16 active students. Of those 16 students, 13 had presentations or publications to score. The three students that did not have presentations or publications to score had graduated from the program during this assessment period and did not submit materials after three email reminders.

Each of the four ESM faculty rated the 13 students' presentation/publication exemplars. Refer to the SACS Outcome 3 - Student Data - 2022 file for complete ratings for the ESM concentration.

The average ratings for the three outcomes are listed below:

Item	Mean	Mean from 2020-2021
1. Overall evaluation of student's active research/engagement in the profession	2.08	1.90
2. Quality of exemplar presentation	2.63	1.75
3. Advances the EPR field	2.25	1.65

Our students for this assessment cycle met the benchmark of 2.0 for all three categories. This is a big improvement from the last assessment cycle when our students did not meet the benchmark in any category. The highest-rated category was 2. Quality of exemplar presentation (2.63). The lowest-rated category was 1. Overall evaluation of students' active research/engagement in the profession (2.08).

In comparison to the 2020-2021 assessment cycle, ratings increased for all of the categories. However, the 2020-2021 assessment cycle was unique and probably not comparable due to the COVID-19 pandemic. Due to COVID-19, nearly all professional conferences were canceled or moved to virtual (and in some cases, the number of acceptances was significantly reduced).

Action(s) Taken Category(ies) (Required):

Assessment methodology

Course revision

Action(s) Taken (Required):

This learner outcome was updated this year from "Students will be actively engaged in their profession." to "Students will be actively engaged in the EPR profession by presenting research or evaluation/assessment results or publishing in peer-reviewed journals." This change made the SLO more specific, as well as more inclusive, as students will be able to submit examples that can be presentations or peer-reviewed articles.

For the next assessment cycle, rather than rating students' submitted exemplar presentation materials, we will rate students' required presentations from the seminar course. Seminar students (i.e., pre-comp students in the first three years of the program) will be required to give a presentation in the spring seminar on their scholarly engagement (e.g., research and evaluation projects, conference presentations, publications) as well as present results from a recent research/evaluation project. ESM faculty will score these presentations based on the same rubric developed for SLO 3.

To help address deficits in this area, we will also make pedagogical changes. We will modify the requirements for the seminar. Now, students will be required (not just encouraged) to submit a manuscript based on their collaborative group project as part of their seminar grade. We also will include more opportunities for students to gain practice in presenting within the seminar and other required ESM courses. We will encourage our students to develop more collaborative presentation proposals and manuscripts with their ESM peers and faculty in order to maximize their chances of their work being accepted for presentation or publication.

Next Scheduled Assessment Analysis Term (Required):

Spring semester

Next Scheduled Assessment Analysis Year (Required):

AY 2022-2023

Program level (Required):

Doctoral (research and professional)

Progress:

Ready for Review

Appendix C: Supplemental Program Information

Retention

To aid student retention within the Evaluation, Statistics, and Methodology (ESM) program, the program faculty have developed an annual review of ESM student progress called the Student Outcome Annual Review (SOAR). Every Fall and Spring semester, the ESM faculty meet with each student to provide guidance, support, and annual formative feedback as students progress throughout the program. The SOAR process provides guidance and feedback for ESM Ph.D. students on the following aspects of their academic journey: a) program planning, b) implementation, c) self-assessment of performance, and d) faculty assessment of student progress. This process remains in effect until a student achieves Ph.D. candidacy.

Graduation

Graduation from the program requires students to successfully complete 90 credit hours, including passing a comprehensive examination to proceed to doctoral candidacy and a dissertation defense to graduate from the program. A cumulative grade point average of 3.00 is required on all graduate coursework taken at UT to remain in good standing and to receive any graduate degree or certificate from the university.

Admission information for current concentration from 2022-2023 Graduate Catalog

Evaluation, Statistics, and Methodology

- A Master's degree is not required for students who apply for admission to the ESM concentration. For students who are admitted to the concentration, prior graduate work will be examined on a case-by-case basis as it might be used to satisfy the overall course requirements of the concentration.
- Admission to the Concentration will be based on
 - Grade point average at all collegiate levels
 - Statement of career goals
 - Letter of introduction and curriculum vita
 - At least 2 professional references
 - GRE scores

Admission information from the Graduate School

Anyone with a bachelor's degree from a regionally accredited institution, an institution accredited by another organization recognized by the Council on Higher Education Accreditation (CHEA), or an equivalent degree from a similarly recognized or accredited foreign institution who wishes to take courses for graduate credit, whether or not the person desires to become a candidate for a degree, must submit a formal online application for admission to graduate study or apply for transient status. No action is taken until a file is complete. An applicant will be notified once action has been taken by the department/program and the Office of Graduate Admissions. Applicants should check their status online.

The application and admissions process is a multi-step process.

- The applicant completes the application process (described below).
- The Graduate School screens the application to ensure the applicant meets minimal standards.
- The Director of Graduate Studies for the particular program will work with the program faculty to review the materials submitted. Acceptance will depend on a number of factors, including the applicant's credentials and the needs of the program.
- The Graduate School is notified of the program's admission decision.
- The Graduate School notifies the applicant of the admission decision.

To apply for admission, the following materials must be submitted to Graduate Admissions through the online application submission process:

The completed online Graduate Application for Admission.

- A non-refundable application fee paid by credit card or electronic check.
- One unofficial transcript from all colleges and universities attended submitted online at the time of application to the Graduate School. See the Graduate Admissions website for more information.
- An applicant may be required to undergo English Certification for admission to the Graduate School by submitting results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Official scores are required to be admitted to the Graduate School.
- Minimum scores required for admission to the Graduate School are
- A total score of 80 on the internet-based TOEFL (iBT).
- To register, contact Educational Testing Service (ETS). The ETS UT code is 1843.
- A 6.5 overall band score on the IELTS.
- To register, contact IELTS.
- The score will be considered valid if submitted within two (2) years of the test date.
- An applicant may be exempted from the English Certification requirement if:
- English is an official language in the applicant's country of citizenship, according to Countries With English as Official Language as published by the Graduate School
- OR
- English is the primary language of instruction at the institution in which the applicant received an undergraduate, graduate, or professional degree.
- Some graduate programs may have more rigorous requirements. Applicants are responsible for meeting the requirements of the graduate programs when the standards exceed those of the Graduate School.
- Additional departmental/program supplemental materials may include but are not limited to:
- Departmental supplemental application materials.

- Reference letters or rating forms.
- Scores from the Graduate Record Examination (GRE) (Educational Testing Service, the ETS UT code is 1843) or Graduate Management Admission Test (GMAT) (register for the GMAT as required by some programs).

Table A1: *Position Title and Employer of Recent ESM Alumni*

Title	Employer
Assessment and Accreditation Coordinator	University of Georgia
Assessment Specialist - Data Quality and Reporting	Georgia Department of Education
Associate Principal Evaluator	University of Mississippi
Clinical Assistant Professor	University of Iowa Medical Health Center
Data Scientist	Amplify
Director, Center for Academic Research & Excellence	Chattanooga State Community College
Director, Office of Research and Evaluation	San Diego Office of Education
Evaluation Specialist	Pennsylvania State University
Evaluation Specialist	National Institute for STEM Evaluation and Research, University of Tennessee
Executive Director, Planning, Evaluation, and Institutional Research	University of Tennessee, Chattanooga
Lead Tableau CRM Consultant	Atrium
Professor of Mathematics	Pellissippi State Community College
Psychometrician	Illuminate Education
Research Assistant	American Reading Company
Research Associate	Big Village
Senior Business Intelligence Analyst/Statistician	University of Kansas Medical Center
Senior Research Manager	Oxford University
Survey Researcher	Gallup

