



POST-GRADUATE STUDENT HANDBOOK



Published June 2025

www.mtsa.edu

315 Hospital Drive, P.O. Box 417, Madison, TN 37116

UPDATES

Date: Updated 2/25/2025

In keeping with its philosophy of offering a program of the highest quality, MTSA continually evaluates its educational program via its institutional effectiveness process and reserves the right to make changes in the policies, curriculum, or practicum at any time including any fees or costs related to these changes.

The MTSA Student Handbook is updated annually. However, items in the handbook may change between publications. Such changes are expected to be minimal. Students will receive notification of these changes and are expected to abide by them.

Unless otherwise stated, the updates below apply to all currently enrolled cohorts.

DATE	LINK TO PAGE	CHANGE(S) MADE
Date change made/approved	Name of policy/page changed and link to it	Brief description of the change(s) made
2/5/2025	Changed NET to NAEP throughout handbook	Changed all instances of the "Nurse Educator Track" or "NET" to "Nurse Anesthesia Educator Program" or "NAEP" per SACSCOC accreditation approval
2/5/2025	Student Lines of Communication	Updated to match current processes
2/5/2025	Performance Improvement Plan (DNAPC & NAEP)	New Policy Added
2/5/2025	Technical Support	Updated with link to the new student portal
2/5/2025	Student Portal	Updated with link to the new student portal
2/5/2025	Financial Assistance Programs	Updated NFLP Information
2/5/2025	Additional Qualifications	Changed list of individual post-graduate offerings to "post-graduate"
2/5/2025	Student Services	Updated list of student services to reflect current services offered.
12/17/2024	Student Dress Code Policy	Minor revisions to language to increase clarity
12/17/2024	Student Standards of Conduct Policy	Self-report language added, timeframe policy applies to students/applicants added, standards 29 & 30 added
11/12/2024	Enrollment Deferral Policy	New Policy Added

TABLE OF CONTENTS

Updates	2	Fitness Center	23
General Information	3	Nelda Faye Ackerman Learning Resource Center	23
President's Welcome	3	School Chaplain	24
Mission	3	School/Clinical Related Accident Insurance	25
Vision	3	Student Advisement	25
Core Values	3	Student Records/Transcript Requests	25
History & Heritage	3	School Life & Wellness Committee	25
Christian Seventh-day Adventist Legacy	4	Ultrasound Guided Regional (USGRA) Cadaveric and Point-of-Care Ultrasound (PoCUS) Workshops	26
MTSA's Underlying Educational Principles	4	MTSA Staff, Faculty, and Administration	26
Campus Location and Academic/Student Facilities	5	Academic Policies & Information	26
Accreditation	6	Academic Integrity Policy	26
Board of Trustees	6	Academic Policies Policy	27
Admissions Information	7	Academic Standards	27
Post-Graduate Admissions	7	Accommodation Requests	27
Additional Requirements for International Student Applicants	7	ASPMF Late Work Policy	28
Deposit	8	Course Audit Policy	28
Admissions Interview Process	8	Defining Enrollment Status	29
Acceptance Process	9	Discipline/Probation/Penalty Related Issues	29
Enrollment Deferral Policy	10	Disciplinary Actions	29
Re-Applicants	10	Evaluating and Awarding Academic Credit Policy (Formerly Transfer Policy)	31
Personal Attestations	10	Grading Policy (Post-Graduate)	31
Additional Qualifications for Admission, Progression, and Graduation	11	Ownership of Intellectual Property	32
Financial Information	12	Policy for Awarding Credit	33
Tuition Information	12	Professional Issues	34
Deposit	12	Refund Policy/Withdrawal Procedures	34
Tuition Due Dates	12	Withdrawals and Return of Title IV Aid	35
Financial Aid Mission	12	Student Temporary Leave of Absence	36
Cost of Attendance	13	Student Appeals	37
Nurse Faculty Loan Program (NFLP)	13	Student Progressions	38
Financial Assistance Programs	13	General Information & Policies	38
Financial Aid Entrance Orientation	15	Annual Security Report Availability	38
Federal Loan Entrance/Exit Counseling	15	Changes to Program	38
Disbursement Information	15	Computer and Network Use	39
Cancellation Procedure	15	Consumer Information	41
Repayment of Loans	16	Consumer Protection Policy	42
Satisfactory Academic Progress Policy for Federal Aid	16	Discrimination/Harassment	43
Academic Calendars & Schedules	17	Documentation	44
2025 Academic Calendar	17	Nondiscriminatory Policy	44
2026 Academic Calendar	18	Honor Code	44
2027 Academic Calendar	18	Release of Student Record Information	45
Technology Information	19	Stakeholders' Rights	47
Technology	19	Student Bereavement	48
Online Video Capture & Conferencing	19	Student Complaint/Grievance Policy	48
Technical Support	20	Student Counseling Policy	49
Technology Requirements	20	Student Drug & Alcohol	49
Student Portal	20	Student Lines of Communication	53
Learning Management System	20	Student Standards of Conduct	54
Microsoft Teams	21	Student Dress Code Policy	55
Clinical Record Keeping Service	21	Student Representation in Committees Policy	57
Student Services	21	Doctor of Nurse Anesthesia Completion Program	58
Goal of Student Services	21	General Information	58
Academic Coaching	21	Program Administrator's Welcome	58
Registration & Academic Schedules	22	DNAP-C Program Purpose Statement	58
Collaborative Student Study Areas/Lounges	22	Outcome Criteria Upon Completion of Program	58
Student ID Cards & Facility Access	22	Graduation Requirements	59

Institutional Statistics for DNAPC Program	59	Program Director's Welcome	92
Academic Summary	60	Program Information	92
DNAP-C Program Student Evaluations	60	Mission & Purpose	93
Course Sequence & Calendars	61	Value of Acute Surgical Pain Management Fellowship	93
2026 DNAP Completion & Nurse Anesthesia Educator Program Cohort Schedule	70	ASPMF Curriculum Plan	93
Admissions Information	72	Simultaneous Enrollment: ASPMF and DNAP Completion Programs	94
DNAP-C Admissions Requirements Checklist	72	Scope & Standards	94
Tuition Information	73	Preamble for Curriculum Development	94
DNAP-C Current Tuition and Fees	73	Acute Surgical Pain Management Fellowship Learning Outcomes ..	94
Simultaneous Enrollment in the 2026 Fellowship and DNAP-C Program	74	Fellowship Code of Conduct	95
Simultaneous Enrollment in the 2026 NAEP and DNAP-C Programs	75	ASPMF Late Work Policy	95
Nurse Anesthesia Educator Program	77	Progression through the Fellowship & Fellowship Completion Requirements	96
General Information	77	Evaluations	96
Nurse Anesthesia Educator Program Description	77	Acute Surgical Pain Management Fellowship Advisory Committee ..	97
Nurse Educator Learning Outcomes	77	ASPMF Program Student Evaluations	98
Program Director's Welcome	78	Admissions Information	98
Nurse Anesthesia Educator Program Mission Statement	79	ASPMF Admissions Requirements Checklist	98
Nurse Anesthesia Educator Program Purpose Statement	79	DNAP-C & ASPMF Admissions Requirements Checklist	99
Academic Summary	79	Course Sequence & Calendars	101
NEAP Program Student Evaluations	80	ASPMF Curriculum Map	101
Program Completion Requirements	80	2024-2025 ASPMF Calendar	102
Nurse Anesthesia Educator Program Goals	80	2025 ASPMF Schedule	102
Course Sequence & Calendars	82	Clinical Information	106
Nurse Anesthesia Educator Program Course Sequence	82	Clinical Expectations	106
2025 DNAP Completion & Nurse Anesthesia Educator Track Cohort Schedule	86	Clinical Site List	107
Admissions Information	87	Clinical Case Logs	111
Nurse Anesthesia Educator Program Admissions Requirements Checklist	87	Medical Malpractice Disclosure	111
DNAP-C & NAEP Admissions Requirements Checklist	88	Ultrasound Devices	112
Tuition Information	89	Tuition Information	112
Nurse Anesthesia Educator Program Tuition & Fees (2026 Cohort) ..	89	ASPMF Tuition Rates and Schedules	112
Simultaneous Enrollment in the 2026 NAEP and DNAP-C Programs	90	Simultaneous Enrollment in the 2026 Fellowship and DNAP-C Program	114
Acute Surgical Pain Management Fellowship	92	Course Catalog	116
General Information	92	ASPMF 700-770: Acute Surgical Pain Management Courses	116
		DNAP 705-785: DNAP Completion Courses	117
		DNED 700-721: Nurse Anesthesia Educator Program Courses	124

GENERAL INFORMATION

PRESIDENT'S WELCOME



Welcome to the Doctor of Nurse Anesthesia Practice Degree Completion Program at the Middle Tennessee School of Anesthesia (MTSA). We are pleased that you have entrusted MTSA with helping advance your career and educational goals. You have our commitment that we will support your aspirations as you achieve this new level of professionalism and scholarship within the nurse anesthesia profession.

MTSA faculty and staff focus on you and are committed to providing an atmosphere conducive to collegial relationship building. The School is built upon a strong foundation embracing Christian, Seventh-day Adventist values and beliefs, academic excellence, and superb clinical skills.

Feel free to contact me if I can help you in exploring all the possibilities before you. Thank you for the trust and confidence you have placed with us. I assure you that we will do all we can to meet and exceed your expectations! Welcome to MTSA.

Chris Hulin, DNP, MSN, MBA, CRNA

President

MISSION

Middle Tennessee School of Anesthesia exists to provide a Christian, Seventh-day Adventist learning environment that fosters the pursuit of truth, excellence in and access to graduate nurse anesthesia education, and a life of service.

VISION

Reviewed: 6/22/2022

Revised: 3/3/2025

Reflect Christ in a culture of service, inclusion, and diversity

Deliver an exceptional student experience that attracts premier applicants, promotes individual achievement, and results in a clinically excellent practitioner

Advance CRNA clinical practice, pedagogy, and professional development through education, strategic partnerships, and distinguished scholarship

CORE VALUES

- Christian, Seventh-day Adventist values-driven curriculum and program
- Academic and clinical excellence that fosters a life of service
- Wholistic approach to education, health care, and a balanced lifestyle
- Graduate education that prepares nurses and CRNAs to complete their educational goals and enter the workplace with confidence

HISTORY & HERITAGE

MTSA's quiet beginning has roots from more than a century ago. In 1904, a group of Seventh-day Adventist pioneers committed to health, wellness, and temperance traveled south from Battle Creek, Michigan to initiate a health care education institution among the poor and founded Nashville Agricultural and Normal Institute. This School developed and transformed through name changes and maturity including an elementary school, high school, junior college, and eventually a full college. Concurrently on the campus, a health work began with Madison Sanitarium which developed into Madison Sanitarium and Hospital, Madison Hospital, and finally nearly a century later, Tennessee Christian

Medical Center. The hospital provided a site for clinical training as the college educated scores of health care professionals. Since its beginning, the School regularly provided anesthesia at rural hospitals across the region as a service – which is the basis for the multiple clinical instruction locations today.

These ancestor institutions laid the groundwork for MTSA which began as the Madison Hospital School of Anesthesia for nurses in 1950 as part of Madison College. This rich history began more than 70 years ago when Bernard V. Bowen, CRNA, DSc, founded the School to facilitate nurse anesthesia education within the framework of Seventh-day Adventist beliefs, which included no Saturday classes. MTSA started with just two students in a 12-month program, but soon expanded to 18-months, admitting 16 students annually. On July 1, 1980, the school changed its name from Madison Hospital School of Anesthesia and officially formed as it is known today—the Middle Tennessee School of Anesthesia – the last vestige of Madison College and Madison Hospital that remains to this day.

CHRISTIAN SEVENTH-DAY ADVENTIST LEGACY

The Christian spirit of dedication and work that led to MTSA's development is very much alive today. The School continues to foster a learning environment encouraging strong moral principles and a close relationship with God. The Institution celebrates the diversity of faiths represented in the student body, faculty, and staff, and respects the differences of persuasion that are present. It operates with a wholistic, balanced approach to life which includes the physical, mental, emotional, moral, and spiritual – while encouraging a relationship with God as the Creator.

As a Christian church, Seventh-day Adventists are a faith community rooted in the beliefs described by the Holy Scriptures (both Old and New Testaments). In harmony with a broad overall mission to reflect Christ in its educational program, and in keeping with its Adventist heritage, the Middle Tennessee School of Anesthesia conducts classes with an exposure to Adventist beliefs.

Many of these beliefs are foundational and common to Protestant Christians from a variety of faith traditions and include -- *The Trinity; the Divinity of Jesus; a literal six-day creation; and, Salvation through faith in Jesus*. Yet, there may be some belief differences, including a 24-hour Sabbath rest from work and school beginning Friday evening sundown and concluding Saturday evening sundown, when no school-sponsored activities, classes, or events take place. You too may notice food choices limited to a diet exempt of certain options as a commitment to health and temperance.

Jesus Christ exemplified a life of service. It is MTSA's desire to follow His pattern and honor the Bible, while exhibiting this through learning, scholarship, and ministry. For more information regarding the SDA church visit www.adventist.org.

MTSA'S UNDERLYING EDUCATIONAL PRINCIPLES

MTSA recognizes the expanded role CRNAs fill as contributing members of the health care team. It is no longer enough that nurse anesthetists be skilled in anesthesia administration. They must also be able to assess their patients' medical status and plan a comprehensive anesthetic management program that encompasses the pre- and post-anesthetic periods, as well as the operative period.

MTSA aims to provide the academic climate and facilities necessary for the student to attain the body of knowledge and technical skills consistent with high standards of practice. In recognition of the important role played by CRNAs in the nation, and specifically in the Southeastern region of the United States, MTSA is historically constituted and strategically located, so as to play a vital part in meeting continuing needs for well-prepared anesthetists, both regionally and nationally.

MTSA believes that true education involves the growth of the spiritual, intellectual, and physical aspects of the student. In keeping with this belief, faculty members seek to provide a balanced program between the academic and clinical phases, so that knowledge and skills may be developed concurrently. The curriculum is integrated with academic and clinical experience occurring simultaneously. The acquisition of both intellectual and technical skills should start with the basic, then progress in logical steps to the more complex and advanced; each step building on the previous one. Throughout the entire educational process, Christian values should be emphasized in the daily lives of both faculty and students, for both their benefit and that of their patients.

MTSA believes that the student's role is one of an active participant in the educational process. This means students may participate in seminars, present case studies, write papers, and maintain independent study.

MTSA believes that the body of knowledge that constitutes the art and science of anesthesia is ever growing and ever changing. In keeping with this belief, MTSA endeavors to foster in both faculty members and students a thirst for knowledge and an intellectual curiosity that will promote lifelong professional growth and a desire for excellence. Graduates will be able to assist in the preparation of the next generation of anesthesia providers.

It is the goal of MTSA that graduates be well qualified to fill first level positions and be capable of working to their full scope of practice with other CRNAs or physician anesthesiologists.

It is the philosophy of MTSA that it be operated as a freestanding, single purpose, anesthesia specific, graduate degree granting institution.

CAMPUS LOCATION AND ACADEMIC/STUDENT FACILITIES

Revised: 6/24/2024

The MTSA campus has offices and classroom facilities located in Madison, Tennessee. The academic and simulation classes are held on campus. There are three main buildings on campus. Applicants are invited to contact the Admissions Coordinator to make an appointment to visit the School (615-732-7662, info@mtsa.edu).

The Bernard V. Bowen Academic Center teaching facilities include The Center for Simulation, a technological state-of-the-art lecture hall, as well as two seminar rooms for study, small group use, and static simulation classes. The offices of the Program Administrator and the Director, and Center for Simulation are located in this building.

The Center for Simulation houses two realistic operating rooms with three computerized human patient simulators (Two Laerdal SimMan 3G and SimBaby) to enhance both academic and clinical education.

The Anatomy Lab, constructed in 2024, is used for student learning and cadaveric workshops.

The outdoor patio area was converted into a year-round study area in 2024 and is available for group and individual study.

There is also a student lounge in this building, equipped with a dining area, refrigerator, microwave, dishwasher, ice machine, and vending machines. Students are responsible for their food, and clean-up of the lounge, and are to notify staff if there is a problem. Drinks taken out of the lounge must have a cap or lid when going into classrooms.

Practice Doctorate students have mailboxes located at the back of the classroom of the Bernard V. Bowen Academic Center during semesters 1-3. At the start of semester 4-9, student's mailboxes are moved to a metal filing cabinet within the student lounge labeled by cohort.

The M.E. "Ikey" Devasher Student Support Center houses the administrative support staff and faculty offices. On the first floor, there are student study rooms, as well as an area designated for a Mother's Room. The Board Room, which was renovated and opened in 2024, is also located on this floor. This room is used for Board of Trustees and other meetings, and doubles as a student study area when not in use by staff and faculty. The second floor includes the Heritage Room, a small conference room designed with online learning technology.

The Percy T. (PT.) Magan Building houses a large collaborative classroom that can be divided into 2 separate rooms or divided into multiple small group areas, each with state-of-the-art technology access. The student Learning Resource Center includes a 3204 square foot open space, with individual and group study areas, whiteboards, access to technology for presentations, as well as an adjacent outside covered patio, which is designed for small group interaction and celebration events. An additional area is available for quiet individual and small group study, along with state-of-the-art video conference technology.

The student Learning Resource Center/Library also includes a kitchenette with a dining area, refrigerator, microwaves, dishwasher, ice machine, and vending machine for student body use. There is additional seating on the back and side patios. Students are responsible for their food and clean-up and are to notify staff of additional needs. A copy/print center is also available in the student Learning Resource Center, free of charge.

A school fitness center is also available in this building with 24-hour, secure ID access. There are separate male and female shower facilities, as well as daily lockers for those using the fitness center. Fitness equipment requiring service should be reported to the Coordinator, Plant Operations.

The Office of the President, Executive Vice President, Vice President of Finance and Administration, and Administrative Personnel are housed in this building.

Facility Access: During the student's first semester, students are given electronic keycards which enable secure access to all buildings on campus. For security purposes, all doors to campus buildings are locked 24/7 and require keycard access.

School Hours: Campus buildings are open Monday - Thursday from 8:00 am to 6:00 pm. Outside of regular operating hours, students may access all buildings using their student ID keycards.

Wireless Internet Access: The MTSA Campus buildings and the outdoor covered patio areas are equipped with wireless internet service dedicated exclusively to students' use, to enable an entire class to work online simultaneously. The WIFI password is provided to students during the first semester.

Parking: Students must use the adjacent parking lots of TriStar Skyline Madison Campus and the Madison Campus Seventh-day Adventist Church. The parking lot behind the M.E. "Ikey" Devasher Student Support Center and adjacent to the Bernard V. Bowen Academic Center is for staff, faculty, and visitors only. There is one handicap spot available in the staff lot for anyone who has a placard or license plate that needs this service. The P.T. Magan building student and staff parking is noted with signage. This parking lot has two handicap spots available.

ACCREDITATION

Reviewed: 6/22/2022

COUNCIL ON ACCREDITATION OF NURSE ANESTHESIA EDUCATIONAL PROGRAMS (COA)

MTSA's Doctor of Nurse Anesthesia Practice (DNAP) degree and the ASPM Fellowship are accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), which is a specialized accrediting body recognized by both the United States Department of Education and Council for Higher Education Accreditation (CHEA). The next accreditation review by the COA is scheduled for 2027 for the DNAP degree and 2026 for the ASPMF. For questions specifically about the professional specialty accreditation of MTSA, contact the COA at the following address:

10275 W. Higgins Rd., Suite 906
Rosemont, IL 60018-5603
Phone: (224) 275-9130
Website: <https://www.coacrna.org>

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES (SACSCOC)

Middle Tennessee School of Anesthesia (MTSA) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the degree of Doctor of Nurse Anesthesia Practice (DNAP) and a Nurse Anesthesia Educator Program. Questions about the accreditation of MTSA may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at the following address or by using information available on SACSCOC's website:

1866 Southern Lane
Decatur, Georgia 30033-4097
(404)679-4500
<https://www.sacscoc.org>

The next reaffirmation review by SACSCOC is scheduled for 2029.

TENNESSEE BOARD OF NURSING (TBON)

MTSA has approval for the degree of Doctor of Nurse Anesthesia Practice (DNAP) from the Tennessee Board of Nursing (TBN). For questions about the Tennessee Board of Nursing's approval of MTSA, contact the Tennessee Board of Nursing at the following address:

State of Tennessee
Department of Health
Bureau of Health Licensure and Regulation Division of Health Related Boards
227 French Landing, Suite 300
Heritage Place Metro Center
Nashville, TN 37243
www.Tennessee.gov/health
1-800-778-4123

BOARD OF TRUSTEES

Revised: 8/2024

The Middle Tennessee School of Anesthesia, Inc. (MTSA), is a non-profit Tennessee corporation qualified as a 501(c) 3 organization in accordance with the Internal Revenue Code of 1986. Middle Tennessee School of Anesthesia is owned by Middle Tennessee School of Anesthesia, Inc. and is operated by a Board of Trust. Trustees represent the business, educational, financial, healthcare, and legal professions. The membership of the Board of Trustees is comprised of three categories, with approximately one-third community members, one-third Certified Registered Nurse Anesthetists (CRNAs), and one-third physician anesthesiologists. As such, the Board of Trustee members contribute broad and varied interests, abilities, and experience. The Board is charged with policy decisions and ensuring the future advancement of the Middle Tennessee School of Anesthesia. Since the Board typically meets per semester, it delegates interim authority to the Executive Committee of the Board of Trustees. Operational authority is delegated to the President.

As of February 2024, the members of the Board of Trustees are as follows:

Vic Martin, CRNA, MBA (Chairman)	Amanda Williams, MD
Vicki Davies, CPA (Vice-Chair)	Kristen Kenney, CRNA, MS
Paul Mazzoni, MD	
Ken Holroyd, MD	
Chris Reid, MS, CRNA Alumni President	

The MTSA President is an ex-officio, non-voting member of the MTSA Board of Trustees.

The Secretary of the Board of Trustees is the Executive Administrative Assistant.

ADMISSIONS INFORMATION

POST-GRADUATE ADMISSIONS

POST-GRADUATE ADMISSIONS REQUIREMENTS

Click the name of an academic offering below to learn more about the admissions requirements for each.

[Doctor of Nurse Anesthesia Practice Completion \(DNAPC\) Program Admissions Requirements](#)

[Acute Surgical Pain Management Fellowship \(ASPMF\) Admissions Requirements](#)

[Nurse Anesthesia Educator Program \(NAEP\) Admissions Requirements](#)

[Regional Anesthesia Foundations Course Admissions Requirements](#)

Applicants may also choose to enroll in more than one academic offering. When applying to complete multiple academic offerings simultaneously, applicants must complete the admissions requirements associated with each individual academic offering.

Click the links below to view a checklist of the admissions requirements for the following offerings:

[Doctor of Nurse Anesthesia Practice Completion \(DNAPC\) Program & Acute Surgical Pain Management Fellowship \(ASPMF\) Admissions Requirements](#)

[Doctor of Nurse Anesthesia Practice Completion \(DNAPC\) Program & Nurse Anesthesia Educator Program \(NAEP\) Admissions Requirements](#)

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENT APPLICANTS

- Professional RN/APN/APRN Licensure (as indicated by program)

Graduates who have not achieved licensure as professional Registered Nurses in the United States will not meet the eligibility requirements for application to MTSA.

- **Foreign School Transcripts**

For graduates of foreign schools, MTSA requires that all transcripts from foreign schools be reviewed by a common external agency. This review is the responsibility of the applicant, and will not be completed by MTSA. This external agency can be contacted via the following methods:

Director of Evaluation
World Education
Services, Inc.
P.O. Box 745
Old Chelsea Station
New York, NY 10113-0745
Telephone Number: 212-966-6311; Fax 212-966-6395; E-mail: info@wes.org

DEPOSIT

A non-refundable deposit of \$1,500 is required for each of the following academic offerings:

- Doctor of Nurse Anesthesia Practice Completion (DNAPC) Program
- Acute Surgical Pain Management Fellowship (ASPMF)
- Nurse Anesthesia Educator Program (NAEP)
- Simultaneous enrollment in any of the above (e.g., DNAPC & ASPMF or DNAPC & NAEP)

The non-refundable deposit must be paid upon acceptance and will be applied to the first tuition payment.

Upon acceptance, applicants will receive an email with instructions for paying the deposit via the applicant portal.

The deposit may be paid via the applicant portal using the following methods:

1. Credit card – Requires a 3% processing fee
2. Electronic Check

The deposit may also be paid using a check or money order. Please mail all checks and money orders to

Attn: Business Office

PO Box 415

Madison, TN 37116

ADMISSIONS INTERVIEW PROCESS

During the application cycle, the Screening Committee will conduct ongoing reviews of all completed applications. After this review process, applicants may be invited by MTSA to interview with the Admissions Committee. The Admissions Coordinator will contact potential students regarding the scheduled date and time for a personal interview.

Prior to a determination regarding acceptance, there will be a recorded interview the MTSA Admissions Committee will review. Members of this committee interview on topics related to the academic offering for which the applicant applied. These topics include but are not limited to the following:

DNAP Completion Program: Motivation for pursuing the DNAP degree, current practice setting, and areas of scholarly interest.

Acute Surgical Pain Management Fellowship: Motivation for applying to the Fellowship, current clinical practice, regional anesthesia experience

Nurse Anesthesia Educator Program: Motivation for pursuing a career in education, education experience, areas of interest (e.g., clinical, simulation, classroom, etc.).

Justification for acceptance or rejection of a candidate is not required nor noted in the applicant's file. Any questions regarding admission decisions should be directed to the Admissions Coordinator (info@mtsa.edu), who may then consult with the Program Administrator.

All applicants should dress in professional attire for the interview. Applicants should be aware that the interviews are recorded so the Admissions Committee members may view it later.

Completing an application does not guarantee an invitation to interview.

ACCEPTANCE PROCESS

Following the completion of interviews, the Admissions Committee will review each applicant before making the final admission decisions. Applicants will receive notification of the admission determination from the Office of Admissions.

To secure a position in the upcoming cohort, selected applicants must submit a letter accepting the admissions offer along with a non-refundable deposit to MTSA within ten (10) business days. The NON-REFUNDABLE DEPOSIT will be applied to the student's first tuition payment.

Failure to complete these tasks by the deadline will result in the forfeiture of the offered position. In such cases, MTSA reserves the right to offer the vacant position to an alternate applicant.

Admissions Committee decisions are only valid for the admission term stated in the acceptance. Any students wishing to request to defer their acceptance to a different term must follow the [Enrollment Deferral Policy](#).

Applicants may be invited to interview before all required application documents have been submitted. However, all application documents must be submitted before an admissions decision can be made.

Acceptance is contingent on acceptable background check results.

If an applicant withdraws after paying the non-refundable deposit, the deposit is forfeited.

WAITING LIST ACCEPTANCE

Applicants who are not selected during the interview process will be placed on a waiting list and may be considered for admission if a vacancy becomes available.

DENIED

Applicants who are not granted acceptance will receive written notification and remain eligible to apply for future Fellowship cohorts.

DEPOSIT

A non-refundable deposit of \$1,500 is required for each of the following academic offerings:

- Doctor of Nurse Anesthesia Practice Completion (DNAPC) Program
- Acute Surgical Pain Management Fellowship (ASPMF)
- Nurse Anesthesia Educator Program (NAEP)
- Simultaneous enrollment in any of the above (e.g., DNAPC & ASPMF or DNAPC & NAEP)

The non-refundable deposit must be paid upon acceptance and will be applied to the first tuition payment.

Upon acceptance, applicants will receive an email with instructions for paying the deposit via the applicant portal. The deposit may be paid via the applicant portal using the following methods:

1. Credit card – Requires a 3% processing fee
2. Electronic Check

The deposit may also be paid using a check or money order. Please mail all checks and money orders to

Attn: Business Office PO

Box 415

Madison, TN 37116

ENROLLMENT DEFERRAL POLICY

Policy Number: 5.1.305

DNAP PRACTICE DOCTORATE

While deferrals are uncommon, deferrals are occasionally granted to accepted applicants prior to enrollment for extenuating circumstances that create challenges for applicants to begin the DNAP PD program. Requests for deferrals will be reviewed by the Program Administrator on a case-by-case basis.

To request a deferral, accepted applicants must submit a written request to the Program Administrator, detailing the reason for the deferral request, along with documentation of the reason. If approved, enrollment may only be deferred for one year. Applicants may be required to complete additional application requirements during the deferment period.

Deferrals will only be considered in the following situations:

1. Military deployment
2. Unanticipated, urgent medical Issues

DNAP COMPLETION & NURSE ANESTHESIA EDUCATOR PROGRAM

Deferrals may be granted to accepted applicants prior to enrollment for extenuating circumstances that create challenges for the applicant. Requests for deferrals will be reviewed by the Program Administrator on a case-by-case basis.

To request a deferral, accepted applicants must submit a written request to the Program Administrator, detailing the reason for the deferral request. If approved, enrollment may only be deferred for one year. Applicants may be required to complete additional application requirements before reentry.

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP & REGIONAL FOUNDATIONS COURSE

Deferrals may be granted to accepted applicants prior to enrollment for extenuating circumstances that create challenges for the applicant. Requests for deferrals will be reviewed by the Program Director on a case-by-case basis.

To request a deferral, accepted applicants must submit a written request to the Program Director, explaining the reason for the request.

If approved, enrollment can be deferred up to one year. Fellowship applicants will be required to submit additional ultrasound images and an updated letter from the department head at their facility indicating the applicant's ability to perform regional anesthesia procedures.

UCNAP 500

Students may not defer enrollment in the UCNAP course to a future semester.

RE-APPLICANTS

Individuals who wish to apply for a new start date must submit a new written application and application fee.

Upon receipt of this application, the Admissions Office will review documentation submitted with previous application(s) to determine what documents are required to complete the new application.

Individuals who were enrolled at MTSA within the past year may be eligible to complete an abbreviated application. Please contact the Admissions Office (admissions@mtsa.edu) for more information.

PERSONAL ATTESTATIONS

In keeping with MTSA's drug-free environment, applicants are required to indicate any substance abuse on the application and are expected to refrain from substance abuse as students.

Students are also expected to be good citizens. Consequently, ALL applicants are required to indicate **any** charge, arrest, or conviction of a felony or misdemeanor, other than a minor traffic violation, even if they have been told that such a charge, arrest, or conviction has been expunged or dismissed from their record (Affiliates perform federal-level background checks, which reveal all charges, arrests, and convictions, even if expunged or dismissed at another level).

An explanation of any of the above should be addressed in a letter to the Program Director.

ADDITIONAL QUALIFICATIONS FOR ADMISSION, PROGRESSION, AND GRADUATION

Although this is not an all-inclusive list, MTSA believes the following qualifications represent some of the reasonable physical and intellectual requirements necessary to perform safely in both the educational program and profession of nurse anesthesia:

OBSERVATION AND COMMUNICATION

- Ability to communicate clearly and effectively with colleagues, patients of all ages, family members, and other members on the health care team in written and spoken English.
- Ability to process large amounts of information and activity in the operating room using visual, auditory, tactile, and other sensory cues to monitor and plan patient care.
- Ability to audibly distinguish the changes of pitch and tone of patient monitor devices and alarms.

COGNITIVE

- Possess foundational knowledge and ability to complete complex mathematical calculations without the use of electronic assistance.
- Skill to read and retain large amounts of information and draw from this information to critically analyze and problem solve.
- Ability to distinguish standard patient responses from non-standard responses and plan interventions accordingly using critical thinking. Also possess judgment to know when to call for assistance from other members of healthcare team.
- Maintain sustained focus and vigilance and respond to multisensory stimulation within a busy operating room environment for extended periods of time to protect patient safety.
- **Post-graduate Students:** Possess foundational Nurse Anesthesia knowledge and apply new concepts, theories, and evidence-based practice guidelines to explore alternative methods to provide patient care.

BEHAVIOR

- Exhibit professional and appropriate behavior when interacting with students, faculty, administrators, patients, all members of the healthcare team, and the general public.
- Maintain professionalism and confidentiality when dealing with student and patient issues, adhering to HIPAA guidelines (and FERPA guidelines, for NAEP students).
- Demonstrate flexibility and efficiency while working in a rapidly changing environment. Gracefully accept changes in assignments and scheduling.
- Display good judgment and ethical behavior that is in coordination with common Christian standards including honesty, integrity, sensitivity to culture and the person, and adherence to the professional nursing code of ethics.

MOTOR

- Display fine motor skills, coordinating touch and vision, necessary to complete complex tasks such as cannulation of veins and arteries, performance of regional anesthesia and direct laryngoscopy etc.
- For NAEP: Display fine motor skills, coordinating touch and vision, necessary to complete teaching and administrative tasks such as classroom, simulation, and clinical teaching.
- Demonstrate strength and ability to assist safe transfer of the patient.

- Stamina to stand or sit for extended periods of times.
- Respond quickly to changes in patient condition and participate in intervention, including but not limited to cardio-pulmonary resuscitation and emergency transportation.

FINANCIAL INFORMATION

TUITION INFORMATION

Please click each link below to view information about the current tuition and fees for each post-graduate academic offering.

- [Doctor of Nurse Anesthesia Practice Completion Program \(DNAPC\)](#)
- [Acute Surgical Pain Management Fellowship \(ASPMF\)](#)
- [Nurse Anesthesia Educator Program \(NAEP\)](#)
- [Simultaneous Enrollment in DNAPC & Nurse Anesthesia Educator Program](#)
- [Simultaneous Enrollment in DNAP-C Program & ASPMF](#)
- [Simultaneous Enrollment in DNAP-C & NAEP](#)

DEPOSIT

A non-refundable deposit of \$1,500 is required for each of the following academic offerings:

- Doctor of Nurse Anesthesia Practice Completion (DNAPC) Program
- Acute Surgical Pain Management Fellowship (ASPMF)
- Nurse Anesthesia Educator Program (NAEP)
- Simultaneous enrollment in any of the above (e.g., DNAPC & ASPMF or DNAPC & NAEP)

The non-refundable deposit must be paid upon acceptance and will be applied to the first tuition payment.

Upon acceptance, applicants will receive an email with instructions for paying the deposit via the applicant portal.

The deposit may be paid via the applicant portal using the following methods:

1. Credit card – Requires a 3% processing fee
2. Electronic Check

The deposit may also be paid using a check or money order. Please mail all checks and money orders to

Attn: Business Office

PO Box 415

Madison, TN 37116

TUITION DUE DATES

Tuition is to be paid the first day of class. Those due dates are listed in the provided tuition schedule and will be reflected on the students account in CampusCafe by the start of each semester. Failure to pay by the date listed may jeopardize the student's enrollment in the learning management system.

FINANCIAL AID MISSION

The mission of the Office of Financial Aid is to assist students in achieving their educational goals by providing access to financial aid through government and private sponsored programs. The office promotes financial literacy and ensures students have the resources and tools needed to understand financial wellness.

COST OF ATTENDANCE

The Cost of Attendance (COA), or student budget, is an estimate of the cost of attending MTSA for an academic year. The components in the budget include tuition, fees, room, living expenses, books and supplies. Award amounts may not exceed the cost of attendance. MTSA reserves the right to adjust awards at any time because of changes in the student's financial status, academic status, and/or if the student receives additional outside assistance. Students are required to notify the financial aid office of any outside assistance awarded to them by other sources.

NURSE FACULTY LOAN PROGRAM (NFLP)

The Nurse Faculty Loan Program (NFLP) is available based on government funding each year. This loan is available to nurses returning to school to complete the Doctorate of Nurse Anesthesia Practice Completion Program and Nurse Anesthesia Educator Program that plan on becoming Nursing Educators upon graduation. Up to 85% of tuition may be forgiven in exchange for 4 years working as a nurse educator. Visit hrsa.gov for more information.

To be eligible to receive this grant you must be admitted to MTSA and show plan to educate after graduation.

- Students must complete the Free Application for Federal Student Aid (fafsa.gov).
- Sign the NFLP Fact Sheet
- Submit the NFLP Application
- Schedule a meeting with NFLP Project Director.
- Attend the NFLP Interview
- Submit a brief essay demonstrating commitment to Nursing Education
- Read the terms and conditions for both HRSA & NFLP

*Students enrolled in programs longer than 1 year must submit an NFLP application each academic year.

NFLP covers the cost of tuition and other reasonable educational expenses. Awards may be renewable for a maximum of three years, but this is contingent upon ongoing federal funding and therefore subject to change. The NFLP student borrower must complete the specified education component(s) for the advanced nursing degree program prior to graduating from the program.

If you are receiving the NFLP and withdraw from any program, and reapply to MTSA, you will not be eligible for the NFLP.

Forgiveness of NFLP Loans

It is expected that students accepted into MTSA are good citizens and individuals of high integrity, who fully expect to fulfill the teaching requirements set out in the NFLP guidelines. Students generally have 1 years to find employment as a nurse educator. Interest begins accruing following attendance at MTSA and the remaining balance may be made towards the loan upon graduation. The loan servicer does not notify the student when paperwork and required documents are due so it is important students take an active role in the loan process and remain in contact with Ms. Harmon-the Authorizing Official upon program completion.

MTSA Grant Director: Hallie Evans, hallie.evans@mtsa.edu, Authorizing Official Sharon Harmon, sharon.harmon@mtsa.edu

FINANCIAL ASSISTANCE PROGRAMS

MTSA encourages serious and deliberate consideration before making any borrowing decision. Education loans come from the federal government, from private sources and from other organizations. Loans from the federal government are federal student loans. There are differences between the federal, private, and personal loans. Interest rates can be lower for education loans than for personal loans and have deferment provisions whereby personal loans may not.

DIRECT UNSUBSIDIZED LOAN (TITLE IV)

Eligible students may borrow up to \$20,500 per academic year on a Federal Direct Unsubsidized Loan. Interest begins to accrue on loans from the date of disbursement and continues throughout the life of the loan. Loans have a six-month grace period before repayment begins. The grace period begins the date the student ceases to be enrolled at least half-time. Students may not borrow above the cost of attendance per loan period. These loans are not credit-based.

For more information about financial aid eligibility when enrolled in the DNAPC & ASPMF or DNAPC & NET simultaneously, please visit the pages below:

[Simultaneous Enrollment in DNAPC & ASPMF](#)

[Simultaneous Enrollment in DNAPC & NAEP](#)

DIRECT GRADUATE PLUS LOAN (TITLE IV)

Graduate PLUS loans are credit-based loans made to credit-worthy eligible borrowers or the student must obtain an endorser who does not have an adverse credit history. Students may borrow Graduate PLUS loans after first borrowing the yearly maximum Federal Unsubsidized Loan. Borrowers will complete a PLUS application and master promissory note each new loan period. The interest rate begins to accrue on the loans from the date of disbursement. Loans have a six-month grace period, before repayment begins, when the student ceases to be at half-time status. Borrowing may not exceed the cost of attendance, per loan period.

NURSE FACULTY LOAN PROGRAM (NFLP)

The Nurse Faculty Loan Program (NFLP) is available based on government funding each year. This loan is available to nurses returning to school to complete the Doctorate of Nurse Anesthesia Practice Completion Program and Nurse Anesthesia Educator Program that plan on becoming Nursing Educators upon graduation. Up to 85% of tuition may be forgiven in exchange for 4 years working as a nurse educator. Visit hrsa.gov for more information.

To be eligible to receive this grant you must apply and show plan to educate after graduation. An interview is required both to be accepted to the NFLP programs, as well as exit the program. If at any time during the program, you receive an incomplete or placed on any sort of probation, you will lose further eligibility for the NFLP for any future semesters at MTSA.

Students are responsible for reading the terms and conditions of both the HRSA NFLP.

If you are receiving the NFLP and withdraw from any program, and reapply you will not be eligible for the NFLP.

MTSA Grant Director: Hallie Evans, hallie.evans@mtsa.edu

PRIVATE LOANS

Private education loans are privately loaned from lenders outside of federal loan borrowing. Students enrolled in at least half-time DNAP Completion coursework are eligible to apply for private loan funds. Private or alternative loans require a separate application, credit check, multiple disclosures and a self-certification form. This is performed each time you borrow for a new loan period.

MTSA has no preferred lender list or arrangement and does not endorse any loan product or service. Students may apply directly with any lender that they choose.

ALTERNATIVE ASSISTANCE

SPONSORSHIP

Outside assistance may come in the form of scholarships, grants, and tuition assistance. If receiving any outside assistance, please notify the Office of Financial Aid (finaid@mtsa.edu) so any offers of assistance can be added to the financial aid package.

MILITARY BENEFITS

MTSA welcomes active-duty military service members, veterans, military spouses and family members. Students who anticipate using Veterans Education Benefits while in attendance at MTSA must notify the School Certifying Official in the Office of Financial Aid by emailing finaid@mtsa.edu. Once accepted to MTSA, students should submit a copy of the Certificate of Eligibility and DD214 (for service member) to begin the process.

VA EDUCATION BENEFITS POLICY

(Under the Veterans Benefits and Transition Act of 2018)

MTSA permits any **covered individual** (that individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post 9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of

eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs (VA) website-eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution, or
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

MTSA will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Covered individuals:

1. must accurately and completely fill out the VA application and submit it to the VA Regional Processing Office, also mailing them copies of buy-ups or kickers contracts, DD214, NOBE forms, signature pages and other important documents for your education claim, before classes begin at MTSA.
2. must submit a Certificate of Enrollment and the DD214 (service members) to the MTSA Financial Aid Office in order to process benefits.
3. must electronically verify their attendance with the VA each semester.

**GI Bill[®] is a registered trademark of the U.S. Department of Veterans Affairs (VA).

FINANCIAL AID ENTRANCE ORIENTATION

Enrolled students requesting federal/private loan assistance are required to schedule an orientation with the Financial Aid Office by emailing finaid@mtsa.edu. This orientation will occur prior to the program begin date. For further information contact finaid@mtsa.edu.

Procedures to Apply for Education Loans

- Must file the Free Application for Federal Student Aid (FAFSA) for the appropriate year <https://studentaid.gov/h/apply-for-aid/fafsa>
- Must attend the financial aid orientation with the Financial Aid Office prior to receiving aid
- Complete the required online entrance counseling and promissory notes for the loans

FEDERAL LOAN ENTRANCE/EXIT COUNSELING

The Department of Education provides mandatory online entrance and exit counseling to understand the terms and conditions of the federal loans and the rights and responsibilities when entering repayment. All students who have obtained federal loans during their studies at MTSA will complete exit counseling as a part of the graduation requirements. MTSA will be notified of the completion of each process.

DISBURSEMENT INFORMATION

Direct charges (tuition and fees) will be deducted from the student's financial aid first. MTSA will make a deposit of any credit balance into the student's bank account through an electronic transfer of funds. Student accounts are maintained by the Business Office and students may view their account information on their CAMS student portal.

CANCELLATION PROCEDURE

Students have a right to cancel all or part of their federal loan disbursement(s) awarded. The loans may be cancelled, with the Financial Aid Office, any time before the loan disbursement dates. Once MTSA is in receipt of the loan funds, students have a right to cancel all or part of the loans within 14 days after the disbursement date for the loan period. In order to cancel any or all of your loans, the student must confirm in writing the award(s) and amount(s) and send the request to finaid@mtsa.edu. Students are responsible for any unpaid balance on their student account. Borrowers will be advised of the status of their request for cancellation.

REPAYMENT OF LOANS

It is expected that students accepted into MTSA are good citizens and individuals of high integrity, who fully expect to repay all student loans. Students generally have 10 years to repay their loans. Interest is accruing on the loans while the student is in school, and payments may be made towards the loan prior to completion of the coursework to lower loan balances. The loan servicer will notify student when the first payment is due, usually following a six months grace period upon completion of the coursework. To learn about loan repayment options, students should contact their loan servicer.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FEDERAL AID

Policy Number: 5.1.302

Reviewed: 2018, 5/11/2021

Revised: 5/11/2021 (Policy approved by NAPC in 2018 and revised in May 2021, but not assigned a policy number), 10/21, BOT Approved 11/21

Federal financial aid regulations require that recipients of federal aid maintain satisfactory academic progress (SAP) toward the completion of their degree. All students' academic standing is evaluated by the MTSA Progressions Committee. SAP standards are separate from academic policies and are defined by the Financial Aid Office to remain eligible for federal Title IV aid. Those students receiving Title IV aid, whether full time or half-time and regardless of their enrollment status or program, will have their SAP evaluated at the end of each academic year consistent with the below standards. Students not meeting the required progression will be placed on Financial Aid Suspension. This policy applies only to the eligibility for students to receive federal Title IV aid.

MTSA Progressions Committee evaluates students' academic progress after each semester, decisions are made, and notices are sent to the Financial Aid Office for the following reasons:

1. Activation of academic student probation,
2. Removal from academic probation,
3. Decision to suspend or terminate student,

SATISFACTORY ACADEMIC PROGRESS (SAP)

At the official annual evaluation period, students receiving federal Title IV assistance must meet all three components of the SAP policy listed below:

- **Qualitative Requirement** - Maintain a cumulative grade point average (GPA) of 3.0, published for the DNAP program.
- **Quantitative Requirement or Pace** - Pace is calculated by dividing the total cumulative earned hours by the total cumulative attempted hours, including any repeated hours. Students must complete two-thirds or 67% of the total attempted hours for the academic year. Withdrawals, grades below a B, and incomplete grades are included in attempted hours.
- **Maximum Completion Timeframe** - Maximum timeframe is defined by the length of each academic program. Programs at MTSA have scheduled academic coursework which must be successfully completed. Any accepted transfer hours for the DNAP Completion program will be included in the maximum time frame evaluation. Students cannot receive federal aid after attempting the hours required for the completion of their academic program.

REPEATED COURSEWORK

Each time a course is taken counts as an attempt. Only when a passing grade is received is it counted as a completion. Students may only receive federal aid funding for one repetition of a previously passed course. Any retaken class(es) may count against a student's satisfactory academic progress.

FINANCIAL AID SUSPENSION

Any student not meeting the required number of credit hours or falling below the cumulative grade point average at the end of their academic year will be placed on Financial Aid Suspension. All future federal aid will be cancelled. The student will be notified by the Financial Aid Office of their suspension status. The student will remain on this status until they come into compliance with the SAP policy or until they have appealed with a favorable decision.

FINANCIAL AID APPEAL

Students on Financial Aid Suspension may appeal one time for reinstatement of federal Title IV aid with the Financial Aid Office. The appeal for reinstatement should include the following elements:

- An explanation of extenuating circumstances, such as injury, illness, death of a relative or other special circumstance as to why you failed to meet satisfactory academic progress requirements,
- An explanation of what has changed that will now allow you to demonstrate satisfactory academic progress at the end of the subsequent semester,
- Include supporting documentation from medical doctors, advisor, Program Administrator, psychologist, etc., to verify the information you are including in your personal statement. Failure to provide information may result in your appeal being denied.

If the student does not meet the terms of the Financial Aid Committee decision, then the student will remain on Financial Aid Suspension and will not be eligible for federal Title IV aid

FINANCIAL AID PROBATION

If the student's appeal is granted, the student will be placed on Financial Aid Probation and be eligible for federal aid during their probationary period (one payment period). The student must meet SAP at the end of the probationary period to continue to be eligible for federal Title IV aid. If it is determined, based on the appeal, that the student will require more than one payment period to meet progress standards, then the student will be placed on an academic plan, developed with the Program Administrator. If the student meets the requirements of the plan, the student is eligible to receive Title IV aid.

Admission to MTSA or maintaining good academic standing, as defined by the academic program, does not necessarily constitute maintaining satisfactory academic progress for federal aid purposes.

REINSTATEMENT OF AID

Students whose federal Title IV aid is suspended may have aid eligibility reinstated once SAP standards are met. It is the responsibility of the student to notify the Financial Aid Office for a reevaluation of the SAP for federal Title IV eligibility.

NOTIFICATION

Students will be notified in writing of results of any evaluation that affects their eligibility for federal funding.

ACADEMIC CALENDARS & SCHEDULES

2025 ACADEMIC CALENDAR

SPRING 2025 SEMESTER

January 6, 2025	Start of Spring 2025 Semester
January 13, 2025	Deadline to drop courses without a grade
March 10, 2025	Deadline to drop courses with a W grade
April 17, 2025	Last day of didactic courses
May 4, 2025	Last day of Spring 2025 Semester

SUMMER 2025 SEMESTER

May 5, 2025	Start of Summer 2025 Semester
May 12, 2025	Deadline to drop courses without a grade
July 7, 2025	Deadline to drop courses with a W grade
August 14, 2025	Last day of didactic courses
September 1, 2025	Last day of Summer 2025 Semester

FALL 2025 SEMESTER

September 2, 2025	Start of Fall 2025 Semester
September 9, 2025	Deadline to drop courses without a grade
November 4, 2025	Deadline to drop courses with a W grade
December 11, 2025	Last day of didactic courses
January 4, 2026	Last day of Fall 2025 Semester

2026 ACADEMIC CALENDAR

SPRING 2026 SEMESTER

January 5, 2026	Start of Spring 2026 Semester
January 12, 2026	Deadline to drop courses without a grade
March 9, 2026	Deadline to drop courses with a W grade
April 16, 2026	Last day of didactic courses
May 3, 2026	Last day of Spring 2026 Semester

SUMMER 2026 SEMESTER

May 4, 2026	Start of Summer 2026 Semester
May 11, 2026	Deadline to drop courses without a grade
July 6, 2026	Deadline to drop courses with a W grade
August 13, 2026	Last day of didactic courses
August 30, 2026	Last day of Summer 2026 Semester

FALL 2026 SEMESTER

August 31, 2026	Start of Fall 2026 Semester
September 7, 2026	Deadline to drop courses without a grade
November 2, 2026	Deadline to drop courses with a W grade
December 10, 2026	Last day of didactic courses
January 3, 2027	Last day of Fall 2026 Semester

2027 ACADEMIC CALENDAR

SPRING 2027 SEMESTER

January 4, 2027	Start of Spring 2027 Semester
January 11, 2027	Deadline to drop courses without a grade
March 8, 2027	Deadline to drop courses with a W grade
April 15, 2027	Last day of didactic courses
May 2, 2027	Last day of Spring 2027 Semester

SUMMER 2027 SEMESTER

May 3, 2027	Start of Summer 2027 Semester
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May 10, 2027	Deadline to drop courses without a grade
July 5, 2027	Deadline to drop courses with a W grade
August 12, 2027	Last day of didactic courses
August 29, 2027	Last day of Summer 2027 Semester

FALL 2027 SEMESTER

August 30, 2027	Start of Fall 2027 Semester
September 6, 2027	Deadline to drop courses without a grade
November 1, 2027	Deadline to drop courses with a W grade
December 9, 2027	Last day of didactic courses
January 2, 2028	Last day of Fall 2027 Semester

TECHNOLOGY INFORMATION

TECHNOLOGY

Students are issued an MTSA email address upon acceptance. Students are expected to check their MTSA email account on a routine basis. Failure to respond to emails from MTSA faculty and staff within two MTSA business days is considered unprofessional conduct, which is addressed in the [Standards of Conduct](#).

Utilizing Informacast Connect technology, a mobile phone will be used to receive urgent messages from MTSA administration.

Every student is required to have:

1. Reliable access to a personal portable/laptop computer equipped with video web camera capability for video conferencing and for completion of scholarly papers and presentations.
2. Reliable high-speed internet access to attend online courses, complete online assignments and conduct research.

The entire MTSA campus has free wireless access for students. There is substantial bandwidth available that will allow all students to be able to use their laptops for coursework, conferencing, and exams.

Wireless printing stations are also located on campus for student use. Students have free printing privileges for research and coursework needs

Microsoft Office 365 applications are the current standard at MTSA. Microsoft Office applications are available for download by accessing <https://portal.office.com> and, signing in with your MTSA email address and password. These applications can be installed on Macs, PCs, tablets, and mobile phones. Synchronous events will utilize the Microsoft Teams application that can be downloaded to any device.

ONLINE VIDEO CAPTURE & CONFERENCING

MTSA utilizes the latest in Microsoft Teams as a student support service. The video capture platform and video share technology allows students to interact online and develop a sense of community. Students can interact with each other in real-time using any mobile or desktop device and sessions can be video captured to store or share with other classmates who couldn't join live. Video can also be uploaded and comments, with video placement time stamps, can be posted to create asynchronous student interaction and collaboration for course content and student projects.

All students are expected to adhere to MTSA [Student Dress Code](#) whether online or in person.

TECHNICAL SUPPORT

Students can contact MTSA's IT department directly on campus, as well as by e-mail (itsupport@mtsa.edu).

Students are encouraged to contact technical support for any problems that originate with the hardware or software related to their academics by submitting an IT Support Ticket through the [Student Portal](#).

TECHNOLOGY REQUIREMENTS

For best viewing and functionality, the Google Chrome web browser must be used with the learning management platform.

Due to the nature of the online component, students must make sure their home computer has an internet speed of 2.5 MBPS (upload/download) or greater. Students can test their internet speed at www.speedtest.net.

Computers must have an internal or external web camera and microphone. Operating system requirements and operating system information can be found in the table below.

HARDWARE/SOFTWARE	AMOUNT OR VERSION	REQUIRED OR OPTIONAL
Webcam		Required
Microphone		Required
Hard Drive Space	20 GB Free HDD Space	Required
Memory	16 GB	16 GB Recommended, 8 GB Required
CPU	Equiv to Intel i3 2+ Ghz	Required
Mac Operating System	10.13, 10.14, or 10.15	
Windows OS	10 (Version 1803, 1809, 1903, 1909)	
Internet Speed/Bandwidth	Min 2.5 Mbps Upload Speed	Required

STUDENT PORTAL

Upon acceptance to the program, students are given access to the MTSA student portal (<https://ten-web.scansoftware.com/cafeweb/tl/login>).

The student portal includes the following:

- Links for Microsoft 365 and Brightspace
- A link to the online Learning Resource Center
- A link to submit an IT Support Request
- A Document Portal section where students can electronically sign forms, upload required documents, and view previously submitted documents.
- Information about tuition and payments
- Financial aid information
- Course schedules
- Access to final grades
- Access to view, print, or download unofficial transcripts

LEARNING MANAGEMENT SYSTEM

MTSA uses Brightspace from Desire2Learn (D2L) for its learning management system environment. All coursework and lecture material is posted to Brightspace by instructors. Students will submit assignments in Brightspace for their enrolled courses.

MICROSOFT TEAMS

Microsoft Teams is a collaboration and communication platform used to create meetings for synchronous events, record lectures, and retrieve academic-related information. Students can also create their own “teams” for peer-to-peer collaboration.

CLINICAL RECORD KEEPING SERVICE

MTSA utilizes a clinical record-keeping service to facilitate the maintenance of clinical records, as well as student evaluations. MTSA works with an online data management system to allow students to enter and maintain accurate clinical data.

Fellows will use a clinical case tracking system to capture the accurate history of procedures and clinical experiences during their time in the Fellowship.

STUDENT SERVICES

GOAL OF STUDENT SERVICES

The goal of Student Services at MTSA is to help students accomplish their goal of completing their program in a smooth and efficient manner.

MTSA provides Student Services in a variety of different areas, including but not limited to the following:

- [Academic Coaching](#)
- [Accommodations](#)
- [Admissions](#)
- [Business Services](#)
- [Collaborative Student Study Areas/Lounges](#)
- [Commencement Ceremony](#)
- [Community Service Program](#)
- [Counseling Services](#)
- [Electric Car Charger](#)
- [Fitness Center](#)
- [Mission Trip Participation](#)
- [Nelda Faye Ackerman Learning Resource Center](#)
- [New Student Orientation & Onboarding](#)
- [Program Completion](#)
- [Registration & Academic Schedules](#)
- [Safety Guidance Group](#)
- [School Chaplain](#)
- [School/Clinical Related Accident Insurance](#)
- [School Life & Wellness Committee](#)
- [Sigma Theta Tau: An Honor Society](#)
- [Student Advisement](#)
- [Student ID Cards & Facility Access](#)
- [Student Records/Transcript Requests](#)

ACADEMIC COACHING

MTSA is committed to student success. Students have the opportunity to meet with an Academic Coach at any time during their enrollment at MTSA. An Academic Coach meets one-on-one with a student to provide individual support, assess student strengths and needs, and devise a personalized plan of action.

Academic Coaches provide students with academic support and strategies to help in many areas, including but not limited to the following:

- Study Skills
- Time Management
- Test-Taking Strategies
- Test Anxiety
- Writing Assistance
- School-Life Balance & Returning to School

Students may decide to meet with an Academic Coach on their own, or they may be referred by a faculty member.

The Academic Coach also meets with each Practice Doctorate cohort in their first semester to review information related to the topics listed above. Information and resources related to these topics are also included in the New Student Orientation Course for all students.

For more information or to make an appointment, please email academiccoaching@mtsa.edu.

REGISTRATION & ACADEMIC SCHEDULES

The Registrar's Office registers all students for their courses each semester, using the Course Sequence found in the Student Handbook.

The Registrar's Office emails didactic course schedules each semester for the upcoming semester. This schedule is also accessible via the student portal.

COLLABORATIVE STUDENT STUDY AREAS/LOUNGES

The Student Lounge in the Bernard V. Bowen Academic Center serves to assist in improving the welfare of student life at MTSA, and to provide students with a neutral environment in which to build community. The Student Lounge is equipped with a dining area, microwave ovens, sink, dishwasher, ice machine, two refrigerators, coffee maker, and vending machines.

The M.E. "Ikey" DeVasher Student Support Center has three student study rooms designed for small group study. The Nelda Faye Ackerman Learning Resource Center is equipped with tables and seating available for student use. There is also space on the second floor designated for quiet study. The hallways of all three campus buildings have lounge chairs and benches, as well as high-top tables and chairs for individual use.

The student Learning Resource Center in the Percy T. (P.T.) Magan Building includes a 3204 square foot open space, with individual and group study areas, whiteboards, access to technology for presentations, as well as an adjacent outside covered patio, which is designed for small group interaction and celebration events. An additional area is available for quiet individual and small group study, along with state-of-the-art video conference technology.

The student Learning Resource Center also includes a kitchenette with a dining area, refrigerator, microwaves, dishwasher, ice machine, and vending machine for student body use.

Patios outside the Magan and Bowen buildings are equipped with tables and seating. There are several other tables with benches located outdoors, throughout the campus.

STUDENT ID CARDS & FACILITY ACCESS

Students are provided with an MTSA Student ID card during their first semester and are expected to wear it when representing MTSA at affiliate sites.

Students who live near campus may request their student ID cards to be enabled to access to the campus.

You can access the form to request campus access added to your student ID card in the New Student Orientation Course.

Students must notify the Coordinator of Plant Operations immediately if their student ID card is lost or stolen. All lost or stolen student ID cards that allow students to access the campus will be deactivated.

Students are required to pay a \$40.00 fee for a replacement student ID card.

Please contact the Coordinator of Plant Operations with any questions related to student ID cards or facility access.

FITNESS CENTER

The Fitness Center is an excellent facility provided for the health and wellness benefit of students, faculty, staff, and administration. There are also separate male and female shower facilities in the P.T. Magan building. This can be accessed anytime with student card access.

We ask that all students using the center follow the guidelines and procedures below for their own safety, to maintain the equipment, and to ensure cleanliness of the facility. All students must sign a waiver about fitness center use via the student portal before starting classes.

Students also have access to the basketball goal, located in the church parking lot, adjacent to the Bowen building.

GENERAL RULES FOR FITNESS CENTER USE

Participants are asked to adhere to the following guidelines:

- Complete Fitness Center Waiver located in the Student Portal.
- Participants must report injuries to either 911 or the MTSA Administrator on-call.
- Please show respect for the equipment, facility, and toward others using the center.
- Do not move or rearrange the equipment and/or exercise machines, unless otherwise permitted.
- No horseplay or loud, offensive language will be tolerated.
- Use a spotter when lifting heavy weights. Do not drop or throw the weights. Keep hands and loose clothes away from weight stacks, cables, and pulleys.
- To assure that all participants are able to use the machines, please limit use of cardio machines to 30 minutes when others are waiting.
- Proper attire is required at all times: Shirts, shorts or exercise pants, and athletic shoes must be worn. No sandals, open-toe shoes, or bare feet. Sport-bras must be covered by another shirt.
- Plastic water bottles are allowed. All other drinks, food, and glass containers are not allowed.
- The use of photographic equipment to take pictures of any person in the fitness center is prohibited without written consent of the person(s) being photographed.
- Please wipe off equipment after use with the sanitizer(s) that is provided. Please pick up trash, towels, and personal belongings before leaving. Try to leave the center in better condition than when you arrived.

Consult your physician prior to undertaking exercise in the center.

NELDA FAYE ACKERMAN LEARNING RESOURCE CENTER

MISSION

The Nelda Faye Ackerman Learning Resource Center (LRC) is designed to foster the advancement of education, research, and scholarship in nurse anesthesia by providing access to students, faculty, alumni, and the nurse anesthesia community for information needed to support and enhance professional practice activities.

HOLDINGS

Due to the technological advances of electronic and digital content acquisition, MTSA's collection can now be found via subscriptions to five databases, 37 e-journals, and 83 e-books. Any print materials are kept for historical significance in the field of nurse anesthesia and will remain at the discretion of the Research and Library Assistant.

Faculty instructing in any course may submit a request for electronic texts related to their subject area. Any purchases for written text for an entire class must be approved by the Program Director for the Research and Library Assistant to order. Regular review of the LRC holdings will be performed by the Research and Library Assistant, to assess and evaluate for relevancy and utilization of such holdings by the student body. Additions and deletions to the library's holdings will be reviewed annually through the Nurse Anesthesia Program Council (NAPC), after initial review and approval by the Research and Library Assistant.

LENDING AGREEMENTS

The Research and Library Assistant ensures that the Learning Resource Center maintains reciprocal lending agreements with other libraries to supplement gaps in the collection. These agreements include Freeshare, a cross-regional library group for National Library of Medicine (NLM) libraries that would like to participate in free, reciprocal lending. To join, libraries must report serial holdings in NLM's DOCLINE and agree to exchange free interlibrary loans with other participants. Students and faculty can order individual copies of full text articles via

Interlibrary Loan through the LRC request form. Typically, an article is received within 24-48 hours and emailed to the requestor. On the rare occasion that the requested article is not available from these reciprocal lending libraries, the article may be purchased by LRC once approved by the Program Director

The Research and Library Assistant belongs to Tennessee Health Sciences Library Association (TheSLA), a statewide library resource sharing group whose members participate in free reciprocal lending practices. The Research and Library Assistant is also a member of the Association of Seventh-day Adventist Librarians (ASDAL), whose primary focus is electronic content licensing and consists of 75 private academic libraries on six continents.

TEXTBOOK LOAN LOCKER

The Learning Resource Center provides a print copy of each required MTSA textbook, along with a print copy of texts from the NBCRNA bibliography. These textbooks are available for day loan via self-checkout and must remain on campus and returned to the loan locker by the end of the day.

LIBRARY HOURS OF OPERATION

The Research and Library Assistant is available by appointment in person, by telephone, by email, or Teams during normal MTSA business hours (Monday through Thursday, 8 am-6 pm). To ensure the LRC services, collections, and resources meet the student and faculty needs, an annual survey is conducted for feedback and suggestions to improve the processes and holdings.

RESEARCH SEARCH TIPS AND TUTORIALS

PUBMED (OPEN ACCESS)

[What is in PubMed? - YouTube](#)

[PubMed - YouTube](#)

[PubMed: Using the Advanced Search Builder - YouTube](#)

CLINICAL TRIALS – NATIONAL LIBRARY OF MEDICINE (OPEN ACCESS)

[Home - ClinicalTrials.gov](#)

OVID DATABASE

[Wolters Kluwer - Online Training \(ovid.com\)](#)

[Wolters Kluwer - Support & Training \(ovid.com\)](#)

CINHAL DATABASE

[CINAHL-Complete-Take-Away-Guide.pdf \(ebSCO.com\)](#)

COCHRANE LIBRARY

[Cochrane Library Training Hub \(wiley.com\)](#)

SCHOOL CHAPLAIN

The School Chaplain is available to support individual students and the MTSA community through pastoral care. The Chaplain leads the weekly on-campus religion DREL 800 series, where all first-year Practice Doctorate students are in attendance. Through this relationship, students have a source to contact should they face emotional or spiritual issues. The School Chaplain is also available via email or phone.

SCHOOL/CLINICAL RELATED ACCIDENT INSURANCE

Because DNAP students may participate in experiences related to the Scholarly Project in a healthcare arena where accidents may happen, such as needle sticks, and because these healthcare arenas may be unwilling to assume the risk of caring for DNAP Program CRNA completion degree format students in such situation, MTSA provides an accident insurance policy to assure they have appropriate healthcare treatment for an untoward event. Although MTSA provides this personal school-related accidental/injury insurance policy, MTSA does not assume the student's medical care nor provide health insurance. This coverage applies only to school related activities. The student must carry personal health insurance at all times throughout the program.

STUDENT ADVISEMENT

Advising is an essential part of student success and progression at MTSA. Success in the program depends on being a successful student in the academic courses. Each student's designated faculty advisor reviews progress with each student in the academic area. The advisors review summaries of the student's self-evaluation, the student's online Portfolio, and the Academic Record. These per semester sessions are scheduled with each student individually.

The Program Administrator is the full-time MTSA administrator who has the responsibility for interim student advisement, or advisement beyond the capacity of the faculty advisors. The Executive Vice President is also present at MTSA on a full-time basis and available for student advisement.

STUDENT RECORDS/TRANSCRIPT REQUESTS

The purpose of the MTSA Registrar's Office is to serve as custodian of student academic and clinical records. This office provides verification of enrollment or graduation upon request by students and alumni. All requests for verifications, transcripts, and/or letters of reference should be submitted IN WRITING to the Academic Support Specialist who is responsible for such records.

Transcript request information is located on the MTSA website in the Alumni section or can be accessed via this link (<https://mtsa.edu/alumni/transcript-requests/>).

To request a copy of your transcript, complete the [Transcript Request Form](#) and return it to Registrar's Office at MTSA via email (verifications@mtsa.edu), fax, or mail as stated on the form. Students and alumni can also request an [electronic copy of their MTSA transcript](#) through the National Student Clearinghouse.

SCHOOL LIFE & WELLNESS COMMITTEE

The goal of the School Life and Wellness Committee is to support the MTSA Vision and Core Values, which include a wholistic approach to education, healthcare and a balanced lifestyle, along with the development of a life of service.

The School Life and Wellness Committee disseminates information and resources related to the interrelated dimensions of wellness, including but not limited to the following:

- Physical Wellness
- Mental Wellness
- Spiritual Wellness
- Academic/Occupational Wellness
- Safety
- Community

The committee includes [student representatives](#) from each Practice Doctorate cohort, student representatives from the online programs, and MTSA staff and faculty.

The committee meets once a semester to discuss improvements to campus spaces, topics that arise in day-to-day life at MTSA, and opportunities that would benefit and enhance the overall well-being of each student.

The School Life and Wellness Committee also plans one event each semester. These events allow students, staff, and faculty to congregate. Past events have included chili cookoffs, wellness fairs, and baking contests.

The committee also provides snacks to students during exam week as a way to decrease stress and encourage students to take a break from studying.

The committee also organizes Service Month each year. See Community Service (ADD LINK) for more information.

ULTRASOUND GUIDED REGIONAL (USGRA) CADAVERIC AND POINT-OF-CARE ULTRASOUND (POCUS) WORKSHOPS

MTSA offers several Advanced and Basic Cadaveric Workshops each year for the Fellow to enhance their knowledge in anatomy and sonoanatomy while improving needling skills in ultrasound-guided regional anesthesia. In the ASPMF Clinical Practicum I and II course, there are requirements for the Fellow to attend these cadaveric workshops and pass a Competency-Based exam before rotating to ASPMF clinical sites. At these courses, anatomists perform detailed anatomic dissections on fresh cadavers, so the Fellow can receive advanced instruction on the identification of pertinent anatomic structures in USGRA.

MTSA also offers PoCUS focused workshops at the Advanced USGRA courses utilizing PoCUS simulation mannequins and "live" models. These simulation mannequins offer the ability to visualize 1,000 of pathologies on ultrasound, perform FAST and FATE exams from case-based scenarios, and provides a simulation-based learning technology for the Fellow to enhance their PoCUS assessment skills.

MTSA STAFF, FACULTY, AND ADMINISTRATION

Academic Faculty

Administration & Staff

ACADEMIC POLICIES & INFORMATION

ACADEMIC INTEGRITY POLICY

Policy Number: 5.1.109

Reviewed: 7/13/16

Revised: 7/13/16

Any student cheating on any test, exam, quiz, or assignment; who has falsified clinical documents, such as clinical evaluations or any other documentation; falsified signatures; or who has plagiarized any assignment, will be placed on immediate probation, with the recommendation for termination from the program. The case will be heard by the Progressions Committee and the Committee will make a determination of the recommendation for termination.

POSSESSION OR SHARING OF FACULTY PROPERTY OR MTSA PROPERTY

ALL quiz/test/exam questions/items are the express property of the faculty member who authored them and MTSA, and these questions/items are confidential information.

Any attempt to obtain, retain, re-create, possess, copy/reproduce, distribute, disclosure, transmit, or share of any portion of any quiz/test/exam materials (including portions of compilations of quiz/test/exam questions/items) from any class, by any instructor (whether they teach at MTSA or on any other campus), from any time (whether current or past), by any means (by written, electronic, oral or other form of communication, including but not limited to emailing, copying or printing of electronic files, and reconstruction through memorization/dictation), at any time (before, during, or after any quiz/test/exam), is considered to be cheating and stealing.

Receipt or acceptance of any portion of ANY quiz/test/exam questions/items is considered to be cheating.

After a quiz/test/exam, if a student has a question regarding any quiz/test/exam question/item, he or she must direct such a query only to the designated faculty member(s) responsible for that course (i.e. not to a guest lecturer), as students are prohibited from reviewing any quiz or test materials with MTSA staff members without instructor approval.

Nothing (to include notes and study guides) compiled during one year's class is to be shared in any manner with any other individual or group of individuals in any other year's class.

Any student found to have any such material in his or her possession, or to have participated in any such prohibited activities here identified, will be subject to disciplinary action, up to and including termination.

ACADEMIC POLICIES POLICY

Policy Number: 3.3.114

Reviewed: 8/6/2018, 2/2021

Revised: 8/6/2018, 2/2021 BOT approved 5/2021

MTSA publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. Educational policies appear in MTSA publications including the student handbooks and Faculty Handbook. These handbooks are available to their constituents through handbooks either the MTSA website, MTSA's internal ShareFile network, or in print, upon request. The handbooks are reviewed and updated annually to ensure accurate information is disseminated.

ACADEMIC STANDARDS

Advancement of each student to the next higher level or semester occurs at per semester intervals, upon faculty members' verification of the student's successful completion of each semester's course requirements. In order to progress unencumbered to the next higher level or semester, the student must meet the following conditions:

- All post-graduate coursework must result in a minimum earned grade of "B" (80% or above).
- Students will be dismissed from the program and referred to the MTSA Progressions Committee for receiving a failing course grade for any course. Failing is defined as any final course grade below 80%.
- Students who are placed on any type of probation, other than grade-related, greater than one (1) time will be dismissed from the program.
- Students have the right to appeal decisions of the Progressions Committee by following the MTSA [appeal process](#).
- Each student is carefully evaluated for academic achievement on a regular and continuing basis. Academic grades are published per semester on the academic transcript. Students shall be advised by their DNAP Program Administrator/Advisor concerning their academic progress at least each semester.
- Each student will have access to their unofficial MTSA Transcript at any time, via the student portal, reflecting academic progress, with current and cumulative GPAs.
- Students must keep a current RN license and APN/APRN (as applicable) license for the state in which they reside on file with MTSA during the entire program. The student must also possess a current RN license for any other state in which he chooses to participate in educational experiences.
- During NAP Council meetings, general observations about students are discussed. Recommendations by the committee are given to the Program Administrator.
- The Progressions Committee makes the final decision of official action based on student's performance.
- The student will be offered the opportunity to discuss his performance with the Progressions Committee, prior to any decision.

ACCOMMODATION REQUESTS

Policy Number: 5.1.303

Reviewed: 12/12/2022, 2/28/2023, 11/16/2023, 12/13/2023, 2/8/2024, 6/2024

Revised: 11/16/2023, 12/13/2023, 1/16/2024, 2/8/2024, 6/17/2024 BOT approved 8/2024

MTSA complies with the Americans with Disabilities Act (ADA). To ensure equal opportunity for all qualified persons, students with documented disabilities requiring accommodation have access to support personnel within the Office of the Executive Vice President. An agent of this office will collaborate with other faculty and staff as necessary to provide reasonable accommodations for courses and examinations. Accommodations help qualified students with disabilities access resources to assist them in meeting the technical standards for nurse anesthesia program admission, continuation, and graduation.

Requests for accommodation of a disability must be made in a timely manner to the Office of the Executive Vice President. Accommodations provided by MTSA are not retroactive.

Students who receive accommodations are responsible for notifying instructors before beginning each course.

PROCEDURE FOR REQUESTING ACCOMMODATIONS

Students with a documented disability may request a reasonable testing accommodation by submitting a written request along with supporting documentation to test.accommodation@mtsa.edu. These requests will be reviewed by the Office of the Executive Vice President.

Supporting documentation includes the following:

1. A written personal statement identifying the basis of your need for accommodation, the specific accommodation(s) you are requesting, history of past accommodations given, and how a documented disability impacts your testing ability.
2. A current, complete, and comprehensive evaluation from a qualified healthcare professional performed within the past five years. Qualified healthcare professionals must be licensed or otherwise properly credentialed, possess expertise in the diagnosis of the disability for which the accommodation(s) is sought, and have administered an individualized assessment of the student that supports the need for the requested accommodations.
3. Documentation from qualified healthcare professionals must include the following:
 1. Document presented on official letterhead from a licensed or qualified healthcare professional who has examined the student.
 2. Official diagnosis, date of diagnosis, and identification of current need for accommodations as supported by the diagnosis.
 3. Specific recommended accommodations/modifications.
 4. Dated and signed by a qualified healthcare professional.
 5. Results of psycho-educational or other professional evaluation(s).

ASPMF LATE WORK POLICY

Policy Number: 5.5.102

Assignments submitted after the due date without prior approval will receive a grade no higher than 80%. Failure to submit any assignment by the end of course without a request for an extension will result in a failing grade.

COURSE AUDIT POLICY

Policy Number: 5.3.103

Reviewed: 10/2022, 7/25/2023

Revised: 10/2022, 11/2022, 7/25/2023, 8/28/2023 BOT approved

Audit is a registration status allowing students to attend a course without receiving a grade or academic credit for the course.

REGISTERING TO AUDIT A COURSE

- Registration for audit is at the course instructor and Program Administrator's discretion.
- At the time of approval for audit registration, the instructor, Program Administrator, and student will agree upon the student's level of participation in the class.
- By the first day of class, the student must obtain the instructor and Program Administrator's signature on the Course Audit Agreement. This form must be submitted to the Registrar.

AUDIT GUIDELINES

- Only students enrolled in the DNAP Completion program may audit courses within the DNAP Completion program.
- Only students enrolled in the Nurse Anesthesia Educator Program may audit courses within the Nurse Anesthesia Educator Program.
- Only students enrolled in the ASPMF program may audit courses within the ASPMF program.
- Credit status/designation cannot be changed from audit to credit or vice versa after the first 5 MTSA business days of the course.
- MTSA [Refund Policy/Withdrawal Procedures](#) apply to audited courses.
- Audited courses do not count towards determination of enrollment status for purposes of financial aid eligibility.

- Unless student has already completed the course for a grade, fees for auditing courses are the same as for credit courses.
- Students are permitted to retake an audited course for credit.

AUDIT GRADES

- No traditional letter grade is issued, and the student will not receive credit for the course.
- The grade of AU, with no grade-point value, is awarded for students that audit a course and complete all requirements listed on the Course Audit Agreement.
- A student registered to audit a course may drop the course with no grade 5 MTSA business days after the course start date.
- If a student withdraws after the deadline to drop without a grade of W (5 MTSA business days after the course start date), a grade of "WA" is awarded.
- A grade of "WA" is also awarded if the agreed-upon level of participation by the student in an audit enrollment is not met.

DEFINING ENROLLMENT STATUS

Policy Number: 3.3.119

Revised: 8/22/2022, BOT approved 8/29/2022

MTSA defines full-time enrollment status as enrollment for eight (8) or more credit hours in a semester and half- time enrollment status across all programs as enrollment in 4-7 credit hours.

DISCIPLINE/PROBATION/PENALTY RELATED ISSUES

The discipline/penalty related issues addressed in this section are applicable whether the issue is academic or general/other in nature.

- In extreme cases, a student may be dismissed from the program without probation or suspension.
- Students who are required to spend an extended time in the program will be charged for the extension.
- Students must give written notice to the Program Administrator if they desire to have a decision heard by the Appeals Committee. The Appeals Committee has the right to review the entire issue and may support the Progressions Committee's action or may render a decision that may be more lenient or more severe. The student and Progressions Committee are expected to abide by the decision of the Appeals Committee. ([See Appeals Process](#))
- Any student who has been placed on academic, clinical AND professional probation will be recommended to the Progressions Committee for dismissal from the program.
- Students who are placed on probation (academic, clinical or professional) and have a reoccurrence of the same disciplinary type will be recommended to the Progressions Committee for dismissal from the programs.
- Upon completion of a probationary period, the student's situation will be reviewed by the Progressions Committee and his or her status determined.
- Any probationary period, regardless of the type of probation or the reason for the probation, will be reflected in the student's permanent file.
- Any probationary period, regardless of the type of or reason for the probation, may negatively affect a student's eligibility to receive financial assistance.
- Students receive certain penalties for late documentation. If documentation is not submitted as indicated, the student will not receive a diploma until all documentation is completed.

DISCIPLINARY ACTIONS

ADMINISTRATIVE RESPONSIBILITY TO DISCIPLINARY ACTIONS

In accordance with School policy, By-Laws, and Board of Trustees actions, the Program Administrator, who is the chief disciplinary officer, delegates the supervision of student disciplinary actions to the Progressions Committee, the NAP Council, and the President's Council. Actions that may be taken by the Program Administrator prior to presentation to the Progressions Committee include verbal counseling, disciplinary warning, remediation, probation, suspension, and loss of privilege. Recommendations and actions taken by the Progressions Committee may be subject to review by the NAP Council and/or the President's Council, prior to going to the Appeals Committee.

The Program Administrator, administrative officers, faculty, and staff are responsible for working with students to encourage compliance with all School policies and the Standards of Conduct.

PROGRESSIONS COMMITTEE

The MTSA Progressions Committee is an ongoing committee which meets regularly to determine students' progress within the program. When the Progressions Committee meets to discuss specific issues that involve individual student(s), the individual student(s) will be invited to speak to the Progressions Committee regarding the issue before a decision is rendered. The individual student(s) are invited to speak to the Progressions Committee, but the student(s) are not permitted to invite others to attend. The NAP Council is responsible for implementation and monitoring of any remedial and/or punitive actions. If the student(s) is (are) not satisfied with the decision of the Progressions Committee and/or the NAP Council or President's Council, the student(s) may request a formal hearing by the MTSA Appeals Committee.

There may be times the Progressions Committee, in its discussion of students' performance in general, determines that an action should be taken related to individual students. Upon notification of the decision, any students who feel extenuating circumstances existed which may have impacted on any decision of the Progressions Committee, and were unable to speak on their own behalf before the original decision was rendered, may give a written request to the Progressions Committee to speak on their own behalf to appeal the decision. The Progressions Committee will meet to allow a student to speak to the issue. The Progressions Committee may decide to alter its original decision or to stand by it. Should a student still not be in agreement with the final decision, the student may address the issue to the Appeals Committee.

ACTIONS WHICH MAY BE RECOMMENDED BY PROGRESSIONS COMMITTEE

The following actions may be recommended by this committee and may not apply to all programs.

LOSS OF PRIVILEGE

These penalties are intended to serve as reminders of operating regulations and are for specific periods of time. Such penalties may include loss of scholarship, loss of right to participate in certain School activities, loss of privilege of use of facilities, etc.

DISCIPLINARY WARNING

Disciplinary warnings are used for minor infractions. A warning indicates that further violations will result in more severe disciplinary actions. Warnings will be issued to a student in written form. A written warning, once issued, will be placed on the permanent file of the student. A student may petition the Warning to the NAP Council for documented situations, such as sickness or family issues.

PROBATION

Probation means that a student is permitted to remain at the School or clinical affiliate on a probationary status. If a student is found responsible for a similar violation during probation, the student may be suspended or dismissed. Other conditions of probation are specific to the individual case and may include loss of eligibility to serve on School committees or participate in specified School activities. Any probation for any cause will be reflected on the permanent transcript. An active vote to carry probation over to another term will count as an additional probation. Students' clinical probationary status will be made known to the affiliates' clinical coordinators where the student is scheduled to affiliate.

ANY probationary period, regardless of the type of or reason for the probation, may negatively affect a student's eligibility to receive federal financial assistance.

INDEFINITE SUSPENSION

Indefinite suspension means that no specific date has been recommended for readmission of the suspended student. This penalty is used when the prognosis of rehabilitation is uncertain, and the Progressions Committee and/or the NAP or President's Council desires that some additional evidence of rehabilitation be presented by the student prior to readmission to the School. Applications for readmission shall be considered by the Admissions Committee, with consultation from the Progressions Committee and the NAP and/or President's Council.

PERMANENT DISMISSAL/TERMINATION

Permanent dismissal means that a student is permanently barred from readmission to the School. This penalty is used when the violation of one or more of the Standards of Conduct is deemed so serious as to warrant a total and permanent disassociation from the School community.

EVALUATING AND AWARDING ACADEMIC CREDIT POLICY (FORMERLY TRANSFER POLICY)

Policy Number: 5.4.105

Reviewed: 1/5/17, 8/2018, 6/2022, 9/2022, 1/26/2023, 7/25/2023

Revised: 1/2017, 8/6/2018, 6/22/2022, 9/20/2022, 1/26/2023, 7/25/2023, 8/28/2023 BOT approved

DNAP PRACTICE DOCTORATE:

Due to the single purpose, lock-step nature, anesthesia-focused educational curricula that MTSA offers, transfer credits will not be accepted for students to the DNAP PD program.

DNAP COMPLETION

In the rare instance that a student applies to transfer into the DNAP Completion program from another DNAP completion program, MTSA would allow that applicant to petition the NAP Council for consideration of transfer of up to six (6) hours of academic credit for courses that are determined to be identical in overall student learning outcomes.

NURSE ANESTHESIA EDUCATOR PROGRAM

Transfer credits are not accepted for the Nurse Anesthesia Educator Program.

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP

Transfer credits are not accepted for the Acute Surgical Pain Management Fellowship.

GRADING POLICY (POST-GRADUATE)

Policy Number: 5.3.109

Reviewed: 2/2021, 9/2022, 7/25/2023, 11/16/2023, 12/13/2023, 7/2024

Revised: 2/2021, 9/20/2022, 11/2022, 7/25/2023, 11/16/2023, 12/13/2023, 2/12/2024, 7/25/2024 BOT approved 8/2024

Advancement of each student to the next semester is made by the Progressions Committee, with faculty recommendation, at the end of each semester.

Each advancing student will receive a transcript reflecting academic progress, with current and cumulative GPAs, within one week of the course ending.

THE MTSA GRADING SCALE IS BASED ON THE FOLLOWING 4.0 GRADING SYSTEM:

A =	90-100%	(4.0 Quality Points)
B =	80-89.9%	(3.0 Quality Points)
F =	Below 80%	(0.0 - Failing)
I=	Incomplete	See Grade of Incomplete below
W=	Withdrew	See Grade of Withdrew below
WF=	Withdrew Failing	See Grade of Withdrew Failing below
T=	Terminated	See Terminated below

No grades, including final course grades, will be rounded up.

MTSA expects all graduate-level coursework result in a minimum earned grade of "B". A Final grade of less than 80% in any post-graduate course results in dismissal from the program and a referral made to the MTSA Progression Committee by the Program Director for a full review and decision.

Students have the right to appeal decisions of the Progressions Committee by filing an appeal with the Appeals Committee.

GRADE OF INCOMPLETE (I)

If a student is unable to meet the requirements of a course by the end of the semester, the temporary grade of Incomplete (I) may be awarded by an instructor at the instructor's discretion. An incomplete grade requires written

understanding between the instructor and student acknowledging when the course will be completed, in the form of an Incomplete Contract. To be awarded an Incomplete grade, the Incomplete Contract must be signed by the student, instructor, and Program Director and submitted to the Registrar's office by the last day of the semester.

The maximum time limit for submission of all course work necessary for removal of an incomplete is the end of the last day of classes of the following semester in which the incomplete was incurred (i.e. an incomplete awarded in the 2nd semester must be converted by the last day of classes in the 3rd semester). If the time limit passes and the course is not completed, the grade of incomplete is changed automatically to a failing grade. Any failing grade will result in termination from the program. A grade of incomplete is not calculated in the grade point average. No student may graduate with an Incomplete on their transcript.

EXTENSION OF INCOMPLETE GRADE

For justifiable reasons, students may petition to extend the 'I' grade past the end of the deadline listed on the contract. Extensions require a new Incomplete Contract. Requests for extensions must be approved prior to the deadline, and the extension cannot be made retroactively.

WITHDRAWING FROM A COURSE

Students may drop a course within the first 5 MTSA business days of the semester with no grade.

GRADE OF WITHDREW (W)

Students wishing to withdraw from a course after the 5 MTSA business days will either receive a grade of "W" or "WF." To receive a W grade, a student must drop the course within the first 60% of the semester. A "W" grade does not impact a student's GPA.

GRADE OF WITHDREW FAILING (WF)

Students wishing to withdraw from a course after the deadline to withdraw with a "W" grade will receive a grade of "WF." A WF grade is calculated into a student's GPA as a failing grade (F).

TERMINATED (T)

An administratively terminated student is issued a final grade of "T" for all courses in which he/she is currently enrolled, and the termination is noted on the student's transcript.

OWNERSHIP OF INTELLECTUAL PROPERTY

Policy Number: 4.2.113

Reviewed: 3/14, 2/25

Revised: 01/09, 6/30/16, 2/13/2025 BOT approved 3/3/2025

MTSA recognizes the importance of intellectual property (IP) rights and seeks to establish clear guidelines regarding the ownership of materials, processes, and inventions developed by faculty members.

FACULTY-OWNED INTELLECTUAL PROPERTY

Faculty members retain ownership of any materials, processes, or inventions developed solely through their individual effort, time, and expenses. Such works may be copyrighted or patented in the faculty member's name.

Faculty members who have previously developed intellectual property meeting these criteria and wish to retain ownership and rights must disclose such works prior to any use on behalf of MTSA.

MTSA-OWNED INTELLECTUAL PROPERTY (WORK FOR HIRE)

Materials, processes, or inventions created or produced on behalf of MTSA as part of a faculty member's paid employment will be considered Work for Hire. In such cases, ownership shall vest in MTSA, and MTSA reserves the right to copyright or patent the intellectual property in its name.

SHARED DEVELOPMENT AND INSTITUTIONAL SUPPORT

If a faculty member utilizes MTSA resources (including but not limited to time, facilities, or funding) to develop materials, processes, or inventions, ownership and rights must be negotiated in advance. A written agreement between the faculty member and MTSA shall specify the ownership, vesting, and copyright rights prior to the commencement of work.

If no written agreement is established, ownership and all associated rights shall vest in MTSA.

POLICY FOR AWARDING CREDIT

Policy Number: 3.3.115

Reviewed: 8/6/18, 6/22/22

Revised: 8/6/18, 6/22/2022, BOT approved 8/29/2022

MTSA uses semester credit hours as the basis for measuring the amount of learning accomplished. This measurement of engaged learning delineates the units connected with student learning experiences in both traditional classroom settings and nontraditional classroom settings such as laboratories, studios, internships, practica and other experiential learning, and in semester and non-semester-based, face-to-face and distance learning delivery modes.

The purpose of this policy is to provide academic administrators and faculty of MTSA guidance in setting credit hour recommendations for MTSA academic courses and programs consistent with federal regulations.

To comply with federal regulations and with the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) policy, MTSA has adopted the federal definition of the Credit Hour as identified by SACSCOC in their policy statement on credit hours (approved June 2011, edited January 2012 and August 2018), as follows:

Federal Definition of the Credit Hour. For purposes of the application of this policy and in accord with federal regulations (34 CFR 600.2), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

- a. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or at least the equivalent amount of work over a different amount of time, or
- b. At least an equivalent amount of work as required outlined in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

The awarding of credit hours for academic courses and programs:

MTSA is responsible for determining the amount of credit hours awarded for MTSA academic courses and programs and will abide by the SACSCOC guidelines for flexibility in interpretation when assigning credit hours for student coursework, stated as follows.

The institution determines the amount of credit for student work.

- a. A credit hour is expected to be a reasonable approximation of a minimum amount of student work in accordance with commonly accepted practice in higher education*
- b. The credit hour definition is a minimum standard that does not restrict an institution from setting a higher standard that requires more student work per credit hour.
- c. The definition does not dictate particular amounts of classroom time versus out-of- class student work.
- d. In determining the amount of work the institution's learning outcomes will entail, the institution may take into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.
- e. To the extent an institution believes that complying with the Federal definition of a credit hour would not be appropriate for academic and other institutional needs, it may adopt a separate measure for those purposes.
- f. Credits may be awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time, or on the basis of documented student learning calibrated to that amount of academically engaged time for a typical student.

For the purposes of this policy, an "hour" of instruction is interpreted as 50 minutes of contact time or its equivalent. Thus, each semester hour of credit involves 15 weeks x 50 minutes = 750 minutes = 12.5 hours of contact time, or its equivalent, excluding registration and final examination periods.

This is also in compliance with U.S. Department of Education (DOE) definition of a credit hour, as published in the "instructions" for completing Integrated Postsecondary Educational Data Systems (IPEDS) reports on 12-month enrollment and the Federal Student Aid Handbook. The Glossary accompanying the IPEDS instructions defines a credit hour as:

A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award.

Instructional engagement activities include lectures, presentations, discussions, groupwork, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting or in a synchronous online class.

PROFESSIONAL ISSUES

- A student may be placed on a professional probation for issues, such as if conduct or health that fails to meet acceptable levels. Professional probation may be at the recommendation of the NAP C Committee to the Progressions Committee, the Program Administrator to the Progressions Committee or the Progressions Committee independently. The duration of probation is determined by the Progressions Committee or the Program Administrator and reviewed by the Progressions Committee. Upon completion of the probationary period, the student may be restored to full student standing, have probation continued (duration is at the discretion of the Progressions Committee), or, in extreme cases, be dismissed from the program.
- A student may be placed on suspension if conduct in any area fails to meet acceptable levels, to include plagiarism or cheating in any form. The duration of the suspension will be determined by the Progressions Committee. Upon completion of the suspended period, the student may be restored to full standing with no probation, or allowed to re-enter the program and placed on probation for a duration that will be determined by the Progressions Committee.
- Disciplinary actions for violations of the standards of academic or personal conduct shall include, but not be limited to, the following or any combination thereof: written disciplinary warning, probation, suspension (including suspensions from classes), and termination from the School.

REFUND POLICY/WITHDRAWAL PROCEDURES

Policy Number: 5.1.106

Reviewed: 3/14, 7/18, 8/18, 7/19, 10/20, 11/2022, 3/2023, 7/2023

Revised: 3/12, 4/14, 7/13/16, 8/6/18, 7/2019, 10/2020, 11/2022, 3/2023, 7/2023, 8/28/2023, PRC approved 3/24/2025 pending BOT approval

Any student/Fellow who wishes to withdraw from MTSA must notify their Program Administrator in writing of this action. Any withdrawal without a prior meeting with the Program Administrator may be considered permanent.

REFUND POLICY

MTSA will permit any student/Fellow to cancel their enrollment agreement within 5 MTSA business days of the enrollment day. A student/Fellow beginning enrollment on a Monday has until 6:00 pm the following Monday to cancel their first tuition payment with a 100% refund minus the deposit submitted to hold the student/Fellow position in class. Should a cancellation occur MTSA will refund 100% of the first tuition payment that was made by the student/Fellow, minus the deposit submitted to hold the student/Fellow position in class. Students/Fellows who have been given a medical withdrawal are assessed and adjusted no differently than other withdrawals.

PRO RATA REFUND

Students/Fellows who withdraw or are terminated after the first 5 MTSA business days of their first semester and have completed 60% or less of the period of attendance (semester), the student/Fellow is entitled to a partial prorated refund. MTSA will calculate whether a tuition refund is due, and if so, remit a refund within 45 days following the students/Fellows withdrawal or termination. For students receiving funds through the Federal Student Aid program, unearned funds will be returned to the aid programs in the order required under Federal Law. For students/Fellows receiving funds through a non-federal loan, the VA, or sponsor, unearned funds will be returned to the lender or agency. Any remaining balance will be paid to the student/Fellow. The pro rata percentage is based on days of attendance within the period of attendance. Students/Fellows who stop attending all classes but do not complete the official withdrawal process could owe a repayment of Title IV funds. Please contact the Office of Financial Aid (615-732-7884) for more information.

DETERMINATION OF THE WITHDRAWAL DATE

The student's/Fellow's "official" withdrawal date is the date the student signs the completed withdrawal form. If the institutional leave of absence is not considered an official leave of absence for Title IV purposes, the withdrawal date for a student/Fellow who takes an institutional leave of absence is the last date of attendance prior to the leave.

MTSA INTERNAL WITHDRAWAL PROCEDURES:

1. Notify in writing the Program Administrator*, who will, in turn, notify the Executive Vice President and Registrar, of your intent to withdraw.

- DNAP PD: Richie Flowers (richie.flowers@mtsa.edu).

- DNAP-C & NAEP: Contact Hallie Evans (hallie.evans@mtsa.edu).
- ASPMF: Contact Christian Falyar (christian.falyar@mtsa.edu)

2. Schedule an appointment with the Executive Vice President if requested.
3. The Registrar sends the student the withdrawal form to complete and sign electronically.
4. After the student signs, the completed form is sent to the Program Director* for signature.
5. The withdrawal process will be initiated upon receipt of the completed withdrawal form.

STUDENT RECEIVING VETERANS BENEFITS WITHDRAWAL PROCEDURE:

1. Complete withdrawal procedure as noted above.
2. Contact the Office of Financial Aid for information regarding your veterans' benefits.
3. It is VA's policy, if you withdraw from your program at MTSA, Veterans Affairs (VA) must reduce or stop your benefits. You may have to repay all benefits for the program unless you can show that the change was due to mitigating circumstances.*

"Mitigating circumstances" are unavoidable and unexpected events that directly interfere with your pursuit of a course and are beyond your control. Examples of reasons VA may accept are extended illness and unscheduled changes in your employment. Examples of reasons VA may not accept are withdrawal to avoid a failing grade or dislike of the instructor. VA may ask you to furnish evidence to support your reason for a change. If a serious injury or illness caused the change, obtain a statement from your doctor. If a change in employment caused the change, obtain a statement from your employer.

For more information about VA policies, please contact <https://benefits.va.gov/gibill/> 1-888-GIBILL1 (1-888-442-4551)

WITHDRAWALS AND RETURN OF TITLE IV AID

If a student ceases attendance from all his or her courses within a period of enrollment, the student will be considered a withdrawal for Title IV purposes. Students who elect to withdraw from courses must follow MTSA's official withdrawal process. If a student withdraws from the program, they may be required to return federal Title IV aid. The R2T4 calculation for the return of awarded funds may result in the student owing a balance to MTSA and/or their loan servicer if the amount of the return exceeds the school's portion. MTSA will notify the student if a repayment is owed via written notice. If the R2T4 calculation results in a credit balance on the student's account, MTSA will refund the student no later than 14 days after completing the R2T4 calculation.

The amount of federal aid a student earns, in their 17-week payment period, is determined on a pro rata basis (for example: if you complete 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive). Students who withdraw prior to completing 60% of the payment period will have a Return of Title IV fund calculation performed to determine the amount of unearned funds, that will be returned to the appropriate Title IV program. After the 60% point, the student is deemed to have earned 100% of the Title IV funds. Federal funds will be returned based on the percentage of period completed.

The effective withdrawal date is used to determine the point in time that the student withdrew or ceased to attend so that the percentage of the enrollment/payment period completed can be determined. MTSA has 45 days from the date that it determines a student withdrew to return all unearned funds for which it is responsible.

The withdrawal date for the R2T4 calculation of return of the Title IV funds and outside sources of aid is determined by the Program Administrator and is based on the following:

- The date the student officially notifies MTSA of his/her intent to withdraw or is dismissed from enrollment in the program or
- The date determined by MTSA as the administrative withdrawal date, if the student left unofficially, based on a determination of the last academically related activity. If a date of last academically related activity cannot be determined, as a non-attendance taking institution, MTSA would use the mid-point as the last day of attendance.

In rare cases, a student may be eligible to receive a late disbursement of Title IV funds (post-withdrawal disbursement) that were not disbursed before a student withdrew but which the student has earned based on a Return of Title IV Funds calculation. This must be offered within 30 days of the student's withdrawal date. In such

cases, the Financial Aid Office will notify the student of the “post-withdrawal” disbursement via an award notification. The school will advise the student that they have 14 calendar days from the date of the award notification to accept a post withdrawal disbursement.

Federal regulations stipulate how the return of Title IV Funds is calculated for students who have received federal assistance. If the student did not attend 60% of the payment period, the aid must be return to the appropriate program in the following order:

- Unsubsidized Federal Direct Loan
- Federal Grad PLUS Loan

STUDENT TEMPORARY LEAVE OF ABSENCE

Policy Number: 5.1.108

Reviewed: 7/11/17, 1/21/2020, 9/20/2022

Revised: 7/11/17, 1/21/2020, 9/20/2022 BOT approved 11/2022

The study of nurse anesthesia is highly specialized, and the curriculum is formatted to follow a natural progression from basic principles to more advanced topics. Rarely, a student may experience a life circumstance that necessitates a temporary leave of absence from the program. The maximum duration of a Temporary Leave of Absence (TLOA) is twelve (12) weeks for students in the DNAP Practice Doctorate Program, one (1) year in the Fellowship Program, and one (1) year for students in the DNAP Completion Program. Exceptions to the 12-week program limits may be granted under extenuating circumstances. Students may request a TLOA from the nurse anesthesia program for the following reasons:

1. Medical emergency
2. Maternity
3. Call to active military service

MTSA will maintain the confidentiality of all information regarding TLOA in accordance with federal, state, and local law, and to the greatest extent consistent with the goal of processing such leaves. All records concerning a TLOA are confidential and the official copy of such records shall be retained by the school. Access to these records is limited by appropriate federal, state, and local law.

PROCESS FOR STUDENT TLOA:

The Program Administrator must approve a student's TLOA. Only students who are in good standing (no current clinical or academic probation) can be granted a TLOA. TLOA must be requested and approved before, or within the current quarter of the absence. Requests for retroactive TLOA will not be approved.

To request a TLOA, a student must:

1. Notify the Program Administrator in writing (i.e. email) intent to request TLOA.
2. Meet personally with the Program Administrator and the Assistant Program Administrator to discuss the reasons for the TLOA (unless medical circumstances prevent it).
3. Submit the [MTSA Request for Temporary Leave of Absence](#) form. This form is located on the MTSA website, and must be submitted in writing, signed and dated by student, and include the reason for the student's request. The form will need to be signed by the Program Administrator and the Director of Financial Aid (if student has Title IV loans and needs a financial aid TLOA). A copy of the completed, signed form will be given to the Registrar and the Coordinator of Clinical Support, and kept in the student's permanent file.
4. Following the meeting with the Program Administrator, the student will be notified in writing about the TLOA decision and any requirements for the student's return to the nurse anesthesia program. The Program Administrator will determine requirements for re-entry into the nurse anesthesia program. Requirements for return may include: repeating some courses, extended clinical work, and/or extension of time in the nurse anesthesia program. These requirements will be in writing and signed by the Program Administrator and the student, and a copy will be kept in the student's permanent file. Applicable tuition will be determined by the Office of Financial Aid.

TYPES OF TLOA:

Medical/maternity TLOA: Requests must be accompanied by a statement from a medical doctor explaining why the student must interrupt enrollment. Students granted a medical or maternity TLOA, must have a licensed physician certify in writing that the student's physical and/or mental health is sufficient to continue in the nurse anesthesia program. This documentation must state the student's condition that necessitated the TLOA has been corrected and the student is able to complete all curriculum requirements with reasonable accommodation; including classroom, simulation, and clinical, before they will be allowed to return to MTSA.

Military Leave of Absence: For those being inducted, requests must be accompanied by a copy of military orders indicating the induction date. For students being called to active military service Title 5, Section 40401, provides for an extended leave of absence up to a maximum of two (2) years due to approved educational reasons and for circumstances beyond a student's control. MTSA will approve a TLOA for students called for active military service as a result of mobilization of U.S. military reserves. Students will retain a student position.

STUDENT APPEALS

Policy Number: 5.1.116

Reviewed: 12/20/16, 2/2021, 4/16/2024

Revised: 12/20/16, 2/2021, 9/2023, 4/16/2024, 5/20/2024 BOT approved

APPEAL OF A FINAL COURSE GRADE

MTSA maintains a grade appeal and due process protocol. Students of MTSA have the right to appeal a final course grade they consider to have been assigned unfairly, or the grade was derived in a different manner than was outlined in the course syllabus. The faculty members of MTSA have the responsibility of assigning final course grades according to the course syllabus and grading rubrics. Should a disagreement occur about a grade assignment, it is the intention of MTSA to uphold the integrity of both students and faculty. This appeal process is not intended to weaken the work of the faculty. This grade appeal process does not apply to any dismissal from MTSA related to academic standing.

1. **Within 5 MTSA business days after posting of final grades:** The student must email a request to meet with the course instructor (to the instructor's MTSA email address), to discuss how the grade was assigned. After this meeting, if the student and faculty member agree the grade was appropriately assigned, the appeal process ends, and the final grade will stand as posted. If the issue is still unresolved, the student may continue to the next step of the grade appeal process.
2. **Within 5 MTSA business days after receiving decision from Instructor:** The student must file the written grade appeal form, (available by electronic request from the Office of Executive Vice President) supporting documents, and the written decision of the instructor, to the Office of Executive Vice President. The Office of Executive Vice President will have five MTSA business days to review the appeal and supporting documents. The Office of Executive Vice President may also ask to meet with the student and/or the course instructor for clarification of information, or additional information that may be deemed necessary. The decision of the Office of Executive Vice President will be emailed (via MTSA email addresses) to the student and course instructor.

If a student is not satisfied with the resolution of their appeal, they can request to be heard by the next meeting of the Progressions Committee. If the grade the student received causes dismissal from the program, an ad hoc Progressions Committee may be requested.

APPEAL OF A PROGRESSIONS COMMITTEE DISCIPLINARY ACTION

The disciplinary action of the Progressions Committee may be appealed to the next higher body, the MTSA Appeals Committee. The standard procedure of an appeal is as follows:

1. In all cases, the request for an appeal must be submitted in writing to the Program Administrator within four (4) MTSA business days of written notice of the Progressions Committee decision. If the fourth day falls on a legal or School holiday, the time is extended to the next regular MTSA business day. Regular business days for MTSA are Monday through Thursday.
2. All written documentation from the appellant must be submitted for the Appeals Committee's consideration within the same time provided for filing a request for an appeal (4 MTSA business days). Within 12 MTSA business days of the receipt of a written request for an Appeals Committee hearing, the President will designate an Appeals Committee according to administrative policy of MTSA. The Appeals Committee will meet and make a decision within 12 MTSA business days after the designation of the Appeals Committee. This time may be extended by MTSA administration for good cause.
3. The Appeals Committee will review the request for appeal together with any written documents and other supporting evidence to determine if the appeal presents a substantial question within the scope of review. The scope of review shall be limited to the following:
 - i. **Appropriateness of the Penalty:** In cases appealing the appropriateness of the penalty, the Appeals Committee shall uphold the penalty unless the penalty is shown to be "clearly unreasonable" or arbitrary (i.e., "that which has been clearly and fully proven to have no sound basis or justification in reason").
 - ii. **New Evidence:** In cases appealed on grounds of new evidence, the student(s) must show that such evidence is material to the decision of the Appeals Committee on issue of the charges and the findings and that said evidence could not have been discovered with due diligence prior to the original hearing.
 - iii. **Due Process:** In cases appealed on grounds of denial of due process, the student(s) must demonstrate that the Progressions Committee's process at the initial hearing was not conducted in conformity with properly prescribed procedures. The student(s) must also show that the alleged discrepancy was materially adverse to the student(s) interest.
4. The decision of the Appeals Committee shall be final. Any reconsideration of the decision will be remanded to the Progressions Committee.

STUDENT PROGRESSIONS

Advancement of each student to the next higher level or semester occurs at semester intervals, upon faculty members' verification of the student's successful completion of each semester's course requirements. In order to progress unencumbered to the next higher level or semester, the student must meet the following conditions:

- All post-graduate courses must result in a minimum earned grade of "B" (80%-89%).
- Students will automatically be dismissed from the program and referred to the MTSA Progressions Committee for receiving a failing course grade for any course. Failing is defined as any grade below 80%.
- Students who are placed on any type of probation, other than grade-related, greater than one (1) time will be dismissed from the program.
- Students have the right to appeal decisions of the Progressions Committee by following the MTSA [appeal process](#).
- Each student is carefully evaluated for academic achievement on a regular and continuing basis. Academic grades are published per semester on the academic transcript. Students shall be advised by their Program Administrator/Advisor concerning their academic progress at least each semester.
- Each student will have access to their unofficial MTSA Transcript, reflecting academic progress, with current and cumulative GPAs at the end of each semester.
- Students must keep a current RN license and APN/APRN (as applicable) license for the state in which they reside on file with MTSA during the entire program. The student must also possess a current RN license for any other state in which he chooses to participate in educational experiences related to the DNAP program, such as the Scholarly project.
- During NAP Council meetings, general observations about post-graduate students are discussed. Any recommendations by that committee are given to the appropriate Program Administrator. The Progressions Committee makes the final decision relative to any action regarding performance. Should it be determined that there may be a negative decision by the Progressions Committee (i.e., probation), the student will be offered the opportunity to discuss his performance with the Progressions Committee, prior to any decision.

GENERAL INFORMATION & POLICIES

ANNUAL SECURITY REPORT AVAILABILITY

Policy Number: 3.3.113

Reviewed: 3/12, 5/2020,

Revised: 7/16, 5/2020, 8/2020, 9/2022, 11/2022,

Annually, MTSA collects and submits the crime statistics from the Annual Security Report to the Secretary of Education to comply with the Jeanne Clery Campus Safety Act. The Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to the campus. The statistics are collected from the Campus Security Authorities and the Metro Nashville Police Department. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. A paper or electronic copy of the Annual Security Report may be obtained by contacting the Office of the Executive Vice President or at <http://www.mtsa.edu>.

The Annual Security Report is distributed to the campus community via email annually by October 1st each year.

CHANGES TO PROGRAM

In keeping with its philosophy of offering a program of the highest quality, MTSA continually evaluates its educational program via its institutional effectiveness process and reserves the right to make changes in the policies, curriculum, or practicum at any time including any fees or costs related to these changes. Such changes are expected to be minimal. Students will receive notification of these changes and are expected to abide by them.

COMPUTER AND NETWORK USE

Policy Number: 3.3.101

Reviewed: 12/2013, 11/12/2024

Revised: 11/28/11, 8/31/17, 3/13/19, 9/21, 11/12/2024 pending BOT approval

PURPOSE

Middle Tennessee School of Anesthesia (MTSA) provides computing, networking, and information services to all students, faculty, and staff. As this system often holds confidential, sensitive, and privileged information, MTSA expects all users to operate and maintain a secure environment, and to protect the system from misuse, unauthorized access, and potential corruption of the network infrastructure.

This policy applies to both school provided and personal devices that have interaction both internally and externally via the MTSA shared network, school provided e-mail accounts, school related software program/app, social media, and internet.

USER RIGHTS AND RESPONSIBILITIES

MTSA computers and networks can provide access to resources on and off campus, as well as the ability to communicate with other users worldwide. Such access is a privilege and requires that individual users act responsibly. Users must respect the rights of other users, respect the integrity of the systems and related physical resources, and observe all relevant laws, regulations, and contractual obligations.

MISUSE

Users will be held accountable for their conduct under current MTSA policies. Complaints alleging misuse of computing, networking, or information resources may result in the restriction of computing privileges and/or other internal disciplinary actions. Additionally, misuse can be prosecuted under applicable statutes. Reproduction or distribution of copyrighted works, including, but not limited to, images, text, or software, without permission of the owner is an infringement of U.S. Copyright Law and is subject to civil damages and criminal penalties including fines and imprisonment.

Examples of misuse include, but are not limited to, the activities in the following list:

- Using a computer account that you are not authorized to use. Obtaining a password for a computer account without the consent of the account owner.
- Using the Campus Network to gain unauthorized access to any computer systems.
- Knowingly performing an act which will interfere with the normal operation of computers, terminals, peripherals, or networks.
- Knowingly running or installing on any computer system or network, or giving to another user, a program intended to damage or to place excessive load on a computer system or network. This includes but is not limited to programs known as computer viruses, Trojan horses, and worms.
- Attempting to circumvent data protection schemes or uncover security loopholes.
- Violating terms of applicable software licensing agreements or copyright laws.
- Deliberately wasting computing resources.
- Using electronic mail to harass others (see *Computer Based Discrimination/Harassment* below).
- Masking the identity of an account or machine.
- Posting materials on electronic bulletin boards that violate existing laws or the University's codes of conduct.
- Attempting to monitor or tamper with another user's electronic communications, or reading, copying, changing, or deleting another user's files or software without the explicit agreement of the owner.

To report misuse of MTSA electronic resources, submit written communication to your immediate supervisor or the Director of IT.

ELECTRONIC BASED DISCRIMINATION/HARASSMENT

As per MTSA's [*Discrimination/Harassment Policy*](#) "It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee or student through disparaging conduct or communication that is inherently discriminatory." This includes, but is not limited to, discrimination in regards to race, color, sex, age, disability, marital status, full or part-time status, religion, sexual orientation, gender identity, or national origin (see [*Nondiscrimination Policy*](#)).

This policy covers employee and student communication using MTSA issued e-mail (sent by or received to), school-based online programs/apps, and all employee and student social media accounts during their tenure when used as a representative of MTSA.

To report the misuse of MTSA electronic resources in relation to possible discrimination/harassment, a complaint may be submitted either orally, in writing, or electronically to the MTSA Title IX Coordinator (titleixcoordinator@mtsa.edu).

MTSA SHARED NETWORK

The MTSA shared network is for staff and faculty use only. Permission to access files on the shared network will be requested for staff and faculty by administration. Requests will be sent to the MTSA IT Department. Requests for access will be approved after consideration of HIPAA and FERPA regulations related to the sharing of privileged information in the requested files (see [Release of Student Record Information](#) & [Stakeholder's Rights](#)).

At no time shall the following types of files be stored on the shared network: personal photos, music, videos, files that contain harmful components including malware, spyware, viruses, and/or tracking programs, pornography, or anything deemed harmful or illegal. The MTSA IT Department may access user files as required to protect the integrity of computer systems. For example, following organizational guidelines, IT may access or examine files or accounts that are suspected of unauthorized use or misuse, or that have been corrupted or damaged.

MTSA ISSUED E-MAIL ADDRESSES

MTSA currently issues each staff, faculty, and student an official MTSA e-mail account. This e-mail account is considered the official line of communication between these parties, as well as official MTSA communication outside of the school. This e-mail is not for personal use and is considered the property of MTSA.

This account is kept and maintained by the MTSA IT Department and is not considered a secure e-mail account to send privileged information across unless such attachments are encrypted or password protected.

If there is suspected abuse/neglect of MTSA issued e-mail accounts, MTSA IT can access any MTSA e-mail account with a written request from the Executive Committee and Director of IT to review and retrieve e-mails in relation to the claim. At least one-half of the Executive Committee must approve this request. These e-mails will then be shared with the Executive Committee and Director of IT and may result in disciplinary action by Progressions Committee for students and the Executive Committee for employees.

E-mail accounts converted to Alumni status after a student graduates from MTSA. E-mail accounts will be deleted one (1) week after students are dismissed from the program. Students are responsible for notifying their contacts and carrying their contact list over to a personal e-mail before deletion. No information will be kept from deleted accounts unless an e-mail is preserved as a PDF in the student permanent file.

E-mail accounts will be deleted 90 days after a staff, faculty, or administrative member leaves the employ of MTSA. The departing member is responsible for notifying their contacts and carrying their contact list over to a personal e-mail before deletion.

MTSA WEBSITE & SOCIAL MEDIA

MTSA has a website (www.mtsa.edu) that is maintained by the Office of Advancement & Alumni. Content to be posted to the website must be submitted to this office.

MTSA maintains school accounts on various social media platforms and will evaluate representation for the school on new platforms as they emerge. These accounts are also maintained by the Office of Advancement & Alumni, as well as the MTSA IT Department.

All policies, procedures, and guidelines regarding university trademarks, names, and symbols apply to the website and social media sites. The Department of Advancement & Alumni can offer guidance about how to properly use names, logos, etc., to resolve branding and copyright/trademark issues in these venues. MTSA does not permit explicit or implied institutional endorsements of any kind through use of its name, trademarks, logos, or images – including pictures of campus buildings.

MTSA does not prescreen content posted by third-person parties to social media sites, but it shall have the right to remove, in its sole discretion, any content that it considers to violate MTSA policies. MTSA does not endorse or take responsibility for content posted by third parties. MTSA, through the Department of Advancement & Alumni, will work to correct inaccuracies on MTSA sites by responding with correct, factual information and including source citations (links, video, contact information, etc.) when appropriate.

Acceptable content may be positive or negative in context to the conversation, regardless of whether it is favorable or unfavorable to MTSA. However, language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, harassing, abusive, hateful or embarrassing to any person or entity, or otherwise injurious or objectionable is unacceptable and shall be removed. MTSA will not tolerate content that infringes on proprietary information, or that is defamatory, pornographic, harassing, libelous or inhospitable to a reasonable work environment or not in harmony with the School's mission, vision, and core values.

MTSA AI USE

Artificial Intelligence, Large Language Models, and Machine Learning (hereafter referred to as AI) all rely on user input to generate effective responses. The quality of input is the responsibility of the user and directly impacts the accuracy and quality of any generated response by the AI tools.

Even with effective prompt writing and valid information as context for the prompt, AI can suffer from a phenomenon called "Hallucination." In the context of AI, hallucination is a confident response from an AI tool that is erroneous based on the data and training given to the tool. Therefore, all AI users at MTSA must recognize that the output of AI tools are the sole responsibility of the AI user and should be thoroughly inspected, validated, and vetted to ensure accuracy.

AI can be an effective tool for automation and assist with increasing task efficiency. However, any scripts, automations, alerts, or other functions must have a "procedural time out" to allow the owner of the information an opportunity validate the accuracy of any output before dissemination. An example of an acceptable use would be setting an AI tool to alert you or other members of your team of updates, changes, or tasking without manipulating the information. An unacceptable use would be allowing the AI tool to update someone's calendar based on the example above.

Microsoft Co-Pilot will be the default AI tool at MTSA as part of our Microsoft 365 tenant toolset. All other AI tools that come in contact with MTSA data must be approved based on an assessment by the Ed Tech department to ensure that data security standards are being met by the creators and administrators of the tool in question. A list of approved tools and the conditions of approval (paid subscription level, for example) will be maintained by the Ed Tech department.

PENALTIES

Abuse or misuse of MTSA computers, network, information services may not only be a violation of this policy or user responsibility, but it may also violate the criminal statutes. Therefore, MTSA will take appropriate action in response to alleged user abuse or misuse claims. Action may include, but not necessarily be limited to:

- suspension or revocation of computing privileges. Access to all computing facilities and systems can, may, or will be denied;
- reimbursement to the School for resources consumed;
- other legal action including action to recover damages;
- referral to law enforcement authorities;
- computer users (faculty, staff and/or students) will be referred to the appropriate office/committee for disciplinary action.

In connection with inquiries into possible abuses or misuse, MTSA reserves the right to examine files, programs, passwords, information, public website/social media posts, printouts or other material without notice.

CONSUMER INFORMATION

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), include requirements for disclosing information to the public. It is our hope that this concerted effort between MTSA and the Department of Education to provide pertinent consumer data will allow all students access to information

they need to make the best decision possible for them and their future. These disclosures may be obtained from the MTSA administrative offices or by visiting the Middle Tennessee School of Anesthesia website - <http://mtsa.edu/admissions/financial-aid/consumer-information/>.

CONSUMER PROTECTION POLICY

Policy Number: 5.1.203

Reviewed: 7/31/16, 8/2019, 2022

Revised: 7/31/16, 8/2019, 8/2022, 9/2023

PROCEDURES TO FOLLOW IN RESPONSE TO U.S. DEPARTMENT OF EDUCATION 10.29.10 FINAL RULES

In accordance with the Department of Education's final regulations published on October 29, 2010, the following is the complaint process related to receiving and resolving complaints for TICUA member institutions that are legally authorized to provide post-secondary education in Tennessee and are exempt from regulation by the Tennessee Higher Education Commission.

COMPLAINTS

- All complaints should first be routed through the appropriate complaint/appeals process as outlined by MTSA.
- Depending on the nature of complaint, the matter should be brought to the attention of the Office of Executive Vice President.
- A complaint must be submitted in writing using a Student Complaint-Grievance form available on the MTSA website. Complaints should be addressed to the Office of Executive Vice President, Middle Tennessee School of Anesthesia, P.O. Box 417, Madison, TN 37116.

OFF CAMPUS AUTHORITIES

- Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), (<https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf>) or the Council on Accreditation (COA) (<https://www.coacrna.org/contact-us/concerns/>)
- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);

For students attending programs in Tennessee, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that unit <https://www.tn.gov/commerce/section/consumer-affairs>.

- For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form:

<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization.html>

DISTANT EDUCATION AND STATE AUTHORIZATION

As an institution that participates in federal financial aid programs under Title IV of the Higher Education Act of 1965, MTSA is required to comply with regulations regarding distance education. MTSA's distance education is authorized on a state level primarily through the Tennessee Higher Education Commission. MTSA participates in the National Council for State Authorization Reciprocity Agreements (NC-SARA), which is an agreement among states that establishes national standards for the interstate offering of postsecondary distance-education courses and programs. This authorization is required by both state and federal law. See below information regarding MTSA's membership and participation in NC-SARA:

[Middle Tennessee School of Anesthesia NC-SARA Approval](https://www.nc-sara.org/directory) (<https://www.nc-sara.org/directory>)

DISTANT EDUCATION COMPLAINT PROCESS

The NC-SARA distance education complaint process is described [here](#). Students with a grievance regarding their distance education should seek a resolution of all matters through MTSA's complaint structure first. A complaint must be submitted in writing using the Complaint-Grievance form. Complaints should be addressed to:

Office of Executive Vice President
Middle Tennessee School of Anesthesia
P.O. Box 417
Madison, TN 37116

Download» [Complaint-Grievance Form](#) from the website

COMPLAINT RESOLUTION POLICIES AND PROCEDURES FOR NON-TENNESSEE RESIDENT STUDENTS IN STATE AUTHORIZATION RECIPROCITY AGREEMENT STATES, COMMONLY KNOWN AS SARA

Student complaints relating to consumer protection laws that involve distance learning education offered under the terms and conditions of the State Authorization Reciprocity Agreement (SARA), must first be filed with the institution to seek resolution.

Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission (<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>).

For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of SARA or the laws, standards or regulations incorporated by the SARA Policies and Standards (<http://www.nc-sara.org/content/sara-manual>) have been violated by the institution operating under the terms of SARA.

For a list of SARA member States, please visit the NC-SARA website (<http://nc-sara.org/sara-states-institutions>). Students residing in non-SARA states should consult their respective State of residence for further instruction for filing a complaint.

DISCRIMINATION/HARASSMENT

Policy Number: 3.2.303

Date: 8/22/17

Reviewed: 2000, 2003, 2007, 2009, 2016

Revised: 3/12, 6/16

Discrimination/Harassment will not be tolerated. Employees and students at MTSA shall be provided a work and learning environment free of discrimination/harassment per the MTSA Nondiscriminatory Policy. It shall be a violation of this policy for any employee or any student to discriminate against or harass an employee or student through disparaging conduct or communication that is inherently discriminatory. The basis of these complaints may arise, but not be limited to, the following provisions of law:

- Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.;
- Title VII of the Code of Federal Regulations; 29 CFR §1604.11;
- Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.;
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.;
- Claims of sexual harassment under Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq.

The following situations are examples of when employees and students should report possible discrimination / harassment to the Title IX Coordinator:

- Unreasonably interferes with the individual's work or performance;
- Feels intimidated, hostility or an offensive work environment;
- Explicit or implicit term threats to terms of employment or academic success;
- Encounters submission to or rejection of sexual conduct will be used as a basis for decisions affecting the harassed employee or student.

Alleged victims of sexual, racial, ethnic, sexual orientation, or religious discrimination/ harassment shall report these incidents immediately if they believe their rights as guaranteed by the State or Federal Constitution, State or Federal laws or School policies have been violated. This report should be made in writing to the Title IX Coordinator, except when the Title IX Coordinator is the offending party. If the Title IX Coordinator is the offending party, the report shall be made to the President of MTSA. All allegations of discrimination/harassment shall be reported in writing to and fully investigated by the office of the Title IX Coordinator or the President, as appropriate.

Reports should be addressed to:
Title IX Coordinator
Middle Tennessee School of Anesthesia

PO Box 417
Madison, TN 37116
titleIXcoordinator@mtsa.edu

An oral complaint may be submitted; however, such complaint shall be reduced to writing to insure a more complete investigation. The complaint should include the following:

- Identity of the alleged victim and person accused;
- Location, date, time and circumstances surrounding the alleged incident;
- Description of what happened;
- Identity of witnesses (if any); and
- Any other evidence available.

A substantiated charge against an employee shall result in disciplinary action up to and including termination. A substantiated charge against a student may result in corrective or disciplinary action up to and including removal from the School.

There will be no retaliation against any such person who reports discrimination/harassment or participates in an investigation. However, any employee/student who refuses to cooperate or who gives false information during the course of any investigation may be subject to disciplinary action. The willful filing of a false report shall itself be treated as a violation of this policy and shall result in severe repercussions to the maker of the report.

INVESTIGATION PROCEDURES

The privacy and anonymity of all parties and witnesses to complaints will be respected. The complaint and identity of the complaining party shall not be disclosed except (1) as required by law or this policy; or (2) as necessary to fully investigate the complaint; or (3) as authorized by the complaining party. However, because an individual's need for confidentiality must be balanced with obligations to cooperate with police investigations, legal proceedings, to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve a complaint, the identity of parties and witnesses may be disclosed. This will occur only in appropriate circumstances and only to individuals deemed necessary to possess such knowledge.

The Title IX Coordinator, or a designated complaint manager appointed by them, shall address the complaint of discrimination/harassment promptly and equitably. The person conducting the complaint investigation shall file a written report within ten (10) MTSA business days with the

Title IX Coordinator. After receipt of the report from the person conducting the investigation, the Title IX Coordinator of MTSA, or the President, as appropriate, shall render a written decision within ten (10) MTSA business days.

DOCUMENTATION

All documentation must be kept up-to-date, including but not limited to proof of health insurance, malpractice insurance, and nursing licenses (RN and APN/APRN). All of these are kept on file with the post-graduate Program Coordinator and the Registrar's Office.

NONDISCRIMINATORY POLICY

Policy Number: 3.2.104

Reviewed: 7/13/16, 9/23/2019, 1/18/2022

Revised: 7/13/16, 1/18/2022

MTSA admits students without regard to race, color, sex, age, disability, marital status, full- or half-time status, religion, sexual orientation, gender identity, or national origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. MTSA does not discriminate on the basis of race, color, sex, age, disability, marital status, full- or half-time status, religion, sexual orientation, gender identity, or national origin in administration of its educational policies, admission policies, grant and loan programs, or any other School-administered programs. The School will make reasonable accommodation wherever necessary for all applicants with disabilities, provided that the individual is otherwise qualified to safely perform the duties and assignments connected with requirements of the curriculum.

HONOR CODE

Policy Number: 5.1.113

Reviewed: 7/13/16, 12/13/2023

Revised: 7/13/16, 2022, 12/13/2023, 5/20/2024 BOT approved

DECLARATION OF HONOR

MTSA's mission, focus on academic excellence, and culture of faith are grounded in the Christian values of truth, honor, and virtue. Abiding by these principles illuminates the pathway of learning, sustains the integrity and purpose of the School, thus preparing competent and caring nurse anesthetists.

HONOR CODE

The Honor Code of Middle Tennessee School of Anesthesia is reflective of the Christian principles of truth, honor, integrity, and virtue. The Honor Code is vital in fostering an environment of trust, order, and unity within the school. Students are responsible for familiarizing themselves with and abiding by the Honor Code and all School policies.

ACADEMIC STANDARDS OF CONDUCT

A thorough understanding and commitment to this Declaration of Honor and the Honor Pledge is essential to success of MTSA's honor system. The following avenues will be utilized to facilitate implementation of these statements:

1. Information regarding the Declaration of Honor and the Honor Code will be included in the program's *MTSA Student Handbook*.
2. The Declaration of Honor and the Honor Pledge will be discussed during all orientation programs.
3. Implementation and monitoring of adherence to these standards will be accomplished through the MTSA NAP Council, Progressions Committee, the President's Council, and the MTSA Appeals Committee.

HONOR PLEDGE

As a student of Middle Tennessee School of Anesthesia, I will integrate the principles of truth, honor, integrity, and virtue in all that I do while enrolled at MTSA. I acknowledge the Honor Code as vital in fostering an environment of trust, order, and unity within the School. I accept the sacred trust placed upon me to continue this heritage of honor in my efforts to become a competent doctoral-prepared nurse anesthetist. I freely pledge to abide by the MTSA Standards of Conduct and this Honor Code in all of my conduct.

Practice Doctorate students must sign the Honor Pledge before starting the program. It will be kept in the student's academic file.

RELEASE OF STUDENT RECORD INFORMATION

Policy Number: 5.1.301

Reviewed: 8/17, 11/18, 9/21, 9/2022

Revised: 3/12, 4/14, 7/16, 7/17, 8/17, 11/18, 9/21, 9/20/2022, BOT approved 11/2022

MTSA shall comply with all provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended) (20 U.S.C. § 1232g, 34 CFR Part 99) pertaining to the release of student education records. MTSA shall disclose to current students annually of their rights under the FERPA Act.

MTSA INTERNAL CONSTITUENTS

Student information, not identified as "Directory information", shall only be available to MTSA employees with a legitimate educational interest to carry out job related functions. The Registrar shall maintain a list of current employees with electronic access to student records to fulfill their job requirements. MTSA's President, Executive Vice President, or Program Administrator may grant temporary authorization for electronic access. Any access, other than electronic, into a student's record, should be appropriately logged.

STUDENT RIGHTS UNDER FERPA

- Students have the right to inspect and review their educational record within 45 calendar days of making a request to the school's Registrar. The student will submit a written request that identifies the record(s) the student wishes to inspect. The Registrar will then forward the request to the Program Administrator who will facilitate a meeting of the educational record review. A record of the request for access will be kept in the student education record.
- Students have the right to request that the school correct records they believe to be inaccurate or misleading by submitting a written request for amendment to either MTSA's President, Executive Vice President, or Program Administrator within 7 calendar days of discovery. The student must identify the part of the record that they want changed and specify why it should be changed. If the school decides an amendment to the record is not warranted, MTSA will notify the student in writing of the decision stating they have a right to a formal hearing. "After the hearing, if the school decides not to amend the record, the... eligible student has the right to place a statement with the record setting forth his or her view about the contested information" (99.31).

- Students have the right to provide written consent before MTSA discloses personally identifiable information (PII) from the student's education records to third parties, except to the extent that FERPA authorizes disclosure without consent. MTSA discloses education records without a student's prior written consent under the FERPA exception for disclosure to (34CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies.

Legitimate educational interest is access to educational records, by appropriate MTSA Administrators, faculty and staff members and other outside service providers, to fulfill his or her professional responsibilities for the School.

No official academic or clinical information concerning a student shall be released until all MTSA forms and records are updated and in proper form for release. Prior to the release of information, all currently enrolled students shall have no outstanding debt with MTSA. A health-related entity financially supporting a student during enrollment at MTSA may request/require periodic academic and/or clinical reports. MTSA shall release the information to such entities **only after receiving a signed and dated written release from the student** specifying the entity to which information is to be released. The releases must be filed with the Registrar's Office, which is under the supervision of the Executive Vice President of the School.

DIRECTORY INFORMATION

Except as herein provided, all directory information may be released to appear in public documents and/or publications or may otherwise be disclosed without student consent; unless a written notice barring disclosure is filed in the Registrar's Office.

"Directory Information" at MTSA shall include the following student information:

- Name
- Home Address
- Local Address
- Telephone Listing (home and cell phone)
- Email Address
- Major Field of Study
- Dates of Attendance
- The institution(s) attended and from which degree(s) were earned
- Clinical Schedule
- Degrees Awarded and/or Honors Received
- Student Identification Photographs
- Any photographs or digital audio/video recordings taken as part of the educational program or at any School-related functions
- Date & Place of Birth

MTSA CLINICAL AFFILIATES

As completion of affiliations is a graduation requirement, students are required to sign a pre-release consent form. The following information shall have limited release (primarily to affiliate health care institutions where students may participate in clinical rotations), at the discretion of MTSA:

- Evidence of Health Insurance
- Evidence of Liability Insurance
- Recommendations/References
- Copies of health history including vaccinations
- Academic Record
- Clinical Record
- Emergency Information Form
- Background Check
- Drug Screen Results

EXTERNAL PUBLICATION OF INFORMATION

The MTSA Administration will be the official clearing house for all publications targeted for external use (primarily used for marketing purposes, news release information, professional journal articles, *Airways Newsletter*, etc.) This Office is responsible for all communications to the media, for release of information regarding staff, faculty and

students in attempt to provide a uniform, coordinated and professional posture in the community served. The Administrative representative has the right to prohibit newsmen from interviewing students, faculty and/or staff. It is the objective of this policy to provide accurate, timely and quality publications and media release information.

If a student believes there is a violation of their rights under FERPA they are encouraged to contact the compliance office within 180 calendar days at:

Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920
1-800-USA-LEARN (1-800-872-5327)

<https://www.ed.gov/category/keyword/family-policy-compliance-office-fpco>

STAKEHOLDERS' RIGHTS

Policy Number: 3.3.112

Reviewed: 3/12, 7/13

Revised: 7/12, 8/17

ACCREDITING AGENCIES' RIGHTS

Each accrediting agency with which MTSA has interaction shall expect that MTSA will be open and honest in its presentation of the School. It is expected that the administration will operate the School with the highest level of integrity, performance, and quality, so the accrediting agency and the public which the School serves shall have confidence in its operations.

AFFILIATING INSTITUTIONS' RIGHTS

MTSA maintains many clinical affiliations. Each affiliate site should expect that MTSA will solicit and maintain licensure information, and a pertinent health history on each student such as current TB skin tests and relevant immunizations. Affiliates shall expect that MTSA will instruct its students as to maintaining the privacy of health information of its patients. They shall expect that MTSA will provide basic safety instruction and an orientation related to anesthesia practice, and that MTSA will provide information regarding the outcomes expectations of students at each level.

FACULTY AND STAFF MEMBERS' RIGHTS

Members of the MTSA administration, staff and faculty shall have academic freedom in teaching. This group shall be able to speak, write or act as citizens without institutional censorship or discipline, providing such actions are in harmony with the MTSA Mission, Vision, Values and Goals as found in the *MTSA Administrative Manual*.

Additionally, administration, staff and faculty must understand that as persons of learning and educational representatives of MTSA, they must remember the public may judge their professions and the institution by their words and acts.

While off campus, yet representing the School (i.e., conventions, seminars, etc.), at all times, administration, staff and faculty should be accurate and show respect for the opinions of others, while abiding by MTSA standards and policies. Special care should be given when personal opinion is shared that may conflict with MTSA standards and/or policies and procedures.

MTSA faculty and staff have the right to be treated with respect by each student, and the student will be held accountable for doing so. Digressions may be reported to, with possible hearing by, the Progressions Committee and/or the President's Council.

Faculty and staff have a right to the grievance and due process protocol, as listed in the

MTSA Administrative Manual and *Faculty Handbook*.

PATIENTS' RIGHTS

Patients have a right to be cared for with the utmost respect by nurse anesthesia students as they are specializing in anesthesia. They should expect that the quality of care will reflect the scope and standards for nurse anesthesia practice, and abide by HIPAA regulations.

Doctoral students that are utilizing any patients or subjects in the course of their scholarly projects must have their project approved by the institutional review board (IRB).

APPLICANTS' RIGHTS

Applicants have a right to expect that MTSA will follow the most current edition of the *MTSA Student Handbook* related to admission requirements and processes for the program in which they are interested, with the understanding that there will be updates and revisions at least annually.

STUDENTS' RIGHTS

Students have a right to expect that MTSA will treat them with respect and will abide by the standards set forth in the most current edition of the *MTSA Student Handbook* applicable to their program of study. Students have the right to a grievance process as described in policy 5.1.102: Students' Rights: Complaints/Grievances.

STUDENT BEREAVEMENT

Policy Number: 5.1.115

Reviewed: 8/30/17, 4/19, 10/20

Revised: 8/30/17, 4/16/19, 10/20 BOT approved 11/2020

The loss of a family member may require time away from MTSA. The family is defined as spouse/partner, son, daughter, mother, father, mother-in-law, father-in-law, sister, brother, sister-in-law, brother-in-law, son-in-law, daughter-in-law, grandparent, grandparent-in-law, or grandchild. This policy would also include step-parent, step-sibling and step-child.

If there is a death in the family, students may take up to three (3) consecutive days off as leave. For students in a program with a clinical component, this leave may be taken without withdrawing time from the bank of emergency time and vacation days.

All students are eligible to utilize bereavement leave, if needed. Bereavement leave must be utilized within fourteen (14) days of the date of death. Exceptions for unusual circumstances (i.e., remains must be transported from overseas) must be coordinated with Program Administration, and with the Coordinator of Clinical Support if in clinical rotations. Students may be asked by MTSA personnel to provide a certification of the death, such as a death certificate or a published death notice.

STUDENT COMPLAINT/GRIEVANCE POLICY

Policy Number: 5.1.102

Reviewed: 8/6/18, 8/2019, 9/2022

Revised: 3/14, 4/15, 7/13/16, 8/18, 8/19, 9/21, 9/20/2022, BOT approved 11/2022

Students have a right to expect that MTSA will treat them with respect, and will abide by the standards set forth in the most current edition of the program's MTSA Catalog & Student Handbook.

MTSA encourages and welcomes feedback on aspects of its operation. It recognizes the rights of students to express dissatisfaction or make formal complaints about processes or services provided by MTSA. Grievances are formal complaints brought by a student regarding MTSA's provision of education and academic services affecting their role as a student. A grievance must be based on a claimed violation of an MTSA rule, policy, or established practice. This policy does not limit MTSA's right to change rules, policies, or practices.

The three categories for grievances are as follows: Complaints, Discrimination / Harassment allegations, and an Appeal of a Committee Decision (such as Progressions Committee or NAP Council)

HOW TO FILE AN INFORMAL COMPLAINT

As a first step, MTSA offers students an informal process to lodge a concern or suggestion. This process allows students to provide MTSA with information or suggestions relating to processes or services provided.

Step 1: Student raises concern regarding a particular service or process with the relevant faculty, staff member, or brings item to the School Life Committee (SLC) to be heard.

Step 2: Faculty, staff member, or SLC will listen to or consider the concern

Step 3: Faculty, staff member, or SLC explores options/implications of resolving the issue, i.e. No action is deemed appropriate

Lodging a suggestion letter to the Executive Vice President

Advising the student to lodge a Formal Written Complaint

GROUNDINGS FOR A FORMAL COMPLAINT

A student has the right to file a complaint. This MTSA Student Complaint/Grievance Policy is for all issues in which the student believes he or she has been adversely affected. Examples may include:

- Improper, irregular, or negligent conduct against a student by a faculty or staff member of MTSA; Failure to adhere to appropriate or relevant published MTSA policies and procedures;
- A decision made without sufficient consideration of facts, evidence or circumstances of specific relevance to the student;
- A penalty, where applied, is considered too harsh;
- Failure by MTSA to make a decision within a timely manner, reasonable to the complaint.

HOW TO FILE A FORMAL WRITTEN COMPLAINT

A complaint must be submitted in writing to the MTSA Executive Vice President using the Student Complaint form, available on the MTSA website or through the Executive Office of Vice President, identifying the student grievant, the respondent individual(s) involved, the incident, the rule/policy/established practice claimed to be violated, and a brief statement of the redress sought. Upon submission of a written complaint, the Executive Vice President will provide the student grievant with written acknowledgment of receipt of the complaint via e-mail, as well as a more detailed outline of the process.

Complaints should be addressed to:

Office of Executive Vice President
Middle Tennessee School of Anesthesia
P.O. Box 417
Madison, TN 37116

WITHDRAWAL OF COMPLAINT

A student may at any time during the complaints resolution process withdraw a complaint. This is done by putting their intent to withdraw an informal or formal complaint in writing and forwarding it to the Office of the Executive Vice President.

APPEAL OF A COMMITTEE DECISION

Students who are not satisfied with the decisions of the Progressions Committee can appeal those decisions to the Appeals Committee, the highest appellate body in the School. The Appeals Committee has the right to review the entire issue, and may support the Progressions Committee's action or return it to the Progressions Committee for further review.

STUDENT COUNSELING POLICY

Policy Number: 5.1.105

Reviewed: 3/14, 7/18, 8/18, 9/2022

Revised: 3/12, 4/14, 7/13/16, 8/6/18, 9/20/2022 BOT approved

In accordance with MTSA's mission and core values, MTSA believes students should strive to achieve a healthy & balanced life. MTSA also believes that at times counseling may be needed to help students readjust to the stressful environment and changing lives of graduate school. MTSA has established a plan of action to assist students maintain this balance.

Should the need arise for counseling services for students, MTSA will provide referral to a counseling service and will fund the initial three (3) assessment/counseling sessions. The Executive Vice President maintains a list of current approved providers for counseling. Students can be referred for counseling by Administration, Faculty, Mentor, or student's self- referral to the Executive Vice President.

MTSA offers counseling for financial issues, referral can be made through the Director of Financial Aid.

STUDENT DRUG & ALCOHOL

Policy Number: 5.1.111

Reviewed: 7/13/16, 8/6/18, 11/19/19, 7/2020

Revised: 7/13/16, 11/19/19, 7/2020, 8/24/2020, BOT approved 8/29/2022

STANDARDS OF CONDUCT

MTSA prohibits the unlawful manufacture, possession, use, or distribution of illegal drugs and alcohol on the MTSA campus, and any contingent site, or on the campus of any clinical affiliate site. To further MTSA's commitment to provide a healthy and thriving educational environment, and to stay in compliance with the Drug Free Schools and Communities Act Amendments of 1989, MTSA has established the following drug and alcohol policy.

Since many drugs alter one's alertness, and mental alertness is crucial during the provision of anesthesia, students may be screened for drugs and alcohol at any time they are committed to either clinical or classroom assignments. MTSA contracts with an outside company to perform drug/alcohol screening of students throughout the program of study, as needed.

Students should be aware that if they are found to test positive for alcohol, illegal substances or substances without a current and valid prescription, MTSA is obligated to report such violation of the drug and alcohol policy to the State Board of Nursing. Therefore, students are required to report any alertness-altering prescribed substance use (i.e. treatment for anxiety and learning disabilities) to the Program Administrator.

MTSA SANCTIONS

To underscore the seriousness with which MTSA takes the issue of health and welfare of its constituent populations, the School will impose disciplinary sanctions on students - up to and including expulsion. If drug and alcohol violations are turned over to the State Board of Nursing, that Board will investigate and handle any prosecutions.

HEALTH RISKS

As part of the Drug-Free Schools and Communities Act of 1989, MTSA is required to inform all students of the health risks associated with the use of illicit drugs and the abuse of alcohol. The School recognizes that Substance Use Disorder of any sort is a major health problem.

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including spouse and child abuse.

Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life-threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

You can find more information on Substance Abuse and Health Risks in the Department of Justice's, Drugs of Abuse resource guide here: https://www.dea.gov/sites/default/files/drug_of_abuse.pdf.

RESOURCES

MTSA does not provide on-campus drug/alcohol counseling, treatment, or rehabilitation programs for students. There are many community resources that provide support, information and treatment. Upon request or in appropriate situations, the School may refer the student to a counselor, center, or program for assistance with such needs.

LOCAL RESOURCES FOR HELP

Nashville Poison Control	615-936-2034	https://www.vumc.org/poisoncenter/
AANA Peer Assistance Resource	800-654-5167	http://peerassistance.aana.com/directory.asp
TANA Peer Assistance Resource	800-654-5167	https://www.tncrna.com/peer-assistance/
Alcoholics Anonymous	615-831-1050	http://www.aanashville.org/
Narcotics Anonymous	888-476-2482	https://nanashville.org/
Cumberland Heights Treatment Ctr	615-356-2700	https://www.cumberlandheights.org/

TN Professional Assistant Program	615-726-4001	http://www.tnpap.org/
JourneyPure Treatment Center	888-633-9588	https://journeypure.com
Celebrate Recovery	615-604-2210	https://www.celebraterecovery.com/
Foundations Nashville	615-994-7872	https://www.foundationsrecoverynetwork.com
TN Crisis Svs & Suicide Prevention	855-274-7471	https://www.tn.gov/behavioral-health/need-help.html

DRUG LAWS

A full list of controlled substances as defined by Tennessee state law can be found here: http://www.lcle.la.gov/sentencing_commission/Resources/l%20C.%20TN%20drug%20laws.pdf
<https://statelaws.findlaw.com/tennessee-law/tennessee-drug-laws.html>
<https://discoveryplace.info/legal/drug-laws-tennessee/>

The Federal DEA guidebook of Drugs of Abuse can be found on the DEA website. For more information: https://www.dea.gov/sites/default/files/drug_of_abuse.pdf#page=30

FEDERAL TRAFFICKING PENALTIES

DRUG/SCHEDULE	QUANTITY	PENALTIES	QUANTITY	PENALTIES
Cocaine (Schedule II)	500-4999 grams mixture	<p>First Offense: Not less than 5 yrs, and not more than 40 yrs. If death or serious injury, not less than 20 or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual.</p> <p>Second Offense: Not less than 10 yrs. and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.</p>	5 kgs or more mixture	<p>First Offense: Not less than 10 yrs, and not more than life. If death or serious injury, not less than 20 or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual.</p> <p>Second Offense: Not less than 20 yrs, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.</p> <p>2 or More Prior Offenses: Life imprisonment. Fine of not more than \$20 million if an individual. \$75 million if not an individual.</p>
Cocaine Base (Schedule II)	28-279 grams mixture	280 grams or more mixture		
Fentanyl (Schedule II)	40-399 grams mixture	400 grams or more mixture		
Fentanyl Analogue (Schedule I)	10-99 grams mixture	100 grams or more mixture		
Heroin (Schedule I)	100-999 grams mixture	1 kg or more mixture		
LSD (Schedule I)	1-9 grams mixture	10 grams or more mixture		
Methamphetamine (Schedule II)	5-49 grams pure or 50-499 grams mixture	50 grams or more pure or 500 grams or more mixture		
PCP (Schedule II)	10-99 grams pure or 100-999 grams mixture	100 gm or more pure or 1 kg or more mixture		
PENALTIES				

Other Schedule I & II drugs (and any drug product containing Gamma Hydroxybutyric Acid)	Any amount	<p>First Offense: Not more than 20 yrs. If death or serious injury, not less than 20 yrs, or more than life. Fine \$1 million if an individual, \$5 million if not an individual.</p> <p>Second Offense: Not more than 30 yrs. If death or serious bodily injury, life imprisonment. Fine \$2 million if an individual, \$10 million if not an individual.</p>
Flunitrazepam (Schedule IV)	1 gram	
Other Schedule III drugs	Any amount	<p>First Offense: Not more than 10 years. If death or serious injury, not more than 15 yrs. Fine not more than \$500,000 if an individual, \$2.5 million if not an individual.</p> <p>Second Offense: Not more than 20 yrs. If death or serious injury, not more than 30 yrs. Fine not more than \$1 million if an individual, \$5 million if not an individual.</p>
All other Schedule IV drugs	Any amount	<p>First Offense: Not more than 5 yrs. Fine not more than \$250,000 if an individual, \$1 million if not an individual.</p> <p>Second Offense: Not more than 10 yrs. Fine not more than \$500,000 if an individual, \$2 million if other than an individual.</p>
Flunitrazepam (Schedule IV)	Other than 1 gram or more	
All Schedule V drugs	Any amount	<p>First Offense: Not more than 1 yr. Fine not more than \$100,000 if an individual, \$250,000 if not an individual.</p> <p>Second Offense: Not more than 4 yrs. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.</p>

LEGAL SANCTIONS UNDER STATE AND FEDERAL LAW

The following is a summary of Tennessee and federal sanctions for the unlawful use of illicit drugs and alcohol. While the summary is a good faith effort to provide information, MTSA does not guarantee that it is an error-free or exhaustive accounting

Under federal law, a civil penalty of up to \$100,000 and imprisonment of up to one year may be imposed for simple possession of certain specified controlled substances. Possession of crack cocaine may lead to civil penalties of up to \$250,000 and imprisonment of up to twenty years. Also, possession of a controlled substance can result in the denial of federal benefits, such as student loans, grants, contracts and professional and commercial licenses, and the forfeiture of personal property and real estate used to transport, conceal or facilitate such possession. In addition, possession of a controlled substance can lead to ineligibility to receive or purchase a firearm.

Under federal law, it is unlawful to manufacture, distribute, dispense, deliver, sell or possess with intent to manufacture, distribute, dispense, deliver or sell controlled substances. The penalty imposed depends upon many factors that include the type and amount of controlled substance involved; the number or prior offenses, if any; whether death or serious bodily harm resulted from the use of such substance; and whether any other crimes were committed in connection with the use of the controlled substance. Even a first-time violation can result in life imprisonment; a fine of up to \$4,000,000 per individual; supervised release; or any combination of these penalties. These sanctions are doubled when the offense involves either: (1) distribution or possession at or near a school or university campus, or (2) distribution to persons under 21 years of age. Repeat offenders may face greater penalties.

Under Tennessee law, it is unlawful for any person under the age of 21 to buy, possess, transport (unless in the course of their employment) or consume alcoholic beverages, including wine or beer. It is unlawful for any adult to buy alcoholic beverages for or furnish them for any purpose to anyone under 21 years of age. These offenses are classified Class A Misdemeanors punishable by imprisonment for not more than eleven months and twenty-nine days or a fine of not more than \$2,500 or both. The offense of public intoxication is a Class A Misdemeanor punishable by imprisonment of not more than thirty days or a fine of not more than \$50 or both.

Under Tennessee law, the offense of possession or casual exchange of a controlled substance (such as marijuana) is punishable as a Class A Misdemeanor (eleven months, twenty-nine days and/or a fine of \$2,500). For the third and subsequent offense of possession of ½ oz. or less of marijuana, punishment is one to six years of imprisonment and a

\$3,000 fine. If there is an exchange from a person over 21 years of age to a person under 21 and the older person is at least two years older than the younger and the older person knows that the younger person is under 21, then the offense is classified as a felony. Possession of more than ½ oz. of marijuana under circumstances where intent to resell may be implicit is punishable by one to six years of imprisonment and a \$5,000 fine for the first offense. Maximum Tennessee penalties for possession, manufacture or distribution of substantial quantities of a controlled substance range from fifteen to sixty years of imprisonment and up to a \$500,000 fine. The State of Tennessee may, under certain circumstances, impound a vehicle used to transport or conceal controlled substances.

STUDENT AID AND DRUG CONVICTIONS

The Higher Education Act (HEA) of 1965 as amended suspends aid eligibility for students who have been convicted under federal or state laws of the sale or possessions of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid (grants, loans). <https://studentaid.gov>

STUDENT LINES OF COMMUNICATION

Policy Number: 5.1.110

Reviewed: 7/13/16, 9/2021, 9/2022, 10/17/2023, 6/17/2024, 7/25/2024, 9.24.2024

Revised: 7/13/16, 10/20, 6/21 9/21, 9/20/2022, 10/17/2023, 12/11/2023, 6/17/2024, 7/25/2024, 9/24/2024, 2.20.25 BOT approved 3/3/2025

Email is the official form of communication between students and MTSA. This is how a student will be updated on policies, procedures, and items related to degree requirements.

Students are issued an MTSA email address and are expected to check their email on a routine basis. No other email account may be used for official communication with the school.

Failure to respond to emails from MTSA faculty and staff within two MTSA business days is considered unprofessional conduct, which is addressed in the [Standards of Conduct](#).

In emergency situations only, text messages will be sent from the school's emergency management software to students' cellphones to keep them informed of the situation.

There are times when the students may not be able to talk directly with the Program Administrator as quickly as they may wish or may be uncomfortable talking to specific administrators. The following is an attempt to assure that students continue to have open lines of communication for issues they may perceive as problematic.

Should students find there are School-related issues they wish to address, the Program Administrator is the first person to whom students should address these issues. If the Program Administrator is unavailable, the following faculty members are able to address these concerns: the Faculty Mentor/Advisor to whom the student is assigned, the Assistant Program Administrator, or the Executive Vice President. If the issue involves an area other than academic, or students do not feel comfortable or it is not convenient to approach any of these faculty members, then it is entirely appropriate and even encouraged for students to address their concerns and/or issues with any of the MTSA administrators.

Students are encouraged to submit feedback via evaluations. Evaluations provide a method of constructive, confidential feedback.

Student Microsoft Office accounts will be changed to limited access accounts after program completion. At this point, students will no longer have full access to many Microsoft 365 applications (e.g., Word, PowerPoint, etc.).

MTSA email addresses will be deactivated one year after program completion. Students will receive an email before their accounts are changed and deactivated.

Text messages may be sent as an additional line of communication. For example, text messages may be used to communicate some deadlines and reminders. However, email is the primary and official form of communication.

Students must opt-in to receive text messages from MTSA. Applicants may opt-in on the application or inquiry form on the MTSA website.

You may opt-out anytime by texting STOP, via the student portal, or by emailing registrar@mtsa.edu. Please note that opting out will remove you from all future text communications.

Standard messages and data rates from your wireless carrier may apply. MTSA will not ask you for, nor should you provide, personally identifiable information, passwords, or any other confidential or sensitive information in SMS messages.

Each PD cohort selects several student representatives to join the [School Life and Wellness Committee](#). These students assist with communication between students, staff, and faculty. Click the following link for a detailed description of each class representative position: [Class Representatives](#).

STUDENT STANDARDS OF CONDUCT

Policy Number: 5.1.114

Reviewed: 12/16, 7/2020, 10/2020, 1/16/2023

Revised: 12/16, 7/2020, 11/2020, 1/17/2023, 2/28/2023, 12/17/24 BOT approved 3/3/2025

It is the philosophy of MTSA to uphold Christian ideals and values. While it is MTSA's policy to freely accept students regardless of religious persuasion, MTSA's philosophy is that students, faculty and staff are public representatives of MTSA, and are expected to avoid any conduct that would conflict with its Christian values.

Actions and conduct not in harmony with the Christian standards of MTSA include, but are not limited to, the following, and commission of any of these actions will result in disciplinary action that may include dismissal from the program.

For the purpose of enforcing the Student Standards of Conduct, students are accountable to these Standards from the time they are notified of their acceptance until they receive their degree, withdraw, or are dismissed. This includes conduct that occurs between semesters, while a student is on temporary leave (voluntary or involuntary), or has been suspended from MTSA.

Students who have participated in any of the following activities are required to report such infractions to MTSA administration. Students who witness or have personal knowledge of any participation in the following activities on the MTSA campus, any contingent site, or on the campus of any clinical affiliate site have a responsibility to report such infractions to MTSA administration.

Additionally, helping another student violate, or attempt to violate, any item addressed by these Standards of Conduct is also prohibited.

To underscore the seriousness with which MTSA takes the issue of health and welfare of its constituent populations, the School will impose disciplinary sanctions on students - up to and including expulsion, and possible referral for prosecution. Dismissal from the School or any lesser penalty as determined by the Program Director and the Progressions Committee may result from participation in any of the following activities:

1. Furnishing false information to the School with the intent to deceive;
2. Knowingly providing false information or testimony during the investigation of, or hearing on a disciplinary matter;
3. Refusal or failure to respond to a request from MTSA to report to a School administrative office or other location;
4. Vandalism, malicious destruction, damage, or misuse of private or public property, including library or computer center material;
5. Forgery, alteration, destruction, or misuse of School documents, records, or identification.
6. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other School activities, including any authorized activities on School property; In no event shall this rule be construed to prevent speech protected by the First Amendment to the United States Constitution;
7. Unauthorized use of or entry to School facilities and/or unauthorized possession of keys to School facilities;
8. Disorderly conduct or lewd, indecent, or obscene conduct on School-owned property or at any other institution affiliated with the School, or at School-sponsored functions;
9. Physical abuse of any person, or other conduct which threatens or endangers the health or safety of any person (i.e., this includes attending class or clinical under the influence of drugs or alcohol) whether such conduct occurs on or off School property;
10. Participation of students in group activities on or adjacent to the campus, which causes damage to public or private property, causes injuries to persons, or interferes with the orderly functioning of the School or the normal flow of traffic;
11. Violation of written School policies or regulations as stipulated herein or as published and/or announced by authorized School personnel;
12. Falsely reporting the presence of an unlawful explosive or incendiary device with the intent to mislead, deceive, or disrupt the operation of the School or a scheduled event sponsored by the School;

13. The use of tobacco in any form, other than in properly designated smoking areas;
14. Possession, while on School-owned property, or of any other institution affiliated with the School, of any weapon such as, but not limited to, rifles, shotguns, ammunition, handguns, air guns, including explosives, such as firecrackers, unless authorized in writing by the School Administration.
15. Unauthorized use or misuse of MTSA's computing facilities to include logging on an account without the knowledge and permission of the owner; changing, deleting, or adding to the programs, files and/or data without authorization of the owner; theft of program data or machine resources; attempts to thwart security of the computer system, including hardware and software;
16. Use of technological/electronic device(s) in the classroom. Students are allowed to use iPads/Microsoft Surface Pro or laptop computers in the classroom before class begins. However, the only use for iPads/Microsoft Surface Pro or laptops during any class will be for taking notes specifically related to the current class in session. No other activities utilizing any technological/electronic device(s), including but not limited to computers, iPads/Microsoft Surface Pro, cell phones, or scanners, such as (but not limited to) web-surfing, clinical case record completion, game-playing, or text-messaging will not be allowed during any class. The only exception to this is if web-based research is part of the curriculum for a given class, and this is specifically stated by the instructor. Some (but not all) instructors may allow calculators to be used during quizzes/tests/exams. If they do, students are only permitted to use calculators provided by MTSA at that time, which have no communication or data storage capability (i.e. no cell phone or PDA calculators).
17. Participation in or conviction of theft, wrongful appropriation (i.e., theft with intent to temporarily deprive the owner of possession), unauthorized possession, or sale or damage to School property or any organization affiliated with the School or of another member of the School community (i.e., faculty, staff, student, or campus visitor);
18. Any act of arson, falsely reporting a fire or other emergency, falsely setting off a fire alarm, tampering with or removing from its proper location fire extinguishers, hoses, or any other fire emergency equipment, except when done with real need for such equipment;
19. An attempt to commit or to be accessory to the commission of any act in violation of other Standards of Conduct;
20. Commission of an act or an attempt to commit an act on School property or involving members of the School community (i.e., faculty, staff, student or campus visitor) in an act that would be in violation of state or federal law;
21. Violation of local, state, or federal law, whether on or off campus, when it appears that the student has acted in a way that adversely affects or seriously interferes with the School's normal educational function, or that injures or endangers the welfare of any member of the School or its affiliate community. Such violations include, but are not limited to, violation of state or federal drug laws, commission of or attempt or threat to commit rape, murder, felonious assault, arson, domestic or dating violence, sexual assault, stalking, or any other felonious crime against person or property. Any violation results in an arrest; the School must be notified within 24 hours.
22. Unprofessional conduct, or any conduct or action that could bring dishonor or discredit on MTSA or would reflect unfavorably on its reputation as a Christian institution
23. The use of any illegal drug.
24. The use of addicting drugs and/or alcohol, which would impair judgment or function, including those prescribed by a physician, since mental alertness is crucial during the provision of anesthesia. Students participating in clinical rotations must submit a current copy of any prescription to the Clinical Support Coordinator of any medications they are using which may impair judgment or function. If this prescription is changed or modified, the Clinical Support Coordinator needs to be notified. Additionally, whenever specimen samples are collected for drug testing, the student must notify the collection personnel of any medications in use currently. Student anesthetists administer narcotics daily and must not be lax in signing out drugs, administering them properly, or properly disposing of unused portions. If circumstantial evidence renders students suspect of drug abuse, they may be asked to have urine, blood, or hair analyses to document their non-use of drugs. MTSA reserves the right, and students should expect, that a routine or random analysis for drugs may be requested at any time and without prior notice, to rule out substance abuse.
25. Reporting for duty at any hospital or for any class or professional meeting while under the influence of drugs, alcohol, or ANY mood-altering substance;
26. Unlawful manufacture, possession, use, influence or distribution of illegal drugs and alcohol
27. No student should start or initiate a general or regional anesthetic without proper supervision of a licensed anesthesia personnel.
28. Refusing to follow the campus health guidelines.
29. Misrepresenting credentials, current academic programs, degrees, or professional accomplishments.
30. Violating the [Academic Integrity Policy](#).

STUDENT DRESS CODE POLICY

Policy Number: 5.1.119

Reviewed: 12/17, 1/16/2023, 7/24/2024

Revised: 12/17, 8/2022, 1/17/2023, 2/28/2023, 7/25/2024, 12/17/24 BOT approved 3/3/2025

This covers expected standards for dress in both clinical practice settings and academic settings, in addition to all other functions of the School, to include professional meetings. Students are also expected to abide by any affiliate hospital's dress code which may be more specific than MTSA's policy. At all times the student is expected to dress in a

manner which is commensurate with being in a doctoral level program of nurse anesthesia. Any violation of this dress code may subject the student to an audience with and/or disciplinary action by the NAP Council and/or Progressions Committee.

All students are expected to present themselves in a clean, neat, and well-groomed manner. The following standards apply:

1. **Clothing:**

- a. **Clinical:** Students are expected to own their own scrub clothes and to wear them where the clinical sites allow. At all times these are to be clean and fresh each day. Scrub pants and tops should be worn in such a manner that at no time do they reveal the undergarments. Students should dress in full scrub attire top and bottom (T-shirt tops and scrub bottoms are not a complete uniform). Students are subject to being sent home for failure to comply with appropriate dress policies, and the clinical day will have to be made up on another day. Scrubs provided by clinical sites are to be returned daily and are not to be worn away from the clinical site.
- b. **Simulation Labs:** Students are expected to wear clean scrubs when they are scheduled for simulation lab. Scrub pants and tops should be worn in such a manner that at no time do they reveal the undergarments.
- c. **Classroom:** Students may wear their personal surgical scrub clothes to class. All clothes must be neat and clean. They must not be faddish, to include torn or tattered jeans or offensive logos on shirts. Tops with spaghetti straps or tube-type tops are not appropriate, nor are clothes that reveal the midriff or undergarments, or tops that are revealingly low-cut. No workout attire is permitted in the classroom. For ladies, skirts must be a modest length. Longer styles of shorts may be worn, but they must not be short shorts; Ball caps must be removed during any test period. Surgical scrub caps may be worn in class.
- d. **Professional** (To include AANA or TANA meetings and when giving class presentations): The attire must be "professional" to include at minimum a dress shirt and tie for men with khaki or dress pants. Professional attire does not include sandals or tennis shoes. **Lab coats:** After successful completion of the second semester, each student will be presented with a lab coat with the MTSA logo. Students are expected to wear this lab coat over their scrubs when they arrive and whenever they leave the operating room area at their clinical assignments. Students are responsible to keep this lab coat clean and in good condition. Prior to some events (i.e. occasional TANA events), MTSA may notify students that they are expected to wear their lab coats at the occasion. If this occurs, students are expected to wear this MTSA logo lab coat and are responsible to ensure the lab coat is clean, pressed, and in good condition before the event.
- e. **NAEP only: Education Practicums:** Students are expected to dress in professional attire when attending Education Practicums at any academic campus. This includes numbers 2-9 below as well as either a collared shirt or a blazer or jacket with professional slacks or skirt. In clinical education and simulation settings, clean and pressed scrubs following the institution's rules are appropriate.

2. **Jewelry:** Jewelry is to be limited to no more than one ring per hand (wedding set counts as one ring), no more than one earring per earlobe (dime size or smaller and only in the earlobes), and no necklaces. Jewelry is to be modest in appearance and moderate in quantity, with no visible body piercing or subcutaneous implants. Students must follow clinical sites rules in regards to jewelry if they differ from the above.
3. **Tattoos:** In the clinical area, classroom, or professional meetings, students will not have visible *offensive* tattoos. Such must be covered at all times. Any visible tattooing must be moderate in amount.
4. **Hair:** Hair must be neat and clean and out of the face at all times. In the clinical area, it must be covered completely by a surgical scrub cap.
5. **Facial Hair:** Facial hair must be neat, well-trimmed and not to exceed three inches in length. In most clinical facilities, facial hair is subject to approval by Infection Control and the Operating Room Supervisor, those who are responsible for assuring it is appropriately covered in the operating room.
6. **Fingernails:** Fingernails must be neat and clean, not longer than 1/4th inch beyond the end of the fingertip. Only natural nails are approved for use in the clinical area. Polish is to be of a single color (clear, pale, pink, white, or red) with no adornments; no black or dark colors. Students must comply with individual facility Hospital requirements regarding nail polish.
7. **Shoes:** In the clinical and simulation areas, there shall be no open-toed footwear. Students may wear their own surgical shoes or clogs, if they contain no holes; however, in many affiliates, footwear may be required to be covered by shoe covers. In the classroom, tennis shoes or sandals may be worn if they are neat and clean.
8. **Aromas:** No perfumes, fragrant lotions, or colognes are to be worn in the clinical area. Any offensive or overpowering odor is to be called to the attention of the student as soon as it is noticed, whether in clinical or in the classroom. This includes the personal hygiene responsibilities of each student.
9. **Gum chewing:** Students are to use good judgment and demonstrate appropriate discretion and respect in deciding when gum chewing is acceptable. In the clinical area, it is never acceptable for students to chew gum while interacting with patients and/or family members preoperatively or postoperatively. In the classroom setting, it is never acceptable for students to chew gum while making presentations. In professional settings, it is never acceptable for students to chew gum while making presentations or interacting with officials, such as TANA officers or state legislators.

STUDENT REPRESENTATION IN COMMITTEES POLICY

Policy Number: 5.1.118

Reviewed: 2000, 2003, 2006, 2009, 2014, 2018, 2024

Revised: 2000, 2003, 8/07, 1/09, 3/14, 2016, 8/18, 10/20, 8/2024 BOT approved

Middle Tennessee School of Anesthesia has students from each class as full members on major committees within the School. In these committees, they have full voting rights afforded to any member of the committee. Students are selected for a term that includes the full period of time they are in school at MTSA.

The students nominate their class representatives on these committees, which are taken to NAP Council for confirmation. As sensitive issues about individuals and situations are likely to occur in many of these meetings, students are expected to keep within the committee those things discussed in the committee, keeping personal issues confidential.

Alternates to each position are selected as each student may be unable to come to the School due to distance, clinical, work, or call obligation. In these instances, an alternate is asked to serve, if available. Every effort is made to have a student representative available if decisions are to be made that may affect any student's progression in the School.

Student representatives serve as full voting members on the following committees:

PRACTICE DOCTORATE PROGRAM:

- Progressions Committee
- Practice Doctorate Admissions Committee
- Appeals Committee
- School Life & Wellness Committee
- Information Technology Committee
- AANA Meeting Representatives
- TANA

POST-GRADUATE PROGRAMS:

- Progressions Committee
- DNAP Completion Admissions Committee
- Appeals Committee
- School Life & Wellness Committee
- Information Technology Committee

DOCTOR OF NURSE ANESTHESIA COMPLETION PROGRAM

GENERAL INFORMATION

PROGRAM ADMINISTRATOR'S WELCOME



Congratulations on taking this important step in your professional journey. As a practicing Nurse Anesthetist returning to pursue your Doctorate, you are investing in the future of your practice—and in the advancement of our profession as a whole.

Through this doctoral program, you will not only deepen your clinical expertise but also expand your leadership in areas such as education, quality improvement, business development, health policy, and ethics. Our hope is that you emerge not just as expert practitioners, but as thought leaders shaping the future of nurse anesthesiology.

You will be guided by a dedicated faculty, each selected for their specialized expertise and commitment to your success. Together, we aim to ensure that your Doctor of Nurse Anesthesia Practice degree is not only academically rigorous but also deeply meaningful—reflecting the high standards and value associated with the doctorate title.

If you have any questions or need support along the way, please don't hesitate to reach out. We're here to support you every step of the way. Warm regards.

Thank you,

Hallie Evans, DNP, CRNA, APRN, CNE

Director, Doctorate of Nurse Anesthesia Practice Completion Program and Nurse Anesthesia Educator Program

DNAP-C PROGRAM PURPOSE STATEMENT

Doctor of Nurse Anesthesia Practice (DNAP) Program Purpose Statement

In keeping with the institutional mission, MTSA provides onsite and distance learning education environments steeped in the Christian and Seventh-day Adventist belief systems. MTSA encourages students to excel in their studies and continue growth in their desires to pursue truth & a life of service.

MTSA's DNAP degree is a professional practice degree in nurse anesthesia. Applicants may select tracks: the Nurse Anesthesia Educator Program or the Acute Surgical Pain Management Fellowship track and may focus their doctorate projects to align with these offerings. The DNAP curriculum is designed with foundational courses intended to broaden the students' knowledge and appreciation of worldly concepts of nurse anesthesia evidence-based practice. Courses in the DNAP Completion program are exclusively online.

In addition to requisite foundational courses, completion of a scholarly project, which is the seminal scholarly work associated with the degree, is required. Each DNAP student is mentored in this process. MTSA faculty mentor each DNAP student to complete a scholarly project that focuses on utilization of research findings to augment evidence-based nurse anesthesia clinical practice, nurse anesthesia education.

OUTCOME CRITERIA UPON COMPLETION OF PROGRAM

OUTCOME CRITERIA UPON COMPLETION OF PROGRAM

(Doctoral Student Learning Outcomes/DSLOs)

DLSO's mandated by COA for DNAP Completion programs:

CRITICAL THINKING

THE GRADUATE MUST DEMONSTRATE THE ABILITY TO:

- Provide nurse anesthesia services based on evidence-based principles. (#14)
- Use science-based theories and concepts to analyze new practice approaches. (#23)

COMMUNICATION

THE GRADUATE MUST DEMONSTRATE THE ABILITY TO:

- Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professions. (#26)

LEADERSHIP

THE GRADUATE MUST DEMONSTRATE THE ABILITY TO:

- Integrate critical and reflective thinking in his or her leadership approach. (#31)
- Provide leadership that facilitates intraprofessional and interprofessional collaboration. (#32)

PROFESSIONAL ROLE

THE GRADUATE MUST DEMONSTRATE THE ABILITY TO:

- Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist. (#33)
- Apply ethically sound decision-making processes. (#35)
- Inform the public of the role and practice of the CRNA. (#40)
- Evaluate how public policy-making strategies impact the financing and delivery of healthcare. (#41)
- Advocate for health policy change to improve patient care. (#42)
- Advocate for health policy change to advance the specialty of nurse anesthesia. (#43)
- Analyze strategies to improve patient outcomes and quality of care. (#44)
- Analyze health outcomes in a variety of populations. (#45)
- Analyze health outcomes in a variety of clinical settings. (#46)
- Analyze health outcomes in a variety of systems. (#47)
- Disseminate research evidence. (#48)
- Use information systems/technology to support and improve patient care. (#49)
- Use information systems/technology to support and improve healthcare systems.(#50)
- Analyze business practices encountered in nurse anesthesia delivery settings. (#51)

*The numbers following each objective in parenthesis correspond to the COA student learning objectives.

GRADUATION REQUIREMENTS

Each DNAP student must accomplish each of the following criteria to be eligible to become a Doctor of Nurse Anesthesia Practice (DNAP) graduate of MTSA:

- Satisfactory completion of all DNAP Program courses, to include dissemination of the final scholarly project, prior to graduation
- Satisfactory completion of all Doctoral Student Learning Outcomes (DSLOs)
- Completion of all financial obligations to MTSA
- Completion of the online Direct Loan Exit Counseling session for students who have borrowed Direct Unsubsidized, NFLP, and Grad PLUS loans while attending MTSA.
- Participation in the graduation exercise is highly encouraged.

INSTITUTIONAL STATISTICS FOR DNAPC PROGRAM

Cohort	Start Date	Graduation Date	Enrolled	Attrition	Attrition Benchmark (<20%)	Graduated	Graduated Benchmark (80% or higher)
2024 DNAP-C Cohorts	8/29/2022	8/15/2024	25	12%	5%	22	20
2023 DNAP-C Cohort	8/30/2021	8/17/2023	21	14%	4%	21	17

2022 DNAP-C Cohort	8/31/2020	8/11/2022	19	42%	4%	12	15
2021 DNAP-C Cohort	9/3/2019	8/12/2021	14	14%	3%	12	11
2020 2-Year DNAP-C Cohort	9/4/2018	08/13/2020	8	38%	2%	5	6
2020 3-Year DNAP-C Cohort	9/5/2017	08/13/2020	34	26%	7%	25	27

ACADEMIC SUMMARY

The DNAP- Completion program is designed as a two-year program. The DNAP Completion courses are online only.

MTSA is organized on an academic semester basis. MTSA defines full-time status as enrollment for 8 or more semester hours in a semester.

MTSA evaluates student feedback and reserves the right to alter the frequency of courses and the length of the program, in accordance with student cohort feedback.

Upon satisfactory completion of this program of study at Middle Tennessee School of Anesthesia, the student will be awarded a diploma with the degree of Doctor of Nurse Anesthesia (DNAP).

DNAP-C PROGRAM STUDENT EVALUATIONS

Policy Number: 5.3.110

Reviewed: 10/13/2022 BOT approved 2/28/2023

Students at MTSA evaluate all aspects of the program, facilities, and their own progression. These evaluations are coordinated and scheduled by the Coordinator, Graduate Degree Programs and are conducted online. The data from these evaluations are compiled by the Coordinator, Graduate Degree Programs and are reviewed by the Evaluations Committee each semester.

Evaluations students complete include the following:

STUDENT EVALUATION OF:	WHEN EVALUATION IS DONE:
<i>ACADEMIC</i>	
Student Evaluation of Academic Faculty	End of each Semester (one per course)
Student Evaluation of Academic Courses	End of each Semester (one per course)
Student Self-Evaluations/Self-Assessments	End of each Semester (one per course)
<i>PROGRAM</i>	
Guest Speaker Evaluations	At the end of each lecture (as-needed)
MTSA Program (Exit Evaluation)	Prior to Graduation
Graduation Ceremony Evaluation	After Graduation Ceremony
Post-One-Year Graduate Evaluation	One year after end of Program
Post-One-Year Employer Evaluation	One year after end of Program

COURSE SEQUENCE & CALENDARS

DNAP COMPLETION

2027 DNAP-COMPLETION COURSE SEQUENCE

Start Date: September 2, 2025

Anticipated Completion Date: August 12, 2027

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 4, 2026	August 13, 2026	August 30, 2026

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 770	Applied Scholarship: Research, EBP, and QI for Nurse Anesthesia Leaders	4.00

SEMESTER 4 (FALL 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
August 31, 2026	December 10, 2026	January 3, 2027

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	3.00

SEMESTER 5 (SPRING 2027)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 4, 2027	April 15, 2027	May 2, 2027

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00

SEMESTER 6 (SUMMER 2027)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 3, 2027	August 12, 2027	December 10, 2027

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
Total credits:		33

2026 DNAP-COMPLETION COURSE SEQUENCE

Start Date: September 3, 2024

Anticipated Completion Date: August 13, 2026

SEMESTER 1 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 5, 2025	August 14, 2025	September 1, 2025

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 770	Applied Scholarship: Research, EBP, and QI for Nurse Anesthesia Leaders	4.00

SEMESTER 4 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	4.00

SEMESTER 5 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00

SEMESTER 6 (SUMMER 2026)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 4, 2026	August 13, 2026	December 11, 2026

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
Total credits:		33

2025 DNAP-COMPLETION COURSE SEQUENCE

Start Date: September 5, 2023

Anticipated Completion Date: August 14, 2025

SEMESTER 1 (FALL 2023)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 5, 2023	December 14, 2023	January 7, 2024

Item #	Title	Credit Hours
DNAP 640	Quality Improvement & Patient Safety	4.00
DNAP 630	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 8, 2024	April 18, 2024	May 5, 2024

Item #	Title	Credit Hours
DNAP 650	Healthcare Policy, Business & Legal Issues	4.00
DNAP 660	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 6, 2024	August 15, 2027	September 2, 2024

Item #	Title	Credit Hours
DNAP 680	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 600	Evidenced-Based Practice in Nurse Anesthesia I	4.00

SEMESTER 4 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 620	Evidenced-Based Practice in Nurse Anesthesia II	3.00

SEMESTER 5 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 700	Evidenced-Based Practice in Nurse Anesthesia III	3.00

SEMESTER 6 (SUMMER 2025)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 5, 2025	August 14, 2025	December 12, 2025

Item #	Title	Credit Hours
DNAP 710	Evidenced-Based Practice in Nurse Anesthesia IV	3.00
Total credits:		33

DNAP COMPLETION & ACUTE SURGICAL PAIN MANAGEMENT

2027 DNAP-COMPLETION & ASPMF COURSE SEQUENCE

Start Date: September 2, 2025

Anticipated Completion Date: August 12, 2027

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 4, 2026	August 13, 2026	August 30, 2026

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 770	Applied Scholarship: Research, EBP, and QI for Nurse Anesthesia Leaders	4.00

SEMESTER 4 (FALL 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
August 31, 2026	December 10, 2026	January 3, 2027

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	3.00
ASPMF 700	Foundations of Acute Pain Management	3.00
ASPMF 710	Essential Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 720	Clinical Practicum I	1.00

SEMESTER 5 (SPRING 2027)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 4, 2027	April 15, 2027	May 2, 2027

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
ASPMF 730	Advanced Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 740	Principles of Pharmacology in Acute Pain Management	3.00
ASPMF 750	Clinical Practicum II	1.00

SEMESTER 6 (SUMMER 2027)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 3, 2027	August 12, 2027	December 10, 2027

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
ASPMF 760	Acute Pain Management Education, Business, and Evidence-Based Practice	3.00
ASPMF 770	Clinical Practicum III	1.00
Total credits:		51

2026 DNAP-COMPLETION & ASPMF COURSE SEQUENCE

Start Date: September 3, 2024

Anticipated Completion Date: August 13, 2026

SEMESTER 1 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 5, 2025	August 14, 2025	September 1, 2025

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 755	Evidenced-Based Practice in Nurse Anesthesia I	4.00

SEMESTER 4 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	4.00
ASPMF 700	Foundations of Acute Pain Management	3.00
ASPMF 710	Essential Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 720	Clinical Practicum I	1.00

SEMESTER 5 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	May 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
ASPMF 730	Advanced Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 740	Principles of Pharmacology in Acute Pain Management	3.00
ASPMF 750	Clinical Practicum II	1.00

SEMESTER 6 (SUMMER 2026)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 4, 2026	August 13, 2026	December 11, 2026

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
ASPMF 760	Acute Pain Management Education, Business, and Evidence-Based Practice	3.00
ASPMF 770	Clinical Practicum III	1.00
	Total credits:	52

2025 DNAP-COMPLETION & ASPMF COURSE SEQUENCE

Start Date: September 5, 2023

Anticipated Completion Date: August 14, 2025

SEMESTER 1 (FALL 2023)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 5, 2023	December 12, 2023	January 7, 2024

Item #	Title	Credit Hours
DNAP 640	Quality Improvement & Patient Safety	4.00
DNAP 630	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 8, 2024	April 18, 2024	May 5, 2024

Item #	Title	Credit Hours
DNAP 650	Healthcare Policy, Business & Legal Issues	4.00
DNAP 660	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 6, 2024	August 15, 2024	September 2, 2024

Item #	Title	Credit Hours
DNAP 680	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 600	Evidenced-Based Practice in Nurse Anesthesia I	4.00

SEMESTER 4 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 620	Evidenced-Based Practice in Nurse Anesthesia II	3.00
ASPMF 700	Foundations of Acute Pain Management	3.00
ASPMF 710	Essential Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 720	Clinical Practicum I	1.00

SEMESTER 5 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 700	Evidenced-Based Practice in Nurse Anesthesia III	3.00
ASPMF 730	Advanced Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 740	Principles of Pharmacology in Acute Pain Management	3.00
ASPMF 750	Clinical Practicum II	1.00

SEMESTER 6 (SUMMER 2025)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 5, 2025	August 14, 2025	December 12, 2025

Item #	Title	Credit Hours
DNAP 710	Evidenced-Based Practice in Nurse Anesthesia IV	3.00
ASPMF 760	Acute Pain Management Education, Business, and Evidence-Based Practice	3.00
ASPMF 770	Clinical Practicum III	1.00
Total credits:		51

DNAP COMPLETION & NURSE ANESTHESIA EDUCATOR PROGRAM

2027 DNAP-COMPLETION & NAEP COURSE SEQUENCE

Start Date: September 2, 2025

Anticipated Completion Date: August 12, 2027

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026
Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026
Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 4, 2026	August 13, 2026	August 30, 2026
Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 770	Applied Scholarship: Research, EBP, and QI for Nurse Anesthesia Leaders	4.00

SEMESTER 4 (FALL 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
August 31, 2026	December 10, 2026	January 3, 2027
Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	3.00
DNED 700	Theoretical Foundations in Education and the Nurse Educator Role	3.00
DNED 701	Nurse Anesthesia Educator Practicum I	1.00

SEMESTER 5 (SPRING 2027)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 4, 2027	April 15, 2027	May 2, 2027
Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
DNED 710	Teaching and Assessment Strategies for the Nurse Anesthesia Educator	3.00
DNED 711	Nurse Anesthesia Educator Practicum II	1.00

SEMESTER 6 (SUMMER 2027)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 3, 2027	August 12, 2027	December 10, 2027

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
DNED 720	Curriculum Development for the Nurse Educator	3.00
DNED 721	Nurse Anesthesia Educator Practicum III	1.00
Total credits:		45

2026 DNAP COMPLETION & NURSE ANESTHESIA EDUCATOR PROGRAM COHORT SCHEDULE

YEAR 1 (SEPTEMBER 3, 2024 TO SEPTEMBER 1, 2025)

Semester	Start Date	End Date	Student Break Ends	Course
Semester 1 Fall 2024	9/3/ 2024	12/12/ 2024	1/5/2025	DNAP 705: Quality Improvement & Patient Safety (4 Hrs.)
				DNAP 715: Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice (4 Hrs.)
Semester 2 Spring 2025	1/6/ 2025	4/17/ 2025	5/4/2025	DNAP 725: Healthcare Policy, Business & Legal Issues (4 Hrs.)
				DNAP 735: Population Wellness and Health Promotion (Epidemiology) (4 Hrs.)
Semester 3 Summer 2025	5/5/ 2025	8/14/ 2025	9/1/2025	DNAP 745: Leadership and Ethics in Nurse Anesthesia Practice (4 Hrs.)
				DNAP 755: Evidence Based Practice in Nurse Anesthesia I (4 Hrs.)

YEAR 2 (SEPTEMBER 2, 2025 TO AUGUST 13, 2026)

Semester	Start Date	End Date	Student Break Ends	Course
Semester 1 Fall 2025	9/2/ 2025	12/11/2025	1/4/2026	DNAP 765 Evidence Based Practice in Nurse Anesthesia II (3 Hrs.)
				DNED 700 Theoretical Foundations in Education and the Nurse Anesthesia Educator Role (3 Hrs.)
				DNED 701 Nurse Anesthesia Educator Practicum I (1 Credit)
Semester 2 Spring 2026	1/5/ 2026	4/16/2026	5/3/2026	DNAP 775 Evidence Based Practice in Nurse Anesthesia III (3 Hrs.)
				DNED 710 Teaching and Assessment Strategies for the Nurse Anesthesia Educator (3 Hrs.)
				DNED 711 Nurse Anesthesia Educator Practicum II (1 Hrs.)
Semester 3 Summer 2026	5/4/ 2026	8/13/2026	12/11/2026	DNAP 785 Evidenced Based Practice in Nurse Anesthesia IV (3 Hrs.)
		Anticipated Program Completion Date	Tentative Graduation Ceremony	DNED 720 Curriculum Development for the Nurse Anesthesia Educator (3 Hrs.)
				DNED 721 Nurse Anesthesia Educator Practicum III (1 Hrs.)

Please note: All courses with a course code beginning in "DNED" are part of the Nurse Anesthesia Educator Program.

2025 DNAP-COMPLETION & NET COURSE SEQUENCE

Start Date: September 5, 2023

Anticipated Completion Date: August 14, 2025

SEMESTER 1 (FALL 2023)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 5, 2023	December 14, 2023	January 7, 2024

Item #	Title	Credit Hours
DNAP 640	Quality Improvement & Patient Safety	4.00
DNAP 630	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 8, 2024	April 18, 2024	May 5, 2024

Item #	Title	Credit Hours
DNAP 650	Healthcare Policy, Business & Legal Issues	4.00
DNAP 660	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 6, 2024	August 15, 2024	September 2, 2024

Item #	Title	Credit Hours
DNAP 680	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 600	Evidenced-Based Practice in Nurse Anesthesia I	4.00

SEMESTER 4 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 620	Evidenced-Based Practice in Nurse Anesthesia II	3.00
DNED 700	Theoretical Foundations in Education and the Nurse Educator Role	3.00

SEMESTER 5 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 700	Evidenced-Based Practice in Nurse Anesthesia III	3.00
DNED 710	Teaching and Assessment Strategies for the Nurse Anesthesia Educator	3.00
DNED 711	Nurse Anesthesia Educator Practicum I	1.00

SEMESTER 6 (SUMMER 2025)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 5, 2025	August 14, 2025	December 12, 2025

Item #	Title	Credit Hours
DNAP 710	Evidenced-Based Practice in Nurse Anesthesia IV	3.00
DNED 720	Curriculum Development for the Nurse Educator	3.00
DNED 721	Nurse Anesthesia Educator Practicum II	1.00
Total credits:		44

ADMISSIONS INFORMATION

DNAP-C ADMISSIONS REQUIREMENTS CHECKLIST

MTSA accepts applicants into the Doctor of Nurse Anesthesia Practice (DNAP) Completion Program each year, with classes beginning in the Fall. The following criteria lists requirements to be considered for an admission interview.

During the application cycle dates, the Screening Committee will review applicants, based on the following requirements, to determine applicant eligibility to interview with the Admissions Committee.

While applicants may be invited to interview before all admissions requirements are complete, an admissions decision cannot be made until all admissions requirements are complete.

All documents must be submitted through the MTSA Applicant Portal, which applicants gain access to after submitting the written application. All documents must be clear, legible, and valid (if the document includes an expiration date).

During the admissions cycle, completed applications are reviewed in the order they are received. The dates for the open application cycle are posted at www.mtsa.edu.

- Written Application
 - Application available on the MTSA website (<https://www.mtsa.edu/admissions/doctorate>)
- Documentation of graduation from a COA-Accredited Nurse Anesthesia Program.
- A Master of Science in Nurse Anesthesia Degree.
 - 3.0 anesthesia school (cumulative) grade point average based on a 4.0 grading system with a focus in nurse anesthesia or an equivalent nursing degree is required from a regionally accredited college or university in the United States. International degrees will be reviewed by an evaluating agency.
- Current Licensure as an Advanced Practice (Registered) Nurse (APN/APRN), if applicable. (Not all states require APN or APRN license).
 - The applicant must submit a copy of the current APN/APRN license for all states licensed.
- A list of states where the applicant has held RN, APN/APRN license in the past is required.
- Current Licensure as a Professional Registered Nurse (RN) in all states licensed.
- Valid Certification or Recertification as a Certified Registered Nurse Anesthetist (CRNA).
- Active membership with the American Association of Nurse Anesthesiology.
- Current CV
- Personal Statement: 2 pages max.
 1. Introduction of yourself, background, and why you are interested in MTSA for your DNAP degree. (2-3 paragraphs)

2. Anesthesia topics of interest (please discuss all 5 points as stated below)

- What is your focused area of interest in your anesthesia practice and why does it interest you?
 - What would you like to see improved upon in anesthesia practice, education or advocacy?
 - Why does this area need improvement?
 - What population(s) would benefit from changes in this anesthesia topic?
 - Why do you think this area of interest would benefit other anesthesia providers, or patient populations outside of your own practice and community?
- 2 Professional references.
 - Official academic transcripts from every institution of higher learning attended including transcripts for all non-degree seeking academic courses taken since high school.
 - Transcripts must demonstrate general education curriculum required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to earn the baccalaureate degree were met.
 - If an applicant is enrolled in any course between the time he or she submits the application and the enrollment date, the applicant must submit an official transcript for this course to MTSA prior to the interview.

TUITION INFORMATION

DNAP-C CURRENT TUITION AND FEES

Student selection policy is designed to accept only those students the Admissions Committee believes have the ability and desire to complete the academic components of the program.

TOTAL TUITION & FEES: DNAP-C 2027 COHORT (ENROLLS FALL 2025)					
\$32,175					
Payment Schedule					
Year 1			Year 2		
Tuition #1	9/2/2025	\$7,800*	Tuition #4	8/31/2026	\$2,925
Tuition #2	1/5/2026	\$7,800	Tuition #5	1/04/2027	\$2,925
Tuition #3	5/4/2026	\$7,800	Tuition #6	5/03/2027	\$2,925

*\$1,500 Deposit previously paid upon notice of acceptance is applied towards the first Tuition Payment.

Tuition may be paid through the student portal, via credit card or electronic check.

Note: There is a 3% processing fee for payments made by Credit/Debit Cards. If mailing a check, please send to:

MTSA
Attn: Business Office
P.O. Box 417
Madison, TN 37116

The format and schedule for the tuition and fees collection periods is subject to change, based on recommendations from outside agencies, to which MTSA is accountable. The tuition for each class is set in advance by the Board of Trustees and may fluctuate from year to year. MTSA reserves the right to change tuition and fees on a year-to-year basis. **Students should make their financial plans accordingly.**

In the event a student does not satisfactorily complete the DNAP Scholarly project in the required time frame, the student may be extended in the program, (with DNAP Committee approval) a maximum of two semesters. Applicable tuition will be added in the event of program extension. Please contact the MTSA Business Office with any questions regarding tuition.

In the event a student does not satisfactorily complete the NAEP Practicum hours in the required time frame, the student may be extended in the program (with NAEP Director approval) for a maximum of one semester. Applicable tuition will be added in the event of program extension. Please contact the MTSA Business Office with any questions regarding tuition.

FEES

- **\$50 Application fee** (included with application).
- Tuition may be paid through the student portal, via credit card or electronic check.
- **NON-REFUNDABLE Deposit of \$1,500** (to be submitted upon receipt of acceptance letter). This deposit verifies the student's position in the class and applies toward Period 1 tuition.
- **3% Credit Card Fee** if student uses a credit or debit card to pay tuition or purchase any item through the school.
- **Fee for Returned Checks:** A \$30 fee will be assessed for each occurrence of a check returned by a bank for insufficient funds, account closed or any other reason.
- **Delinquent tuition fee:** A \$100 late fee will be assessed on delinquent tuition payments, for each MTSA business day (Mon-Thurs) that the tuition payment is delinquent. Therefore, if tuition is due on one Monday, but is not paid until the following Monday, an additional \$400 delinquent tuition fee is levied.

SIMULTANEOUS ENROLLMENT IN THE 2026 FELLOWSHIP AND DNAP-C PROGRAM

PAYMENT SCHEDULE 2027 DUAL ENROLLMENT COHORT (DNAP-C & ASPMF) (ENROLLED IN FALL 2025)

Tuition	\$42,650
Clinical Rotation Fees	\$6,000
<i>* Please expect additional costs associated with travel, site location, etc.</i>	

YEAR #1

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #1 - Fall 2025	9/2/2025	\$5,362*
Tuition #2 - Spring 2026	1/5/2026	\$5,362
Tuition #3 - Summer 2026	5/4/2026	\$5,362

YEAR #2

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #4 - Fall 2026	8/31/2026	\$9,796
Clinical Practicum Fee		\$2,000
Tuition #5 - Spring 2027	1/4/2027	\$9,796
Clinical Practicum Fee		\$2,000
Tuition #6 - Summer 2027	5/3/2027	\$6,871
Clinical Practicum Fee		\$2,000

**Deposit of \$1,500 previously paid upon notice of acceptance is applied toward first tuition payment.*

Tuition may be paid through the student portal, via credit card or electronic check.

****Year 1 Eligibility for Federal/Private loans**:** Students enrolled in Year 1 of the DNAP completion program are eligible for federal loans and in-school loan deferment if they maintain enrollment in a minimum of 4 credit hours per semester of completion coursework.

****Year 2 Eligibility for Federal/Private loans**:** Students enrolled in Year 2 of the DNAP completion program are considered less than half-time enrollees in completion hours and therefore are not eligible for federal/private loans or in-school loan deferment.

****All clinical fees are invoiced 2 weeks prior to the start of Clinical Practicum II and III courses.** Clinical fees are based on the number of rotation weeks and the clinical site that the Fellow chooses to attend which is predetermined at the start of the program upon consultation with the Fellow and Fellowship Program Directors.

Students will receive statements to their MTSA email account up to 2 weeks prior to the due dates listed above. The statement will show the amount due for the upcoming semester and the date that payment is due.

Students mailing checks should send them to the following address:
MTSA
Attn: Business Office
P.O Box 417
Madison, TN 37116

WITHDRAWAL FROM PROGRAMS

Should a student simultaneously enrolled in the ASPMF or NET and the DNAP-C programs, decide to withdraw from one of the programs, they will no longer receive the discounted tuition rate.

The format and schedule for the tuition and fees collection periods are subject to change, based on potential program schedule changes and recommendations from outside agencies, to which MTSA is accountable. The tuition for each class is set in advance by the Board of Trustees and may fluctuate from year to year. MTSA reserves the right to change tuition and fees on a year-to-year basis. **Fellows should make their financial plans accordingly.**

Please contact the MTSA Business Office with any questions you may have regarding tuition.

Fees throughout the Program May Include:

- **3% Credit or Debit Card Fee:** if Fellow uses a credit or debit card to pay tuition or purchase any item through the school.
- **Fee for Returned Checks:** A \$30 fee will be assessed for each occurrence of a check returned by a bank for insufficient funds, account closed or any other reason.
- **Delinquent tuition fee:** A \$100 late fee will be assessed on delinquent tuition payments, for each MTSA business day (Mon-Thurs) that the tuition payment is delinquent. Therefore, if tuition is due on one Monday, but is not paid until the following Monday, an additional \$400 delinquent tuition fee is levied.

NOTE: If the Fellow has chosen not to utilize Electronic Funds Transfer, it is the Fellow’s responsibility to make arrangements with appropriate personnel to make tuition payments on a timely basis.

REFUND POLICY

For information about the refund policy, refer to [MTSA Policy 5.1.106 for Withdrawal Procedures](#)

SIMULTANEOUS ENROLLMENT IN THE 2026 NAEP AND DNAP-C PROGRAMS

PAYMENT SCHEDULE 2027 SIMULTANEOUS ENROLLMENT (DNAP-C/NAEP) (ENROLLED IN FALL 2025)

Tuition	\$36,700
Conference Fees	\$2,200
Nurse Educator Exam Fees	\$500
* Please expect additional costs associated with travel, site location, etc.	

YEAR #1

Semester	Tuition Due Date	Tuition/Fee Amount
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Tuition #1 - Fall 2025	9/2/2025	\$ 5,362*
Tuition #2 - Spring 2026	1/5/2026	\$ 5,362
Tuition #3 - Summer 2026	5/4/2026	\$ 5,363

YEAR #2

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #4 - Fall 2026		\$ 6,871
NLN Conference Fee	8/31/2026	\$ 600
NE Conference		\$ 500
Tuition #5 - Spring 2027		\$ 6,871
EDGE Conference Fee	1/4/2027	\$ 600
NE Conference		\$ 500
Tuition #6 - Summer 2027		\$6,871
NE Exam Fee	5/3/2027	\$500

*Deposit of \$1,500 paid upon notice of acceptance is applied toward the first tuition payment.

****Year 1 Eligibility for Federal/Private loans**:** Students enrolled in Year 1 of the DNAP completion program are eligible for federal loans and in-school loan deferment if they maintain enrollment in a minimum of 4 credit hours per semester of completion coursework.

****Year 2 Eligibility for Federal/Private loans**:** Students enrolled in Year 2 of the DNAP completion program are considered less than half-time enrollees in completion hours and therefore are not eligible for federal/private loans or in-school loan deferment.

*****Students may use preapproved financial assistance if funds are guaranteed to arrive the day classes begin for the term. If your financial assistance will not cover your tuition due, then you will need to pay the difference by the payment due date of the term.**

Tuition may be paid through the student portal, via credit card or electronic check.

Note: There is a 3% processing fee for payments made by Credit/Debit Cards.

Students will receive statements to their MTSA email account up to 2 weeks prior to the due dates listed above. The statement will show the amount due for the upcoming semester and the date that payment is due.

Students mailing checks should send them to the following address:

MTSA

Attn: Business Office

P.O Box 417

Madison, TN 37116

NURSE ANESTHESIA EDUCATOR PROGRAM

GENERAL INFORMATION

NURSE ANESTHESIA EDUCATOR PROGRAM DESCRIPTION

The Nurse Anesthesia Educator Program prepares students to function in the Nurse Educator role. Students will learn about the theoretical foundations of Nursing Education, how to assess educational needs, various evidence-based teaching and assessment strategies, curriculum design and development, and program evaluation.

The Nurse Anesthesia Educator Program is a 12-month course of study that includes three didactic courses and three clinical practicum courses. The Nurse Anesthesia Educator Program curriculum includes the following courses: Theoretical Foundations in Education and the Nurse Educator Role, Teaching and Assessment Strategies for the Nurse Educator, Curriculum Development for the Nurse Educator, and Nurse Educator Practicum I, II, & III.

The Nurse Anesthesia Educator Program curriculum meets eligibility requirements of the National League for Nursing (NLN) Academic Nurse Educator Certification. The curriculum uses the NLN Core Competencies (NLN-CC) of Academic Nurse Educators® with task statements as a framework. Upon completion of the Nurse Anesthesia Educator Program, graduates will be eligible to sit for the Certified Nurse Educator (CNE) Examination developed by the NLN Academic Nurse Educator Certification Program (ANECP).

NURSE EDUCATOR LEARNING OUTCOMES

Upon completion of the Nurse Anesthesia Educator Program, students will:

1	Integrate educational philosophies and theories into evidence-based teaching practices
2	Apply evidence-based teaching and assessment strategies in the classroom, laboratory, simulation, clinical, and online learning environments
3	Utilize information technologies that support the teaching-learning process in various learning environments
4	Create innovative learning experiences with consideration for learners' diversity and individual needs
5	Employ assessment strategies appropriate to assess student learning outcomes
6	Participate in curriculum design, development, and evaluation processes
7	Use knowledge of ethics and legal issues relevant to higher education and nurse anesthesia education as a basis for developing and implementing teaching practices, policies, and procedures related to students, faculty, and educational environments
8	Exhibit the knowledge, skills, and attributes of the Nurse Educator role within a variety of educational environments
9	Engage in reflective practice to enhance teaching effectiveness
10	Create scholarship in the field of Nursing education
11	Foster leadership and mentorship skills to guide and inspire the next generation of nurses

PROGRAM DIRECTOR'S WELCOME



Congratulations on taking the next step in your professional journey as you embark on a career as a Nurse Educator. Whether you are a seasoned veteran or a novice educator, this program is designed to keep you at the forefront of educational theory and practice, providing numerous opportunities to apply your skills in various facets of education. The curriculum is meticulously crafted to ensure that you gain in-depth knowledge and skills in the field of nursing education.

The faculty selected to teach the courses are esteemed experts in their fields. They are committed to sharing their extensive knowledge and guiding you through the process of achieving your academic and professional goals.

As you embark on this journey, you will be continually supported and encouraged to explore innovative approaches and apply your learning in real-world settings. Our goal is to see you emerge as a leader, ready to inspire and educate future generations of Nurse Anesthetists.

Please do not hesitate to reach out to me with any questions or for further information. Your success is our priority, and we are here to support you every step of the way.

I look forward to witnessing your growth and success as a leader in Nurse Education.

Thank you,

Hallie Evans, DNP, CRNA, APRN, CNE

Director, Doctorate of Nurse Anesthesia Practice Completion Program & Nurse Anesthesia Educator Program

NURSE ANESTHESIA EDUCATOR PROGRAM MISSION STATEMENT

In support of MTSA's mission and vision, the mission of the Nurse Anesthesia Educator Program develops educators who engage students and inspire growth through learning methods, scholarship, leadership, and service to meet the evolving demands of the profession.

NURSE ANESTHESIA EDUCATOR PROGRAM PURPOSE STATEMENT

The Nurse Anesthesia Educator Program at Middle Tennessee School of Anesthesia (MTSA) is dedicated to advancing the field of nursing through the development of highly skilled and innovative nurse educators. This program is designed to enhance the educational capabilities of nursing professionals who are passionate about teaching and mentoring the next generation of nurses. By fostering a community of educators committed to excellence in teaching, research, and leadership, the program aims to elevate the standards of nursing education and, consequently, the quality of patient care. The program purposes include:

- **Enhancing Educational Skills:**
 - Equip experienced nursing professionals with advanced teaching methodologies and educational theory.
 - Provide aspiring and current nurse educators with the tools to excel in academic settings and clinical education.
- **Fostering Lifelong Learning:**
 - Promote a culture of continuous professional development among nurse educators.
 - Encourage the pursuit of further academic qualifications and engagement with current research in nursing education.
- **Developing Leadership in Education:**
 - Prepare educators to take on leadership roles within academic institutions, healthcare settings, and professional organizations.
 - Develop skills in educational program management, curricular design, and policy advocacy.
- **Promoting Innovation in Teaching:**
 - Encourage the exploration and implementation of innovative teaching technologies and pedagogical approaches.
- **Addressing Nursing Shortages:**
 - Equip educators to effectively train a new generation of nurses, thereby helping to mitigate the nursing shortage.
 - Emphasize the importance of nurse educators in maintaining high standards of patient care and healthcare innovation.

ACADEMIC SUMMARY

The Nurse Anesthesia Educator Program is designed as a one-year program. The courses are online; however, travel to school is required for 2 conferences and travel may be required for practicum hours.

MTSA is organized on an academic semester basis. MTSA defines full-time status as enrollment for 8 or more semester hours in a semester.

MTSA evaluates student feedback and reserves the right to alter the frequency of courses and the length of the program, in accordance with student cohort feedback.

Upon satisfactory completion of this program of study at Middle Tennessee School of Anesthesia, the student will be awarded a Nurse Anesthesia Educator Program Certificate.

NEAP PROGRAM STUDENT EVALUATIONS

PROGRAM COMPLETION REQUIREMENTS

Each Nurse Anesthesia Educator student must accomplish each of the following criteria to be eligible to completed the MTSA Nurse Anesthesia Educator Program (NAEP):

- Satisfactory completion of all NAEP Program courses prior to graduation
- Passing score on Certified Nurse Educator Exam
- Satisfactory completion of all Nurse Anesthesia Educator Student Learning Outcomes (NELOs)
- Completion of all financial obligations to MTSA
- Completion of the online Loan Exit Counseling session for students who have borrowed loans while attending MTSA.
- Participation in the graduation exercise is highly encouraged.

NURSE ANESTHESIA EDUCATOR PROGRAM GOALS

Program-specific goals and specific student learning outcomes for the Nurse Anesthesia Educator Program are:

Goal: Enhance Educational Skills and Competence

Objectives:

- Create educational content with advanced teaching methodologies and assessment strategies.
- Employ assessment strategies appropriate to assess student learning outcomes. ([NLN-CC III, VII](#))
- Participate in curriculum design, development, and evaluation processes. ([NLN-CC IV](#))

Target:

Ensure all participants can develop and deliver high-quality educational content tailored to diverse learning needs.

Goal: Promote Evidence-Based Practice

Objectives:

- Integrate educational philosophies and theories into evidence-based teaching practices. ([NLN-CC I](#))
- Apply evidence-based teaching and assessment strategies in the classroom, laboratory, simulation, clinical, and online learning environments. ([NLN-CC I, II, III, VII](#))

Target:

Ensure all educators can teach current best practices and foster a culture of continuous learning and improvement.

Goal: Develop Leadership and Mentorship Abilities

Objectives:

- Foster leadership and mentorship skills to guide and inspire the next generation of nurses
- Create innovative learning experiences with consideration for learners' diversity and individual needs. ([NLN-CC II,V](#))

Target:

Prepare nurse educators to take on leadership roles and effectively mentor students and new nurses.

Goal: Enhance Technological Proficiency

Objective:

- Utilize information technologies that support the teaching-learning process in various learning environments. ([NLN-CC I](#))

Target:

Ensure all participants are proficient in using technology to enhance learning experiences and manage virtual classrooms.

Goal: Promote Interprofessional Collaboration

Objective:

- Exhibit the knowledge, skills, and attributes necessary for the Nurse Educator role within a variety of educational environments and disciplines. (NLN-CC I - VIII)

Target:

Facilitate workshops and collaborative projects that involve various healthcare disciplines.

Goal: Strengthen Communication and Cultural Competence

Objectives:

- Create innovative learning experiences with consideration for learners' diversity and individual needs. ([NLN-CC II,V](#))
- Use knowledge of ethics and legal issues relevant to higher education and nurse anesthesia education as a basis for developing and implementing teaching practices, policies, and procedures related to students, faculty, and educational environments. ([NLN-CC VI](#))

Target:

Ensure educators can effectively communicate with and teach students from diverse backgrounds.

Goal: Foster Continuous Professional Development

Objective:

- Encourage lifelong learning and continuous professional development among nurse educators.

Target:

Implement ongoing education and training opportunities for nurse educators to stay current in their field.

Goal: Promote Reflective Practice

Objective:

- Encourage nurse educators to engage in reflective practice to enhance their teaching effectiveness.

Target:

Implement reflective practice sessions and journals as part of the program curriculum.

Goal: Support Scholarship

Objective:

- Create research and scholarship valuable to the Nursing profession

Target:

Provide resources and support for nurse educators to engage in research and publish their findings.

Goal: Produce Certified Nurse Educators

Objectives: ALL

Target: 80% First time pass rate on CNE EXAM

COURSE SEQUENCE & CALENDARS

NURSE ANESTHESIA EDUCATOR PROGRAM NURSE ANESTHESIA EDUCATOR PROGRAM COURSE SEQUENCE

Semester	Course #	Course Name	Credit Hours
1	DNED 700	Theoretical Foundations in Education and the Nurse Anesthesia Educator Role	3
1	DNED 701	Nurse Anesthesia Educator Practicum I	1
2	DNED 710	Teaching and Assessment Strategies for the Nurse Anesthesia Educator	3
2	DNED 711	Nurse Anesthesia Educator Practicum II	1
3	DNED 720	Curriculum Development for the Nurse Anesthesia Educator	3
3	DNED 721	Nurse Anesthesia Educator Practicum III	1

Total Credit Hours: (12)

2026 NURSE ANESTHESIA EDUCATOR PROGRAM COURSE SEQUENCE

Start Date: September 9, 2025

Anticipated Completion Date: August 13, 2026

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNED 700	Theoretical Foundations in Education and the Nurse Educator Role	3.00
DNED 701	Nurse Anesthesia Educator Practicum I	1.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNED 710	Teaching and Assessment Strategies for the Nurse Anesthesia Educator	3.00
DNED 711	Nurse Anesthesia Educator Practicum II	1.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 4, 2026	August 13, 2026	December 11, 2026

Item #	Title	Credit Hours
DNED 720	Curriculum Development for the Nurse Educator	3.00
DNED 721	Nurse Anesthesia Educator Practicum III	1.00
Total credits:		12

DNAP COMPLETION & NURSE ANESTHESIA EDUCATOR PROGRAM (NAEP)

2027 DNAP-COMPLETION & NAEP COURSE SEQUENCE

Start Date: September 2, 2025

Anticipated Completion Date: August 12, 2027

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 4, 2026	August 13, 2026	August 30, 2026

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 770	Applied Scholarship: Research, EBP, and QI for Nurse Anesthesia Leaders	4.00

SEMESTER 4 (FALL 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
August 31, 2026	December 10, 2026	January 3, 2027

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	3.00
DNED 700	Theoretical Foundations in Education and the Nurse Educator Role	3.00
DNED 701	Nurse Anesthesia Educator Practicum I	1.00

SEMESTER 5 (SPRING 2027)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 4, 2027	April 15, 2027	May 2, 2027

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
DNED 710	Teaching and Assessment Strategies for the Nurse Anesthesia Educator	3.00
DNED 711	Nurse Anesthesia Educator Practicum II	1.00

SEMESTER 6 (SUMMER 2027)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 3, 2027	August 12, 2027	December 10, 2027

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
DNED 720	Curriculum Development for the Nurse Educator	3.00
DNED 721	Nurse Anesthesia Educator Practicum III	1.00
Total credits:		45

2026 DNAP-COMPLETION & NAEP COURSE SEQUENCE

Start Date: September 3, 2024

Anticipated Completion Date: August 13, 2026

SEMESTER 1 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 5, 2025	August 14, 2025	September 1, 2025

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 755	Evidenced-Based Practice in Nurse Anesthesia I	4.00

SEMESTER 4 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	4.00
DNED 700	Theoretical Foundations in Education and the Nurse Educator Role	3.00
DNED 701	Nurse Anesthesia Educator Practicum I	1.00

SEMESTER 5 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
DNED 710	Teaching and Assessment Strategies for the Nurse Anesthesia Educator	3.00
DNED 711	Nurse Anesthesia Educator Practicum II	1.00

SEMESTER 6 (SUMMER 2026)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 4, 2026	August 13, 2026	December 11, 2026

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
DNED 720	Curriculum Development for the Nurse Educator	3.00
DNED 721	Nurse Anesthesia Educator Practicum III	1.00
Total credits:		46

2025 DNAP COMPLETION & NURSE ANESTHESIA EDUCATOR TRACK COHORT SCHEDULE

YEAR 1 (SEPTEMBER 5, 2023 TO SEPTEMBER 2, 2024)

Semester	Start Date	End Date	Student Break Ends	Course
Semester 1 Fall 2023	9/5/ 2023	12/14/ 2023	1/7/2024	DNAP 640 Quality Improvement and Patient Safety (4 Hrs.)
				DNAP 630 Informatics and Educational Curriculum, Instruction, Evaluation: Application & Practice (4 Hrs.)
Semester 2 Spring 2024	1/8/ 2024	4/18/ 2024	5/5/2024	DNAP 650 Healthcare Policy, Economics & Legal Issues (4 Hrs.)
				DNAP 660 Population Wellness and Health Promotion (Epidemiology) (4 Hrs.)
Semester 3 Summer 2024	5/6/ 2024	8/15/ 2024	9/2/2024	DNAP 680 Leadership and Ethics in Nurse Anesthesia Practice (4 Hrs.)
				DNAP 600 Evidence Based Practice in Nurse Anesthesia I (4 Hrs.)

YEAR 2 (SEPTEMBER 3, 2024 TO AUGUST 14, 2025)

Semester	Start Date	End Date	Student Break Ends	Course
Semester 1 Fall 2024	9/3/ 2024	12/12/2024	1/5/2025	DNAP 620 Evidence Based Practice in Nurse Anesthesia II (3 Hrs.)
				DNED 600 Theoretical Foundations in Education and the Nurse Anesthesia Educator Role (3 Hrs.)
Semester 2 Spring 2025	1/6/ 2025	4/17/2025	5/4/2025	DNAP 700 Evidence Based Practice in Nurse Anesthesia III (3 Hrs.)
				DNED 610 Teaching and Assessment Strategies for the Nurse Anesthesia Educator (3 Hrs.)
				DNED 630 Nurse Anesthesia Educator Practicum (1 Hrs.)
Semester 3 Summer 2025	5/5/ 2025	8/14/2025	12/12/2025	DNAP 710 Evidenced Based Practice in Nurse Anesthesia IV (3 Hrs.)
		Anticipated Program Completion Date	Tentative Graduation Ceremony	DNED 620 Curriculum Development for the Nurse Anesthesia Educator (3 Hrs.)
				DNED 631 Nurse Anesthesia Educator Practicum II (1 Hrs.)

Please note: All courses with a course code beginning in "DNED" are part of the Nurse Anesthesia Educator Track.

ADMISSIONS INFORMATION

NURSE ANESTHESIA EDUCATOR PROGRAM ADMISSIONS REQUIREMENTS CHECKLIST

MTSA accepts applicants into the Nurse Anesthesia Educator Program (NAEP) each year, with classes beginning in the Fall. The following criteria lists requirements to be considered for an admission interview.

During the application cycle dates, the Screening Committee will review applicants, based on the following requirements, to determine applicants eligible to interview with the Admissions Committee.

While applicants may be invited to interview before all admissions requirements are complete, an admissions decision cannot be made until all admissions requirements are complete.

All documents must be submitted through the MTSA Applicant Portal, which applicants gain access to after submitting the written application. All documents must be clear, legible, and valid (if the document includes an expiration date).

During the admissions cycle, completed applications are reviewed in the order they are received. The dates for the open application cycle are posted at www.mtsa.edu.

The following criteria lists requirements to be considered for an admission interview:

- Nurse Anesthesia Educator Program Application
 - Application available on the MTSA website (<https://www.mtsa.edu/admissions/doctorate>)
- Application fee
- All materials must be submitted through the applicant portal
- Current Licensure as an RN or Advanced Practice (Registered) Nurse (APN/APRN), if applicable.
 - Must submit a copy of the current APN/APRN license for all states licensed.
- Current CV
- Personal Statement: 2 pages max.
 - Introduction of yourself, background, and why you are interested in completing the Nurse Anesthesia Educator Program at MTSA.
 - Your plan to educate:
 - Are you currently a nurse educator? If so, in what setting?
 - Describe any experience you have in education
 - What education setting are you interested in? Clinical, simulation, classroom, administrative/leadership, all?
 - What anesthesia topics are you most interested in teaching?
- 2 Professional references.
- Official academic transcripts from each institution of higher learning attended
 - Transcripts must demonstrate the following:
 - The general education curriculum required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to earn the baccalaureate degree were met
 - A Master of Science Degree.

- Documentation of graduation from a COA-Accredited Nurse Anesthesia Program.
- 3.0 graduate school (cumulative) grade point average based on a 4.0 grading system from a regionally accredited college or university in the United States.
- International degrees will be reviewed by an evaluating agency.

DNAP-C & NAEP ADMISSIONS REQUIREMENTS CHECKLIST

MTSA accepts applicants into the Doctor of Nurse Anesthesia Practice (DNAP) Completion Program & Nurse Anesthesia Educator Program (NAEP) each year, with classes beginning in the Fall. The following criteria lists requirements to be considered for an admission interview.

During the application cycle dates, the Screening Committee will review applicants, based on the following requirements, to determine applicants eligible to interview with the Admissions Committee.

While applicants may be invited to interview before all admissions requirements are complete, an admissions decision cannot be made until all admissions requirements are complete.

All documents must be submitted through the MTSA Applicant Portal, which applicants gain access to after submitting the written application. All documents must be clear, legible, and valid (if the document includes an expiration date).

During the admissions cycle, completed applications are reviewed in the order they are received. The dates for the open application cycle are posted at www.mtsa.edu.

The following criteria lists requirements to be considered for an admission interview:

- Written Application
 - Application available on the MTSA website (<https://www.mtsa.edu/admissions/doctorate>)
- Current Licensure as an Advanced Practice (Registered) Nurse (APN/APRN), if applicable. (Not all states require APN or APRN license).
 - The applicant must submit a copy of the current APN/APRN license for all states licensed.
- Current Licensure as a Professional Registered Nurse (RN) in all states licensed.
- Valid Certification or Recertification as a Certified Registered Nurse Anesthetist (CRNA).
- Active membership with the American Association of Nurse Anesthesiology.
- Current CV
- Personal Statement: 2 pages max.
 - Introduction of yourself, background, and why you are interested in MTSA for your DNAP degree. (2-3 paragraphs)
 - Anesthesia topics of interest (please discuss all 5 points as stated below)
 1. What is your focused area of interest in your anesthesia practice and why does it interest you?
 2. What would you like to see improved upon in anesthesiapractice, education or advocacy?
 3. Why does this area need improvement?
 4. What population(s) would benefit from changes in this anesthesia topic?
 5. Why do you think this area of interest would benefit other anesthesia providers, or patient populations outside of your own practice and community?

- Your plan to educate:
 1. Are you currently a nurse educator? If so, in what setting?
 2. Describe any experience you have in education
 3. What education setting are you interested in? Clinical, simulation, classroom, administrative/ leadership, all?
 4. What anesthesia topics are you most interested in teaching?
- 2 Professional references.
- Official academic transcripts from each institution of higher learning attended
 - Transcripts must demonstrate the following:
 - The general education curriculum required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to earn the baccalaureate degree were met
 - A Master of Science Degree.
 - Documentation of graduation from a COA-Accredited Nurse Anesthesia Program.
 - 3.0 graduate school (cumulative) grade point average based on a 4.0 grading system from a regionally accredited college or university in the United States.
 - International degrees will be reviewed by an evaluating agency.

TUITION INFORMATION

NURSE ANESTHESIA EDUCATOR PROGRAM TUITION & FEES (2026 COHORT)

Tuition payment is required by the specified due dates provided below. These due dates will be clearly communicated in a statement sent by the MTSA Business Office prior to each semester. Any student delinquent in paying tuition will be suspended from academic assignments until tuition is paid.

Enrollment in NAEP Only

\$14,400 Total tuition

2026 Fall NAEP Cohort (Enrolled in Fall 2025)

Semester	Payment Date	Amount
<u>Fall 2025</u>		\$3,900*
External Conference Fee	9/02/2025	\$600
NE Conference		\$500
<u>Spring 2025</u>		\$3,900
External Conference Fee	1/05/2026	\$600
NE Conference		\$500
<u>Summer 2025</u>		\$3,900
NE Exam Fee	5/04/2026	\$500

*Deposit of \$1,500 paid upon notice of acceptance is applied towards the first tuition payment.

Tuition may be paid through the student portal, via credit card or electronic check.

***Students may use pre-approved financial assistance if funds are guaranteed to arrive the day classes begin for the term. If your financial assistance will not cover your tuition due, then you will need to pay the difference by the payment due date of the term.

Note: There is a 3% processing fee for payments made by Credit/Debit Cards.

SIMULTANEOUS ENROLLMENT IN THE 2026 NAEP AND DNAP-C PROGRAMS

PAYMENT SCHEDULE 2027 SIMULTANEOUS ENROLLMENT (DNAP-C/NAEP) (ENROLLED IN FALL 2025)

<i>Tuition</i>	<i>\$36,700</i>
<i>Conference Fees</i>	<i>\$2,200</i>
<i>Nurse Educator Exam Fees</i>	<i>\$500</i>
<i>* Please expect additional costs associated with travel, site location, etc.</i>	

YEAR #1

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #1 - Fall 2025	9/2/2025	\$ 5,362*
Tuition #2 - Spring 2026	1/5/2026	\$ 5,362
Tuition #3 - Summer 2026	5/4/2026	\$ 5,363

YEAR #2

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #4 - Fall 2026		\$ 6,871
NLN Conference Fee	8/31/2026	\$ 600
NE Conference		\$ 500
Tuition #5 - Spring 2027		\$ 6,871
EDGE Conference Fee	1/4/2027	\$ 600
NE Conference		\$ 500
Tuition #6 - Summer 2027		\$6,871
NE Exam Fee	5/3/2027	\$500

*Deposit of \$1,500 paid upon notice of acceptance is applied toward the first tuition payment.

Year 1 Eligibility for Federal/Private loans: Students enrolled in Year 1 of the DNAP completion program are eligible for federal loans and in-school loan deferment if they maintain enrollment in a minimum of 4 credit hours per semester of completion coursework.

Year 2 Eligibility for Federal/Private loans: Students enrolled in Year 2 of the DNAP completion program are considered less than half-time enrollees in completion hours and therefore are not eligible for federal/private loans or in-school loan deferment.

***Students may use preapproved financial assistance if funds are guaranteed to arrive the day classes begin for the term. If your financial assistance will not cover your tuition due, then you will need to pay the difference by the payment due date of the term.

Tuition may be paid through the student portal, via credit card or electronic check.

Note: There is a 3% processing fee for payments made by Credit/Debit Cards.

Students will receive statements to their MTSA email account up to 2 weeks prior to the due dates listed above. The statement will show the amount due for the upcoming semester and the date that payment is due.

Students mailing checks should send them to the following address:

MTSA

Attn: Business Office

P.O Box 417

Madison, TN 37116

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP

GENERAL INFORMATION

PROGRAM DIRECTOR'S WELCOME

Photo of ASPMF Director, Christian Falyar

Congratulations on taking the next step in advancing your anesthetic practice. I am excited you have joined this exceptional program. Our fellowship is designed to equip you with the knowledge and skills necessary to become leaders in acute surgical pain management.

In recent years, the medical community has faced one of the most pressing and challenging issues in healthcare—the opioid epidemic. This crisis has deeply affected individuals and communities across the globe, and as healthcare professionals, it is our responsibility to address this issue head-on.

While opioids have traditionally played a vital role in the perioperative management of pain, it is crucial we recognize the potential risks and consequences associated with them. The opioid epidemic has exposed the dire need for alternative management strategies that effectively alleviate pain while minimizing the risk of addiction and other adverse effects.

As fellows in this program, you will redefine your approach to acute surgical pain management. Our curriculum emphasizes a multidisciplinary approach, drawing from various fields including anesthesiology, pain medicine, psychology, and pharmacology. By fostering collaboration and encouraging innovation, we will expand your armamentarium necessary to implement evidence-based, comprehensive pain management strategies that prioritize patient safety and long-term outcomes.

Throughout your fellowship, you will have the opportunity to work alongside renowned experts in the field and gain hands-on experience in various clinical settings. We will explore a wide range of non-opioid pharmacological interventions, regional anesthesia techniques, and novel pain management strategies. By incorporating emerging technologies and advancing our understanding of pain mechanisms, we can revolutionize the way we manage acute surgical pain and contribute to the larger goal of combatting the opioid epidemic.

I encourage you to actively participate in discussions, share your ideas, and challenge conventional practices. Your unique perspectives and contributions will enrich the fellowship experience for all of us and play a crucial role in shaping the future of acute surgical pain management.

I am confident the fellowship will provide you with the knowledge, skills, and networks necessary to make a lasting impact on patient care and contribute to the broader fight against the opioid epidemic. I look forward to witnessing your growth and development over the next year, and I am honored to be part of your journey in becoming leaders and advocates for effective, safe, and compassionate pain management.

Once again, welcome to the Acute Surgical Pain Management Fellowship. Let us work together to bring about positive change and create a future where pain is managed effectively, responsibly, and with the utmost attention to optimal patient outcomes.

Warm regards,

Christian Falyar, DNAP, CRNA, FAANA

Director | Acute Surgical Pain Management Fellowship

PROGRAM INFORMATION

The Middle Tennessee School of Anesthesia (MTSA) developed the Acute Surgical Pain Management Fellowship (ASPMF) to enhance the knowledge and skills of Certified Registered Nurse Anesthetists (CRNAs) in the field of acute surgical pain management. The fellowship equips CRNAs to provide comprehensive care to patients facing acute surgical pain. Upon successful completion of the fellowship, CRNAs will possess the expertise required to exercise their full scope of practice in delivering exceptional perioperative pain management.

MISSION & PURPOSE

MISSION

In support of MTSA's mission and vision, the mission of the Acute Surgical Pain Management Fellowship (ASPMF) is to educate and empower CRNAs to deliver comprehensive care to patients experiencing pain, optimizing patient outcomes in the perioperative period.

PURPOSE

The Acute Surgical Pain Management Fellowship's purpose is to provide CRNAs with a thorough understanding of pain's physiological mechanisms, including its social, ethical, and spiritual impacts on patients throughout the perioperative period. Fellows learn comprehensive assessment techniques and develop holistic care plans, incorporating advanced regional anesthesia techniques and allopathic approaches to optimize patient outcomes.

VALUE OF ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP

Acute pain services (APS) were introduced in the late 1980s in order to meet the increasing challenges of effective post-surgical pain management. From the onset, the APS concept received immediate and strong support from a large number of medical and health-care organizations around the world.¹ Yet, despite the increased availability of APS, under-treatment of post-surgical pain relief continues to be a clinically significant issue, due in part, to the lack of anesthesia providers who have been trained specifically in acute surgical pain management.

A growing consensus among anesthesia providers suggests that the availability of APS would facilitate a more evidence-based approach to post-surgical pain management, a broader range of analgesic techniques available to the post-surgical patient, and improved patient outcomes.² Despite this growing consensus, questions remain as to the ideal structure and function of APS in the United States.

In response to the increased demand for anesthesia providers who have been trained in post-surgical pain management, acute surgical pain management fellowships have been developed to provide this training for anesthesiologists, and, in some instances, advanced practice nurses. Upp et al. suggest that the modern APS team can no longer be staffed entirely by anesthesiologists or registered nurses who are interested in acute pain management. Instead, they recommend that mid-level providers, such as CRNAs, should fill important roles as APS continue to develop and expand. This expanded CRNA role may prove to be especially true in rural and under-served areas of the United States. To date, no acute surgical pain management fellowships have been developed to educate and train CRNAs. A basic assumption of MTSA's Acute Surgical Pain Management Fellowship is that, given the increasing role of CRNAs in providing a broad range of anesthesia services, it is plausible to anticipate an expanded scope of CRNA practice to include the provision of APS. As a result, fellowship programs must be developed in order to provide CRNAs with the comprehensive theoretical and clinical foundation necessary to competently provide APS in their host institutions and broader communities.

(Adapted from: 1ASA Task Force for Acute Pain Management. (2012). Practice guidelines for acute pain management in the perioperative setting: An update report by the American Society of Anesthesiologists Task Force on Acute Pain Management. 116(2): 248-273.)

2ASA Task Force for Acute Pain Management. Practice guidelines for acute pain management in the perioperative setting: An update report by the American Society of Anesthesiologists Task Force on Acute Pain Management. 2012; 116(2): 248-273.

American Society of Regional Anesthesia and Pain Medicine. Guidelines for the fellowship training in regional anesthesia and acute pain medicine, (3rd ed.), Regional Anesthesia and Pain Medicine, 2015; 40(3): 213-217.

ASPMF CURRICULUM PLAN

The ASPMF is a one-year program comprised of five didactic and three clinical courses for a total of 18 college credit hours, which can be applied to a non-degree program. The fellowship curriculum is half-time, defined as enrollment between 4-7 credit hours in a semester. Course load is based on the MTSA Credit Hour Policy, which uses the federal credit hour definition.

Fellows begin coursework in September and complete the program within one year. Fellows simultaneously enrolled in both the ASPMF and the DNAP-C program will begin ASPMF coursework in September of their second year and complete both programs within two years. Please refer to the [DNAP-C Handbook](#) for any policies specifically related to that program.

SIMULTANEOUS ENROLLMENT: ASPMF AND DNAP COMPLETION PROGRAMS

Simultaneous enrollment into the ASPM Fellowship and the DNAP Completion program is an available option at Middle Tennessee School of Anesthesia. This is a 2-year program that involves matriculating through courses outlined in the DNAP Completion program and fulfilling the requirements of the ASPMF during the second year (refer to [combined curriculum map](#)). During the second year, courses within the DNAP Completion program are focused on the completion of an Evidence-Based Practice scholarly project. Fellowship faculty, along with DNAP Completion faculty, help guide and develop the DNAP scholarly projects. The purpose of dual enrollment is to make available to practicing CRNAs, academic and clinical skill advancement at a doctoral level. The final outcome of both programs are skilled clinicians in both acute surgical pain management and doctoral academic leadership.

The [DNAP Completion](#) and ASPMF each have their own handbooks outlining policies and procedures related to their respective programs. When applying to the DNAP Completion program and ASPMF simultaneously, the application requirements must be completed for both programs and the applicant must undergo the selection, interview, and acceptance process outlined by the handbooks of both the ASPMF and DNAP Completion programs.

Please refer to the [DNAP-C Student Handbook](#) for all information regarding DNAP-C courses, grading, appeals, etc. An anticipated schedule for simultaneous enrollment is available by [clicking this link](#).

SCOPE & STANDARDS

The Fellowship will uphold the [AANA Scope of Nurse Anesthesia Practice](#) and [AANA Standards for Nurse Anesthesia Practice](#).

The Acute Surgical Pain Management Fellowship is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 S. Prospect Ave., Park Ridge, IL 60068; (847)655-1160. The fellowship's term of accreditation is November 2021 - October 2026 at which time it may choose to seek continued accreditation. This certificate is not an education prerequisite for an advanced practice nursing license.

PREAMBLE FOR CURRICULUM DEVELOPMENT

Middle Tennessee School of Anesthesia (MTSA) created the Acute Surgical Pain Management Fellowship to optimize patient outcomes while minimizing adverse events in patients experiencing acute surgical pain. The following four foundational tenets underpin the curriculum:

1. Optimize the patient's functional abilities during acute surgical pain management.
2. Optimize the patient's physical and psychological well-being.
3. Include quality of life considerations.
4. Consider legal and ethical issues in the practice of acute surgical pain management.

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP LEARNING OUTCOMES

Fellowship objectives and outcomes are achieved through a stepwise progression. The knowledge and skills described in the Fellow Learning Outcomes (FLO) are specific to each unit/module and clinical practicum. Fellows are expected to demonstrate competence in all aspects of regional anesthesia and pain management.

Fellow Learning Outcome 1:

Develop a plan of care for the management of patients experiencing acute pain across the lifespan.

Fellow Learning Outcome 2:

Incorporate a holistic plan of care for the management of pain accounting for the different physiological, psychosocial, spiritual, and cultural aspects.

Fellow Learning Outcome 3:

Incorporate non-allopathic techniques as part of an acute pain management plan.

Fellow Learning Outcome 4:

Incorporate complex interventional techniques as part of an acute pain management plan.

Fellow Learning Outcome 5:

Integrate current best evidence-based practices in the management of acute pain.

Fellow Learning Outcome 6:

Determine the appropriate pharmacotherapeutic technique and dosing based on current evidence-based practices to optimize patient outcomes.

Fellow Learning Outcome 7:

Demonstrate safe and competent use of ultrasound in the management of acute pain.

Fellow Learning Outcome 8:

Apply clinical teaching strategies to assess and train anesthesia providers in acute pain management techniques.

Fellow Learning Outcome 9:

Identify business management strategies to communicate and negotiate with stakeholders regarding the value of an acute surgical pain management service.

Fellow Learning Outcome 10:

Demonstrate ethical, professional, and legal principles in the management of acute surgical pain.

FELLOWSHIP CODE OF CONDUCT

PROFESSIONALISM

The Fellow is expected to demonstrate professionalism, including a commitment to educational, professional, and personal integrity as outlined in the [AANA Code of Ethics for the Certified Registered Nurse Anesthetist](#). Professional behaviors are evaluated throughout the Fellowship.

CODE OF ETHICS

The [AANA code of ethics](#) for the CRNA states:

"Certified Registered Nurse Anesthetists (CRNAs) practice nursing by providing anesthesia and anesthesia-related services. They accept the responsibility conferred upon them by the state, the profession, and society. The American Association of Nurse Anesthesiology (AANA) has adopted this Code of Ethics to guide its members in fulfilling their obligations as professionals. Each member of the AANA has a personal responsibility to uphold and adhere to these ethical standards."

Fellows are expected to abide by the AANA Code of Ethics.

ASPMF LATE WORK POLICY

Policy Number: 5.5.102

Assignments submitted after the due date without prior approval will receive a grade no higher than 80%. Failure to submit any assignment by the end of course without a request for an extension will result in a failing grade.

PROGRESSION THROUGH THE FELLOWSHIP & FELLOWSHIP COMPLETION REQUIREMENTS

Fellows will receive a certificate at the completion of the program. Those also enrolled in the DNAP Completion program will receive their doctoral degree upon successful completion of that program. Please refer to the [DNAP Completion handbook](#) for more information regarding graduation requirements.

The following items must be completed to receive a certificate:

1. Complete all didactic coursework.
2. Attend two on-campus intensives.
3. Pass competency-based evaluations during the on-campus intensives.
4. Complete two clinical rotations at an ASPMF clinical site with documentation of the following:
 1. Truncal blocks: 20 cases
 2. Upper extremity blocks: 20 cases
 3. Lower extremity blocks: 20 cases
 4. Competency-based evaluations for each day of clinical rotation attendance
 5. End-of-clinical evaluation for each week of clinical rotation
5. Maintain an accurate record of clinical procedures through Typhon.
6. All financial obligations with the MTSA Business Office must be settled.

A Fellow must complete all of the requirements in a semester before they are allowed to begin coursework for the following semester. Failure to achieve a passing grade will be addressed through the Progressions Committee at MTSA. During the clinical rotation, failure to demonstrate professionalism, proficiency in regional anesthesia, meet clinical expectations, and/or attend the clinical rotation will be addressed through the Progressions Committee.

EVALUATIONS

EVALUATION OF FELLOW COURSEWORK

DIDACTIC COURSEWORK

At the completion of each module, the Fellow will complete a module quiz and case study. Fellows will complete a summative evaluation at the end of each didactic course.

CLINICAL COURSEWORK

Fellows must pass a competency-based evaluation before attending clinical.

During clinical rotations, clinical preceptors will evaluate the Fellow's performance using a competency-based evaluation (CBE) available in Typhon. A separate CBE must be completed for each day the Fellow spends at a clinical site.

At the conclusion of each clinical week, the clinical coordinator will complete an end-of-clinical (EOC) evaluation to evaluate the Fellow's professional conduct. An EOC evaluation must be completed for each week the Fellow is present at a clinical site.

Fellows are responsible for initiating evaluation requests in Typhon and ensuring that they receive 100% of the required evaluations.

In the event that a Fellow receives a score of "Does Not Meet Expectations," they must notify both the Director and Assistant Director within 24 hours, as well as include a corresponding comment in Typhon.

FELLOW EVALUATION OF THE PROGRAM

COURSE EVALUATIONS

Fellows are encouraged to complete both mid-semester and end-of-course evaluations for each course. Valuable insights gathered from these evaluations are used to improve the fellowship.

EVALUATION DATA FOR FELLOWSHIP IMPROVEMENT

At the completion of the Fellowship, Fellows are encouraged to complete a comprehensive evaluation of the program. This evaluation will serve as a summative assessment of the entire Fellowship experience.

Fellows will receive a follow-up communication one year after completion of the fellowship to evaluate the program's impact on their professional practice or affiliated facilities. Tailored questions aligned with the Fellow's individual goals, as identified during the admission process, will be posed to gather valuable insights and feedback.

ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP ADVISORY COMMITTEE

PURPOSE

The Acute Surgical Pain Management Fellowship Advisory Committee provides oversight to the ASPMF. The Advisory Committee reviews the development of the Fellowship, evaluations of the Fellowship, and makes decisions regarding admissions of Fellows.

MEMBERSHIP

The Advisory Committee is comprised of the Fellowship Program Director, who serves as Faculty Chair, the Fellowship Assistant Director, a recording secretary, five invited members, and invited guests.

The five invited members of the Advisory Committee must meet two of the following qualifications:

- Recognized expert in ultrasound and/or acute pain management
- Former ASPMF Graduate
- Current ASPMF Faculty
- Demonstrated scholarship in ultrasound and/or acute pain management

These members are appointed by the Program Director and will serve alternating 2-year terms.

FREQUENCY & LENGTH OF MEETINGS

Bi-annual meetings, as well as ad hoc meetings, are conducted through Teams. To make amendments to this charter, a quorum of voting members is required, along with the attendance of the Faculty Chair.

RECORD KEEPING

The recording secretary will take minutes for each meeting. All records are maintained by the recording secretary and uploaded into Teams.

REPRESENTATIVES TO OTHER BODIES

The Fellowship Program Director will represent the Advisory Committee in all other MTSA Committees.

COMMITTEE RESPONSIBILITIES

Committee responsibilities include:

- Ensure the fellowship represents the mission, vision, and values of the Middle Tennessee School of Anesthesia (MTSA)
- Verify the fellowship meets accreditation requirements set forth by the Council on Accreditation (COA)
- Evaluate programmatic and curriculum changes brought forth by the Director and Assistant Director of the ASPMF
- Assess qualifications and approve applicants for the ASPMF and DNAP-C Regional track
- Review course and program evaluations; make recommendations based on participant feedback

The ASPMF Advisory Committee reports to the Nurse Anesthesia Program (NAP) Council. This committee is responsible for providing updates on initiatives and evaluation outcomes. The Faculty Chair will relay feedback from the NAP Council to the committee for resolution. The ASPMF Advisory Committee shall also convene *ad hoc* meetings of a Progressions Committee and Appeals Committee as needed.

ASPMF PROGRAM STUDENT EVALUATIONS

Policy Number: 5.5.101

Reviewed: 10/13/2023

Revised: BOT approved 2/28/2023

Fellows at MTSA evaluate all aspects of the Fellowship, facilities, and their own progression. These evaluations are coordinated and scheduled by the Coordinator, Graduate Degree Programs and are conducted online. The data from these evaluations are compiled by the Coordinator, Graduate Degree Programs and are reviewed by the Evaluations Committee each semester.

Evaluations Fellows complete include the following:

EVALUATION OF:	WHEN EVALUATION IS DONE:
ACADEMIC	
Fellow Evaluation of Academic Faculty	End of each Semester (one per course)
Fellow Evaluation of Academic Courses	End of each Semester (one per course)
CLINICAL	
Fellow Clinical Practicum II & III Evaluation	End of 2nd and 3rd Semester
PROGRAM	
Student Evaluation of the Learning Resource Center	
Student Evaluation of Technology	
Guest Lecturer Evaluation	At the end of each lecture (as needed)
MTSA Program (Exit Evaluation)	Prior to program completion
Graduation Ceremony Evaluation	Following Graduation Ceremony
Cadaver Workshop Evaluation	After attending Cadaver Workshops
Cadaver Pre-Course Online Didactic Evaluation	Upon completion of Pre-Course Didactic material
Post-One-Year Fellow Evaluation	One year after completing Fellowship
Post-One-Year Employer Evaluation	One year after completing Fellowship

ADMISSIONS INFORMATION

ASPMF ADMISSIONS REQUIREMENTS CHECKLIST

Middle Tennessee School of Anesthesia (MTSA) accepts applicants into the Acute Surgical Pain Management Fellowship (ASPMF) on an ongoing basis during the application cycle, with classes beginning in the Fall. The ASPMF Screening Committee will review applicants to determine eligibility to interview with the Admissions Committee. Prospective candidates must meet the following criteria:

- Practicing CRNA with at least two years of experience and an unencumbered license
- Attendance at an Essentials of Ultrasound Guided Regional Anesthesia (USGRA) Cadaveric Workshop within one year of applying
- Experience in performing USGRA blocks and access to ultrasound scanning capabilities

While applicants may be invited to interview before all admissions requirements are complete, an admissions decision cannot be made until all admissions requirements are complete.

All documents must be submitted through the MTSA Applicant Portal, which applicants gain access to after submitting the written application. All documents must be clear, legible, and valid (if the document includes an expiration date).

As part of the application process, the following is required:

- Written Application and Application Fee.
 - Written application is available on the MTSA website (<https://mtsa.edu/admissions/fellowship/>).
- RN License
- APRN License
- Official academic transcripts from every institution of higher learning attended, including transcripts for all non-degree-seeking academic courses taken since high school
- NBCRNA Certification (must be current with expiration date displayed)
- AANA Membership
- Nursing School Diploma
- ACLS, BLS & PALS certificate
- Current CV
- Two profession peer reference
- Reference & verification of regional anesthesia practice from direct supervisor
- Proof of Personal Health Insurance
- Certificate of completion from an Essentials of USGRA Cadaveric Workshop within the past three years
- Copy of driver's license
- Personal Statement
 - Please address the following information:
 - Introduce yourself and your background.
 - Describe your current clinical practice, including the types of nerve blocks you administer and their frequency.
 - Explain the strategies you plan to use to effectively manage your workload during the program.
 - Discuss how you envision applying the knowledge and skills acquired during your enrollment in ASPMF.
- Ultrasound Portfolio
 - Two Ultrasound images with labeled anatomy

DNAP-C & ASPMF ADMISSIONS REQUIREMENTS CHECKLIST

MTSA accepts applicants into the Doctor of Nurse Anesthesia Practice (DNAP) Completion Program & Acute Surgical Pain Management Fellowship each year, with classes beginning in the Fall. The following criteria lists requirements to be considered for an admission interview.

During the application cycle dates, the DNAP Completion Program Screening Committee will review applicants, based on the following requirements, to determine applicants eligible to interview with the Admissions Committee.

While applicants may be invited to interview before all admissions requirements are complete, an admissions decision cannot be made until all admissions requirements are complete.

All documents must be submitted through the MTSA Applicant Portal, which applicants gain access to after submitting the written application. All documents must be clear, legible, and valid (if the document includes an expiration date).

During the admissions cycle, completed applications are reviewed in the order they are received. The dates for the open application cycle are posted at www.mtsa.edu

- Written Application
 - Application available on the MTSA website (<https://www.mtsa.edu/admissions/doctorate>)
- Current Licensure as an Advanced Practice (Registered) Nurse (APN/APRN), if applicable. (Not all states require APN or APRN license).
 - The applicant must submit a copy of the current APN/APRN license for all states licensed.
- A list of states where the applicant has held RN, APN/APRN license in the past is required.
- Current Licensure as a Professional Registered Nurse (RN) in all states licensed.
- Valid Certification or Recertification as a Certified Registered Nurse Anesthetist (CRNA).
- Active membership with the American Association of Nurse Anesthesiology.
- Current CV
- Personal Statement: 2 pages max.
 1. Introduction of yourself, background, and why you are interested in MTSA for your DNAP degree. (2-3 paragraphs)
 2. Anesthesia topics of interest (please discuss all 5 points as stated below)
 - What is your focused area of interest in your anesthesia practice and why does it interest you?
 - What would you like to see improved upon in anesthesia practice, education or advocacy?
 - Why does this area need improvement?
 - What population(s) would benefit from changes in this anesthesia topic?
 - Why do you think this area of interest would benefit other anesthesia providers, or patient populations outside of your own practice and community?
 3. Describe your current clinical practice, including the types of nerve blocks you administer and their frequency.
 4. Explain the strategies you plan to use to effectively manage your workload during the program.
 5. Discuss how you envision applying the knowledge and skills acquired during your enrollment in ASPMF.
- 2 Professional peer references.
- Reference & verification of regional anesthesia practice from direct supervisor
- Proof of Personal Health Insurance
- Nursing School Diploma
- ACLS, BLS & PALS certificate

- Ultrasound Portfolio
 - Two (2) Ultrasound images with labeled anatomy
- Certificate of completion from an Essentials of USGRA Cadaveric Workshop within the past three (3) years
- Official academic transcripts from every institution of higher learning attended, including transcripts for all non-degree seeking academic courses taken since high school.
 - Transcripts must demonstrate the following:
 - General education curriculum required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to earn the baccalaureate degree were met.
 - Documentation of graduation from a COA-Accredited Nurse Anesthesia Program.
 - A Master of Science in Nurse Anesthesia Degree.
 - 3.0 anesthesia school (cumulative) grade point average based on a 4.0 grading system with a focus in nurse anesthesia or an equivalent nursing degree is required from a regionally accredited college or university in the United States. International degrees will be reviewed by an evaluating agency.
 - If an applicant is enrolled in any course between the time he or she submits the application and the enrollment date, the applicant must submit an official transcript for this course to MTSA prior enrollment.
- Copy of driver's license

COURSE SEQUENCE & CALENDARS

ASPMF CURRICULUM MAP

[Click for larger image \(can also be downloaded as a PDF\)](#)

ASPMF Curriculum Map

Semester	Credits	Course	Modules		
1	3	700: Foundations of Acute Pain Management (APM)	Anatomy	Neuromuscular Functional Assessment	Pathophysiology & Clinical Assessment of Pain
	3	710: Essential Ultrasound Guided Regional Techniques in APM	Ultrasound Physics & Principles	USGRA Essential Concepts & Techniques	Complications of Regional Anesthesia
	1	720: Clinical Practicum I	On-Campus Intensive & POCUS Workshop	Monthly Clinical Log & Typhon Documentation	Labeled Ultrasound Images
2	3	730: Advanced Ultrasound Guided Regional Techniques in APM	USGRA Advanced Concepts & Techniques	Perineural Catheter Techniques	Transitional Pain
	3	740: Principles of Pharmacology in APM	Essential Pharmacology	Analgesics	Advanced Pharmacological Techniques
	1	750: Clinical Practicum II	Clinical Rotations	Monthly Clinical Log & Typhon Documentation	On-Campus Intensive & Cadaveric Workshop
3	3	760: APM Education, Business, and Evidence-Based Practice (EBP)	EBP & Scholarly Projects	Specialty Topics in APM	Business & Policy
	1	770: Clinical Practicum III	Clinical Rotations	Monthly Clinical Log & Typhon Documentation	On-Campus Intensive & Advanced Workshop

2024-2025 ASPMF CALENDAR

2025 ASPMF COHORT (ENROLLING IN SEPTEMBER 2024)

October 1, 2023 - March 1, 2024	Application Period
September 3, 2024	First Semester Begins (Fall 2024)
December 8-9, 2024	Fall Fellow Intensive
December 12, 2024	First Semester Ends
December 15, 2024 - January 5, 2025	Break
January 6, 2025	Second Semester Begins (Spring 2025)
April 4-5, 2025	Spring Fellow Intensive
April 17, 2025	Second Semester Ends
April 21 - May 4, 2025	Break
May 5, 2025	Third Semester Begins (Summer 2025)
August 14, 2025	Tentative Completion Date
December 5, 2025	Tentative Graduation Ceremony Date

**PLEASE NOTE: FELLOWS ARE REQUIRED TO ATTEND FELLOW INTENSIVES AS PART OF THE CLINICAL PRACTICUM CLASS.*

2025 ASPMF SCHEDULE

Semester	Semester Start Date	Semester End Date	Student Break Ends	Instructor	Course
Semester 1 Fall 2024	9/3/2024	12/12/2024	1/5/2025	Dr. Falyar	ASPMF 700 Foundations of Acute Pain Management (APM) (3 Hrs.)
				Dr. Falyar	ASPMF 710 Essential Ultrasound Guided Techniques in APM (3 Hrs.)
				Dr. Hooge	ASPMF 720 Clinical Practicum I (1 Hr.)
Semester 2 Spring 2025	1/6/2025	4/17/2025	5/4/2025	Dr. Falyar	ASPMF 730 Advanced Ultrasound Guided Techniques in APM (3 Hrs.)
				Dr. Falyar	ASPMF 740 Principles of Pharmacology in APM (3 Hrs.)
				Dr. Hooge	ASPMF 750 Clinical Practicum II (1 Hr.)
Semester 3 Summer 2025	5/5/2025	8/14/2025	9/1/2025	Dr. Falyar	ASPMF 760 Clinical Teaching & Specialty Topics in APM (3 Hrs.)
		Tentative Completion Date	Tentative Graduation Ceremony Date	Dr. Hooge	ASPMF 770 ASPMF Clinical Practicum III (1 Hr.)

2026 ACUTE SURGICAL PAIN MANAGEMENT FELLOWSHIP COURSE SEQUENCE

Start Date: September 2, 2025

Anticipated Completion Date: August 13, 2026

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
ASPMF 700	Foundations of Acute Pain Management	3.00
ASPMF 710	Essential Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 720	Clinical Practicum I	1.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
ASPMF 730	Advanced Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 740	Principles of Pharmacology in Acute Pain Management	3.00
ASPMF 750	Clinical Practicum II	1.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 4, 2026	August 13, 2026	December 11, 2026

Item #	Title	Credit Hours
ASPMF 760	Acute Pain Management Education, Business, and Evidence-Based Practice	3.00
ASPMF 770	Clinical Practicum III	1.00
Total credits:		18

DNAPC & ASPMF (SIMULTANEOUS ENROLLMENT)

2026 DNAP-COMPLETION & ASPMF COURSE SEQUENCE

Start Date: September 3, 2024

Anticipated Completion Date: August 13, 2026

SEMESTER 1 (FALL 2024)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 3, 2024	December 12, 2024	January 5, 2025

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 6, 2025	April 17, 2025	May 4, 2025

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 5, 2025	August 14, 2025	September 1, 2025

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 755	Evidenced-Based Practice in Nurse Anesthesia I	4.00

SEMESTER 4 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	4.00
ASPMF 700	Foundations of Acute Pain Management	3.00
ASPMF 710	Essential Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 720	Clinical Practicum I	1.00

SEMESTER 5 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	May 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
ASPMF 730	Advanced Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 740	Principles of Pharmacology in Acute Pain Management	3.00
ASPMF 750	Clinical Practicum II	1.00

SEMESTER 6 (SUMMER 2026)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 4, 2026	August 13, 2026	December 11, 2026

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
ASPMF 760	Acute Pain Management Education, Business, and Evidence-Based Practice	3.00
ASPMF 770	Clinical Practicum III	1.00
	Total credits:	52

2027 DNAP-COMPLETION & ASPMF COURSE SEQUENCE

Start Date: September 2, 2025

Anticipated Completion Date: August 12, 2027

SEMESTER 1 (FALL 2025)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
September 2, 2025	December 11, 2025	January 4, 2026

Item #	Title	Credit Hours
DNAP 705	Quality Improvement & Patient Safety	4.00
DNAP 715	Informatics, Education, Curriculum, Instruction, Evaluation: Application and Practice	4.00

SEMESTER 2 (SPRING 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 5, 2026	April 16, 2026	May 3, 2026

Item #	Title	Credit Hours
DNAP 725	Healthcare Policy, Business & Legal Issues	4.00
DNAP 735	Population Wellness & Health Promotion (Epidemiology)	4.00

SEMESTER 3 (SUMMER 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
May 4, 2026	August 13, 2026	August 30, 2026

Item #	Title	Credit Hours
DNAP 745	Leadership and Ethics in Nurse Anesthesia Practice	4.00
DNAP 770	Applied Scholarship: Research, EBP, and QI for Nurse Anesthesia Leaders	4.00

SEMESTER 4 (FALL 2026)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
August 31, 2026	December 10, 2026	January 3, 2027

Item #	Title	Credit Hours
DNAP 771	Scholarly Project I	3.00
ASPMF 700	Foundations of Acute Pain Management	3.00
ASPMF 710	Essential Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 720	Clinical Practicum I	1.00

SEMESTER 5 (SPRING 2027)

Semester Start Date	Last Day of Didactic Classes	Last Day of Semester
January 4, 2027	April 15, 2027	May 2, 2027

Item #	Title	Credit Hours
DNAP 772	Scholarly Project II	3.00
ASPMF 730	Advanced Ultrasound-Guided Regional Anesthesia Techniques in Acute Pain Management	3.00
ASPMF 740	Principles of Pharmacology in Acute Pain Management	3.00
ASPMF 750	Clinical Practicum II	1.00

SEMESTER 6 (SUMMER 2027)

Semester Start Date	Anticipated Completion Date	Tentative Graduation Ceremony Date
May 3, 2027	August 12, 2027	December 10, 2027

Item #	Title	Credit Hours
DNAP 773	Scholarly Project III	3.00
ASPMF 760	Acute Pain Management Education, Business, and Evidence-Based Practice	3.00
ASPMF 770	Clinical Practicum III	1.00
Total credits:		51

CLINICAL INFORMATION

CLINICAL EXPECTATIONS

Fellows are expected to complete two weeks of clinical rotations at one of our ASPMF-affiliated clinical sites. During orientation, Fellows will meet with the Assistant Director to plan their clinical rotations. Once every Fellow has secured two clinical rotation weeks, the option to schedule additional weeks will become available at an additional expense. Please note that the decision to schedule extra clinical rotation weeks is subject to availability and determined individually by the Assistant Director.

Fellows are responsible for initiating the licensing process for each clinical rotation and must upload all required documents into Typhon six weeks prior to the rotation. The Assistant Director will forward these documents to the respective clinical sites. Once approved, the Assistant Director will introduce the Fellow to the clinical mentor via email. To prepare for the rotation, the Fellow must contact the clinical mentor one week before their arrival to receive specific instructions.

During the clinical rotation, Fellows are expected to adhere to the training schedule provided by the clinical mentor and comply with clinical site policies and procedures. Active participation in case conferences, acute pain service rounds, postoperative evaluations, and regional blocks is expected. Failure to comply with HIPAA regulations, infection control policies, and safety protocols established by the ASPMF clinical affiliate site may lead to the suspension of the Fellow's clinical training for the assigned week. It is important to note that the number of blocks during a clinical rotation is not guaranteed by the clinical affiliate site or MTSA.

Fellows are responsible for their own travel expenses during clinical rotations. It is important to complete all necessary documentation before making any travel and lodging arrangements. Please note that MTSA will not reimburse travel expenses in the event that a clinical rotation is canceled.

Prior to enrollment in the Fellowship, Fellows must provide documentation of a current health insurance policy that covers potential physical injuries during training at ASPMF clinical affiliate sites. Clinical sites hold NO responsibility for injuries sustained during Fellowship training. Fellows are responsible for adhering to universal precautions to prevent the transmission of bacterial or viral pathogens while providing patient care at ASPMF clinical affiliate sites. Fellows are also responsible for all expenses related to serology testing and follow-up care resulting from needlestick injuries or contact with patient bodily fluids. Fellows acknowledge that medical expenses arising from injuries during clinical rotations at ASPMF clinical affiliate sites are their sole responsibility and accept these conditions during clinical training in the Fellowship or participation in MTSA-sponsored cadaveric workshops.

The clinical coordinator at the clinical site reserves the right to suspend the Fellow's training at any time during the clinical week for unprofessional conduct or actions that jeopardize patient care or compromise the reputation of the clinical site. This determination of unprofessional conduct may be made solely at the discretion of the clinical mentor or by any anesthesia or surgical professional employed by the hospital or anesthesia group at the ASPMF clinical affiliate site.

These clinical expectations are subject to amendments or eliminations at any time. The Fellow will receive sufficient and timely notice regarding any changes made to these expectations.

CLINICAL SITE LIST

CRESTWOOD MEDICAL CENTER

Huntsville, AL



Crestwood Medical Center, a 180-bed acute care hospital, offers a range of surgical services in almost every medical specialty. They are a recognized Blue Distinction Center+ for Bariatric Surgery and Spine Surgery. Coordinated by Rachel Foy and John Martin, who will graduate from the fellowship in 2025, Crestwood offers fellows the opportunity to learn anesthesia techniques for orthopedic and ortho-spine procedures.

CRYSTAL CLINIC ORTHOPAEDIC CENTER

Akron, OH



Crystal Clinic Orthopaedic Center is a physician-owned orthopedic hospital comprised of 12 outpatient clinics and two surgical locations throughout Northeast Ohio. More than 15,500 surgeries are performed at the Crystal Clinical surgical centers each year. Tyler Neff is the clinical coordinator at this site where fellows learn essential regional anesthetic techniques for orthopedic patients.

FAIRCHILD MEDICAL CENTER

Yreka, CA



Fairchild Medical Center (FMC) offers primary and specialty services including medical, surgical, orthopedic, emergency, obstetrical, pediatric care, and other specialties. Jon Wilton, a fellowship graduate, is the clinical coordinator and provides education in ultrasound-guided transitional pain techniques.

NORTON HEALTHCARE

Louisville, KY



Norton Hospital is a 605-bed hospital is regionally recognized as a leader in the areas of minimally invasive and cancer surgery. The hospital also has achieved a Center of Orthopedic Excellence designation from DNV for knee and hip replacement, shoulder surgery, and spine surgery. Clinical coordinators, Ben Sampedro and Evan Reagan, both graduates of the Fellowship, ensure that fellows receive tailored experiences to refine their techniques with truncal blocks.

REPUBLIC PAIN SPECIALISTS

Bryan, TX

Republic Pain Specialists is a chronic pain clinic offering pain management techniques for chronic low back and neck pain, cervical and lumbar pain, chronic headaches, long-term COVID symptoms, as well as other chronic pain conditions. David Gaskin, CRNA, NSPM-C, CPT USAR, is the clinical coordinator and offers over two decades of experience providing professional anesthesia services across all patient populations.

SSM HEALTH BONE AND JOINT HOSPITAL AT ST. ANTHONY

Oklahoma City, OK



SSM Health Bone & Joint Hospital at St. Anthony is dedicated to providing comprehensive orthopedic surgical solutions to patients, ranging from simple to complex cases. As one of the leading orthopedic hospitals in the United States, they offer a wide range of services, including hip and knee replacement, spine surgery, pain management, sports medicine, worker's compensation, arthroscopic procedures, foot and ankle surgery, hand surgery, and robotic surgery, among others. The Bone and Joint Hospital at St. Anthony is a Center of Excellence for total joint replacement and is a CRNA-only hospital-employed group.

Patrick Myer, DNAP, CRNA, is the Chief CRNA at the hospital as well as the clinical coordinator. He completed the Fellowship in 2018 as part of the program's first cohort. At the Bone & Joint Hospital, fellows will learn how to comprehensively manage patients throughout the perioperative phase.

The ASPMF reserves the right to add or remove clinical sites.

CLINICAL CASE LOGS

The Typhon Nurse Anesthesia Student Tracking System will be used to maintain information about each clinical case, block administered, and/or live-model scan completed while in the fellowship. Fellows are responsible for the accurate and timely completion of the clinical case records. Case logs should be updated daily.

Ultrasound images are required for each block or live-model scan in order to receive credit. All patient-identifying information shall be removed before submitting ultrasound images to Typhon. These records are the fellow's official record of blocks administered and live-model scanning completed during the fellowship and will be submitted as evidence of program completion.

During each Clinical Practicum Course within the fellowship, the Fellow must administer or complete a combination of 20 regional blocks or live-model scans. To fulfill the requirements established by the ASPMF and approved by the Council on Accreditation, fellows are required to document the minimum number of regional blocks stated below while in the fellowship:

- Upper extremity: 20 cases
- Lower extremity: 20 cases
- Truncal: 20 cases

MEDICAL MALPRACTICE DISCLOSURE

Please be advised that any malpractice claims against an applicant may impact their ability to attend clinical rotations. In the event of a malpractice claim, the program reserves the right to assess the situation and determine whether the applicant can safely and effectively participate in clinical activities.

Applicants must disclose any current or past malpractice claims during the application process. Failure to do so may prevent the applicant from participating in clinical rotations and their ability to complete the Acute Surgical Pain Management Fellowship.

ULTRASOUND DEVICES

All Fellows are required to have access to an ultrasound device for clinical practicum assignments. Fellows will have the opportunity to borrow a Butterfly ultrasound device from MTSA while enrolled in ASPMF.

Fellows interested in borrowing a Butterfly device must sign a borrowing agreement and pay a \$500 fee.

TUITION INFORMATION

ASPMF TUITION RATES AND SCHEDULES

TUITION

The ASPMF is an 18-credit program. The current post-graduate program cost per credit hour is \$975, making the total cost of the ASPMF \$17,550. This covers all online educational content, live synchronous events, and administrative costs to support the fellowship.

CLINICAL PRACTICUM FEE

In addition, there is a clinical practicum fee of \$6,000, which covers the cost of two mandatory on-campus intensives and two weeks of clinical rotations at an ASPMF clinical affiliate site. If a Fellow wishes to participate in more than two clinical rotations, additional clinical fees will apply. The specific amount of these fees will vary depending on the rotation site. Fellows receiving VA assistance will pay for clinical practicum fees out of pocket.

TUITION DUE DATES

Tuition payment is required by the specified due dates provided below. These due dates will be clearly communicated in a statement sent by the MTSA Business Office prior to each semester. Any Fellow delinquent in paying tuition will be suspended from academic assignments until tuition is paid.

FOR FELLOWS ENROLLED IN THE FELLOWSHIP ONLY

Tuition	\$23,550
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2026 FALL ASPMF COHORT (ENROLLED IN FALL 2025)

Semester	Payment Date	Amount
Fall 2025	9/2/2025	\$6,825*
Clinical Practicum Fee		\$2,000
Spring 2026	1/5/2026	\$6,825
Clinical Practicum Fee		\$2,000
Summer 2026	5/4/2026	\$3,900
Clinical Practicum Fee		\$2,000

*Deposit of \$1,500 paid upon notice of acceptance is applied towards the first tuition payment.

Tuition may be paid through the student portal, via credit card or electronic check.

**Fellows who are receiving VA assistance and wish to participate in more than two clinical rotations will pay for additional clinical fees out of pocket.

***Fellows may use preapproved financial assistance if funds are guaranteed to arrive the day classes begin for the term. If your financial assistance will not cover your tuition due, then you will need to pay the difference by the payment due date of the term.

Note: There is a 3% processing fee for payments made by Credit/Debit Cards.

SIMULTANEOUS ENROLLMENT IN THE FELLOWSHIP AND DNAP-C PROGRAMS

Tuition	\$42,650
Clinical Rotation Fees	\$6,000
<i>* Please expect additional costs associated with travel, site location, etc.</i>	

PAYMENT SCHEDULE 2027 DUAL ENROLLMENT COHORT (ASPMF/DNAP-C) (ENROLLED IN FALL 2025)

YEAR #1

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #1 - Fall 2025	9/2/2025	\$5,362*
Tuition #2 - Spring 2026	1/5/2026	\$5,362
Tuition #3 - Summer 2025	5/4/2026	\$5,363

YEAR #2

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #4 - Fall 2025	8/31/2026	\$9,796
Clinical Practicum Fee		\$2,000
Tuition #5 - Spring 2027	1/4/2027	\$9,796
Clinical Practicum Fee		\$2,000
Tuition #6 - Summer 2027	5/3/2027	\$6,871
Clinical Practicum Fee		\$2,000

*Deposit of \$1,500 paid upon notice of acceptance is applied toward the first tuition payment.

****Year 1 Eligibility for Federal/Private loans**:** Students enrolled in Year 1 of the DNAP completion program are eligible for federal loans and in-school loan deferment if they maintain enrollment in a minimum of 4 credit hours per semester of completion coursework.

****Year 2 Eligibility for Federal/Private loans**:** Students enrolled in Year 2 of the DNAP completion program are considered less than half-time enrollees in completion hours and therefore are not eligible for federal/private loans or in-school loan deferment.

****Fellows who are receiving VA assistance and wish to participate in more than two clinical rotations will pay for additional clinical fees out of pocket.**

*****Fellows may use preapproved financial assistance if funds are guaranteed to arrive the day classes begin for the term. If your financial assistance will not cover your tuition due, then you will need to pay the difference by the payment due date of the term.**

Note: There is a 3% processing fee for payments made by Credit/Debit Cards.

Students will receive statements to their MTSA email account up to 2 weeks prior to the due dates listed above. The statement will show the amount due for the upcoming semester and the date that payment is due.

Students mailing checks should send them to the following address:

MTSA
Attn: Business Office
P.O Box 417
Madison, TN 37116

WITHDRAWAL FROM PROGRAMS

Should a Fellow, who is simultaneously enrolled in the APSMF and the DNAP-C programs, decide to withdraw from one of the programs, they will no longer receive the discounted tuition rate.

The format and schedule for the tuition and fees collection period are subject to change, based on potential program schedule changes and recommendations from outside agencies, to which MTSA is accountable. The tuition for each class is set in advance by the Board of Trustees and may fluctuate from year to year. MTSA reserves the right to change tuition and fees on a year-to-year basis. Fellows should make their financial plans accordingly.

Please contact the MTSA Business Office with any questions you may have regarding tuition.

Fees throughout the Program May Include:

- **3% Credit or Debit Card Fee:** if a Fellow uses a credit or debit card to pay tuition or purchase any item through the school.
- **Fee for Returned Checks:** A \$30 fee will be assessed for each occurrence of a check returned by a bank for insufficient funds, an account closed, or any other reason.
- **Delinquent tuition fee:** A \$100 late fee will be assessed on delinquent tuition payments for each MTSA business day (Mon-Thurs) that the tuition payment is delinquent. Therefore, if tuition is due on one Monday, but is not paid until the following Monday, an additional \$400 delinquent tuition fee is levied.

NOTE: If the Fellow has chosen not to utilize Electronic Funds Transfer, it is the Fellow's responsibility to make arrangements with appropriate personnel to make tuition payments on a timely basis.

REFUND POLICY

For information about the refund policy, refer to [MTSA Policy 5.1.106 for Withdrawal Procedures](#)

SIMULTANEOUS ENROLLMENT IN THE 2026 FELLOWSHIP AND DNAP-C PROGRAM

PAYMENT SCHEDULE 2027 DUAL ENROLLMENT COHORT (DNAP-C & ASPMF) (ENROLLED IN FALL 2025)

Tuition	\$42,650
Clinical Rotation Fees	\$6,000
* Please expect additional costs associated with travel, site location, etc.	

YEAR #1

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #1 - Fall 2025	9/2/2025	\$5,362*
Tuition #2 - Spring 2026	1/5/2026	\$5,362
Tuition #3 - Summer 2026	5/4/2026	\$5,362

YEAR #2

Semester	Tuition Due Date	Tuition/Fee Amount
Tuition #4 - Fall 2026	8/31/2026	\$9,796
Clinical Practicum Fee		\$2,000
Tuition #5 - Spring 2027	1/4/2027	\$9,796
Clinical Practicum Fee		\$2,000
Tuition #6 - Summer 2027	5/3/2027	\$6,871
Clinical Practicum Fee		\$2,000

**Deposit of \$1,500 previously paid upon notice of acceptance is applied toward first tuition payment.*

Tuition may be paid through the student portal, via credit card or electronic check.

****Year 1 Eligibility for Federal/Private loans**:** Students enrolled in Year 1 of the DNAP completion program are eligible for federal loans and in-school loan deferment if they maintain enrollment in a minimum of 4 credit hours per semester of completion coursework.

****Year 2 Eligibility for Federal/Private loans**:** Students enrolled in Year 2 of the DNAP completion program are considered less than half-time enrollees in completion hours and therefore are not eligible for federal/private loans or in-school loan deferment.

****All clinical fees are invoiced 2 weeks prior to the start of Clinical Practicum II and III courses. Clinical fees are based on the number of rotation weeks and the clinical site that the Fellow chooses to attend which is predetermined at the start of the program upon consultation with the Fellow and Fellowship Program Directors.**

Students will receive statements to their MTSA email account up to 2 weeks prior to the due dates listed above. The statement will show the amount due for the upcoming semester and the date that payment is due.

Students mailing checks should send them to the following address:

MTSA
Attn: Business Office
P.O Box 417
Madison, TN 37116

WITHDRAWAL FROM PROGRAMS

Should a student simultaneously enrolled in the ASPMF or NET and the DNAP-C programs, decide to withdraw from one of the programs, they will no longer receive the discounted tuition rate.

The format and schedule for the tuition and fees collection periods are subject to change, based on potential program schedule changes and recommendations from outside agencies, to which MTSA is accountable. The tuition for each class is set in advance by the Board of Trustees and may fluctuate from year to year. MTSA reserves the right to change tuition and fees on a year-to-year basis. **Fellows should make their financial plans accordingly.**

Please contact the MTSA Business Office with any questions you may have regarding tuition.

Fees throughout the Program May Include:

- **3% Credit or Debit Card Fee:** if Fellow uses a credit or debit card to pay tuition or purchase any item through the school.
- **Fee for Returned Checks:** A \$30 fee will be assessed for each occurrence of a check returned by a bank for insufficient funds, account closed or any other reason.
- **Delinquent tuition fee:** A \$100 late fee will be assessed on delinquent tuition payments, for each MTSA business day (Mon-Thurs) that the tuition payment is delinquent. Therefore, if tuition is due on one Monday, but is not paid until the following Monday, an additional \$400 delinquent tuition fee is levied.

NOTE: If the Fellow has chosen not to utilize Electronic Funds Transfer, it is the Fellow's responsibility to make arrangements with appropriate personnel to make tuition payments on a timely basis.

REFUND POLICY

For information about the refund policy, refer to [MTSA Policy 5.1.106 for Withdrawal Procedures](#)

COURSE CATALOG

ASPMF 700-770: ACUTE SURGICAL PAIN MANAGEMENT COURSES

ASPMF 700: FOUNDATIONS OF ACUTE PAIN MANAGEMENT

This is the first in a series of five courses related to the perioperative management of pain. This course focuses on key aspects of acute surgical pain, including micro and functional neuroanatomy, the pathophysiology of pain, and neuromuscular assessment. Physiological aspects of pain are examined through direct clinical assessment and pain management interventions within the context of legal, ethical, and professional standards. Non-allopathic strategies to reduce pain are explored in situations where initial interventions are ineffective as well as the cultural and spiritual aspects of pain.

Credits: 3.00

Faculty: Christian Falyar, DNAP, CRNA, FAANA;
Nicolette Hooge, DNP, MBA, CRNA

Learning D14, D23, D26, D33, D35, D44, D45,

Objectives: D46, D49

ASPMF 710: ESSENTIAL ULTRASOUND-GUIDED REGIONAL ANESTHESIA TECHNIQUES IN ACUTE PAIN MANAGEMENT

This is the second in a series of five courses related to the perioperative management of pain. This course focuses on essential regional anesthesia techniques commonly used to optimize patient outcomes as either a primary anesthetic or as part of a multimodal pain management plan. Ultrasound physics and principles are discussed as well as the role of ultrasound-guidance in regional anesthesia. The indications, functional anatomy, sonoanatomy, common dosing regimens, and risks and complications of neuraxial procedures, superficial cervical plexus blocks, upper extremity peripheral nerve blocks, lower extremity peripheral nerve blocks, and truncal techniques are reviewed. Additional safety measures such as nerve stimulation and injection pressure monitor are also examined.

Credits: 3.00

Faculty: Christian Falyar, DNAP, CRNA, FAANA;
Nicolette Hooge, DNP, MBA, CRNA

Learning D14, D23, D26, D33, D35, D44, D45,

Objectives: D46, D49

ASPMF 720: CLINICAL PRACTICUM I

This is the first course in a sequence of three to improve the fellow's knowledge and skill in acute pain management practices throughout the perioperative period. Fellows attend an on-campus intensive covering all aspects of essential ultrasound-guided regional anesthesia procedures to include anatomist-guided cadaveric dissections, needling practice on whole-body cadavers, live model scanning, and neuromuscular assessment. This knowledge is translated into clinical practice during clinical rotations at affiliate sites under the mentorship of preceptors.

Credits: 1.00

Faculty: Nicolette Hooge, DNP, MBA, CRNA; Christian Falyar, DNAP, CRNA, FAANA

Learning D14, D23, D26, D33, D35, D44, D45,

Objectives: D46, D49

ASPMF 730: ADVANCED ULTRASOUND-GUIDED REGIONAL ANESTHESIA TECHNIQUES IN ACUTE PAIN MANAGEMENT

This is the third in a series of five courses related to the perioperative management of pain. This course focuses on advanced regional anesthesia techniques used to optimize patient outcomes as either a primary anesthetic or as part of a multimodal pain management plan in situations when commonly used procedures are not possible because of patient comorbidities or the surgical procedure. The role of regional anesthesia for non-surgical pain management is examined as well as the utility point-of-care ultrasound (POCUS) studies in the perioperative management of patients.

Credits: 3.00

Faculty: Christian Falyar, DNAP, CRNA, FAANA;
Nicolette Hooge, DNP, MBA, CRNA

Learning D14, D23, D44, D45, D46, D49,

Objectives: D50

ASPMF 740: PRINCIPLES OF PHARMACOLOGY IN ACUTE PAIN MANAGEMENT

This is the fourth in a series of five courses related to the perioperative management of pain. This course begins with a review of drug pharmacokinetics and pharmacodynamics and the emerging field of pharmacogenomics, followed by an in-depth look at the local anesthetics, opioids, and adjuvants used in acute pain management. The role of multimodal pain management and enhanced recovery after surgery (ERAS) protocols to facilitate improved outcomes following surgical procedures is discussed as well as the management of the chronic opioid patient experiencing acute pain. Finally, the impact of antithrombotic therapy on regional anesthesia and strategies to optimize outcomes while minimizing risk is examined.

Credits: 3.00

Faculty: Christian Falyar, DNAP, CRNA, FAANA;
Nicolette Hooge, DNP, MBA, CRNA

Learning D14, D23, D44, D45, D46, D49,

Objectives: D50

ASPMF 750: CLINICAL PRACTICUM II

This is the second course in a sequence of three to improve the fellow's knowledge and skill in acute pain management practices throughout the perioperative period. Fellows attend an on-campus intensive covering all aspects of advanced ultrasound-guided regional anesthesia procedures to include anatomist-guided cadaveric dissections, needling practice on whole-body cadavers, live model scanning, and neuromuscular assessment. This knowledge is translated into clinical practice during rotations at affiliate sites under the mentorship of preceptors.

Credits: 1.00

Faculty: Nicolette Hooge, DNP, MBA, CRNA; Christian Falyar, DNAP, CRNA, FAANA

Learning Objectives: D14, D23, D26, D33, D35, D44, D45, D46, D49

ASPMF 760: ACUTE PAIN MANAGEMENT EDUCATION, BUSINESS, AND EVIDENCE-BASED PRACTICE

This is the final course in a sequence of five related to the perioperative management of pain. This course introduces the student to evaluating best evidence-based practices in the field of acute pain management. Current literature and evidence-based practices are examined and critiqued to determine if current anesthetic practices are supported by research. Specialty areas such as pediatric considerations and the management of chronic pain are investigated. Students also review the essential ethical, legal, public policy, and business principles needed to provide acute pain management services and learn the skills necessary to create a pain management team. Finally, the course introduces students to best practices in mentoring and educating others in the field of acute pain management.

Credits: 3.00

Faculty: Christian Falyar, DNAP, CRNA, FAANA; Nicolette Hooge, DNP, MBA, CRNA

Learning Objectives: D14, D23, D44, D45, D46, D49, D50

ASPMF 770: CLINICAL PRACTICUM III

This is the final course in a sequence of three to improve the fellow's knowledge and skill in acute pain management practices throughout the perioperative period. Knowledge gained throughout Fellowship courses and hands-on intensives is translated into clinical practice during rotations at affiliate sites under the mentorship of preceptors.

Credits: 1.00

Faculty: Nicolette Hooge, DNP, MBA, CRNA; Christian Falyar, DNAP, CRNA, FAANA

Learning Objectives: D14, D23, D26, D33, D35, D44, D45, D46, D49

DNAP 705-785: DNAP COMPLETION COURSES

DNAP 600: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA I

This course is the first of a four-part sequence that begins with the basics of review as to what constitutes evidence-based practice and the components for the translation of scholarly information into practice. At the culmination of these four courses each student will have completed a doctoral scholarly project and created an ePortfolio for their work throughout the program.

In this beginning course, the DNAP Completion Students will encounter opportunities to explore the conceptual, theoretical, and empirical foundations of nursing knowledge. Specific emphasis is placed on the research process and methods of identifying, conceptualizing, designing, implementing, evaluating, and translating evidenced-based research into practice. Both quantitative and qualitative research methods are explored and analyzed. The learner will be introduced to PICOT statements and how the question of inquiry guides the research.

This course also provides an overview of statistical analysis methods most often reported in healthcare research literature. Topics include descriptive and inferential univariate and multivariate parametric and nonparametric data analyses. Emphasis is placed on: 1) integrating all aspects of the research process to enhance rigor and the quality of evidence; 2) the appropriate use and critical assumptions of statistical analysis methods, 3) reasoned interpretation of research results, and 4) the systematic critical analysis and evaluation of published research studies.

Credits: 4.00

Faculty: Hallie Evans, DNP, CRNA, APRN
Jordan Billings, DNAP, CRNA, APRN

Learning Objectives: D14, D23, D26, D40, D44, D45, D46, D47, D48, D49, D50

DNAP 620: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA II

This course is the second of a four-part sequence that began with the basics of review in the translation of evidence to practice.

In this second course, the DNAP Completion Students will review and explore the foundational concepts necessary for critically evaluating and synthesizing theoretical and empirical knowledge. Each student will select a concept of interest related to nurse anesthesia clinical practice, nurse anesthesia student education, or administration/management of nurse anesthesia practice. The learner will be re-introduced to PICOT statements and how the question of inquiry guides the research. Students will then begin the process of selecting, analyzing, and synthesizing related theoretical and research literature. This course will provide the foundational knowledge and skills for the completion of the literature review and synthesis for the scholarly project.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: D14, D26, D44, D45, D46, D47, D48

DNAP 630: INFORMATICS, EDUCATION, CURRICULUM, INSTRUCTION, EVALUATION: APPLICATION AND PRACTICE

This course is designed to facilitate expertise in the application of fundamental educational concepts of curriculum, instruction, and evaluation. An underlying focus for the DNAP student includes applying these educational concepts to a subset population of their DNAP project. These fundamental concepts will facilitate the DNAP student to become familiar with the educational concepts of a didactic or clinical educator in the nurse anesthesia program. Course content includes the process of a needs assessment, curriculum development, instruction, and evaluation as well as reflection.

Students also are provided an overview of informatics, the transformation of data into information, knowledge, decisions, and actions to improve outcomes. Topics include computer networks, information technology and systems, communications protocols, technology and data standards, information life-cycle, Internet, basic computer security including security management, management of IT services, interoperability, and their impact upon healthcare delivery and patient safety. Students will locate and critically analyze online resources for their relevancy, accuracy, and usage of evidence-based information. Policy and practice of healthcare informatics within ethical, regulatory, and legal frameworks are also examined.

Credits: 4.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: D49, D50

DNAP 640: QUALITY IMPROVEMENT & PATIENT SAFETY

This course is designed to provide opportunities to analyze, synthesize, and apply knowledge of quality improvement and patient safety in anesthesia practice. This course builds on behavioral, social, and organizational sciences. It will explore the theoretical basis of human error, introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis response management and monitoring systems in anesthesia practice. Further, this course will closely examine a wide range of scholarly publications targeting the broad domain of patient safety.

Credits: 4.00

Faculty: Katrin Sames, DNP, CRNA, APN

Learning Objectives: D26

DNAP 650: HEALTHCARE POLICY, BUSINESS & LEGAL ISSUES

This course focuses on public policy issues and how they relate to the nurse anesthesia profession. It will include an examination of the process of policy formation within the health care industry including origin, implementation, and analysis. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will be prepared to assume leadership and influence of health policy development and advocacy for the patient and profession.

Credits: 4.00

Faculty: Chris Hulin, DNP, CRNA, APN

Learning Objectives: D23, D26, D31, D32, D40, D41, D42,

D43, D44, D45

DNAP 660: POPULATION WELLNESS & HEALTH PROMOTION (EPIDEMIOLOGY)

Epidemiology focuses on the distribution and determinants of disease frequency in human populations. This course prepares the DNAP student to use epidemiological strategies to examine patterns of illness or injury in groups of people. Concepts of health, risk, and disease causality are examined. Implications for development of data based programs for disease/injury prevention and control as well as policy implications will be discussed.

Credits: 4.00

Faculty: Katrin Sames, DNP, CRNA, APN

Learning Objectives: D23, D45

DNAP 680: LEADERSHIP AND ETHICS IN NURSE ANESTHESIA PRACTICE

This course is designed to examine foundational Christian ethical principles relative to biomedical care, and to appropriately utilize these in the healthcare arena. The course presents a broad overview of basic moral principles, while focusing in-depth on ethical foundations from a Biblical perspective. The course is introduced with a review of philosophical foundations of applied and professional ethics, including ethical decision making. Students will engage in an in-depth study of how they can develop as successful organizational leaders. The strengths and weaknesses of various leadership approaches are compared. Other course topics may include the Biblical teaching on leadership, economic and financial dimensions of leadership, systems thinking, and leading teams. Students are required to obtain hands-on leadership experience during the course as part of the course requirements.

Credits: 4.00

Faculty: Michele Gravois, DNAP, CRNA, APN

Brent Dunworth, DNP, MBA, APRN, CRNA

Learning Objectives: D26, D33, D35

DNAP 700: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA III

This course is the third of a four-part sequence that began with the basics of review in the translation of evidence to practice.

In this third course, the DNAP Completion Students will be assigned to a small group and the group will discover and participate in analyzing and critiquing clinical practice guidelines, identify a clinical problem, reviewing, analyzing, and synthesizing the literature, create recommendations for solving the clinical problem based on the evidence. The culmination of this course will result in the group creating a poster of their findings and recommendations to present at the next TANA meeting. This course provides the foundational knowledge and skills for the completion of the small group scholarly projects.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, ARNP

Learning Objectives: D23, D26, D31, D33, D35, D44,

D48

DNAP 705: QUALITY IMPROVEMENT & PATIENT SAFETY

This course is designed to provide opportunities to analyze, synthesize, and apply knowledge of quality improvement and patient safety in anesthesia practice. This course builds on behavioral, social, and organizational sciences. It will explore the theoretical basis of human error, introduce a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis response management and monitoring systems in anesthesia practice. Further, this course will closely examine a wide range of scholarly publications targeting the broad domain of patient safety.

Credits: 4.00

Faculty: Katrin Sames, DNP, CRNA, APN

Learning Objectives: D26, D14, D23, D31, D32, D33, D35,

D49, D50

DNAP 710: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA IV

This four-course sequence relates to components of the DNAP Completion Program scholarly project. The Evidence-Based Practice course sequence began with review of fundamental concepts and theories related to scholarly endeavors as well as provided an overview of statistical analysis methods most often reported in healthcare research literature.

Each student group will identify a salient, specific problem related to clinical nurse anesthesia practice; education of nurse anesthesia students, colleagues, patients/families, or the public about some specific aspect of anesthesia; or business administration/management of anesthesia practice. The student group will perform a research literature review; explicate the framework/model of the problem; critically analyze, integrate, and evaluate related research; and synthesize the body of knowledge. Specific recommendations will be made by the group for applications to evidence-based nurse anesthesia clinical practice, education, or business administration/management. The student group with guidance and supervision by their Faculty, both process and content, will create a proposal for a Nurse Anesthesia improvement project derived from the evidence. The student group will create a plan for a quality improvement project or will implement a project and critically analyze the outcome/findings. Additional research needed to expand understanding of the problem will be proposed.

The final outcome/product of a scholarly paper will be presented to the faculty and peers in a formal, scholarly, paper or poster or other approved platform. Additional dissemination of outcome/findings may include presentations at local, regional, or national nurse anesthesia conferences; and/or submission of a manuscript to an appropriate professional journal.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: D14, D23, D26, D31, D48

DNAP 715: INFORMATICS, EDUCATION, CURRICULUM, INSTRUCTION, EVALUATION: APPLICATION AND PRACTICE

This course is designed to facilitate expertise in the application of fundamental educational concepts of curriculum, instruction, and evaluation. These fundamental concepts will facilitate the DNAP student to become familiar with the educational concepts of a didactic, simulation or clinical educator in the nurse anesthesia program as well as provide theory on methods to educate on topics related to nursing to both medical professionals and other populations using evidence-based techniques. The components of academia- teaching, scholarship, service, and faculty development, are explored and students are introduced to search engines and search strategies for scholarly works to guide the development of educational materials.

Further, this course introduces the field of informatics and describes its use in generating information whereby anesthesia practitioners conduct evidence-based nurse anesthesia investigation to inform practice. Topics include computers as electronic information-processing machines, information technology systems, and the Internet, use of artificial intelligence and computer security management. This course also includes the ethical, social and legal implications associated with all aspects of informatics. Students will be using information technology in completing their nurse anesthesia practice coursework and the completion of a scholarly project; therefore, this is a foundational course for completing both.

Credits: 4.00

Faculty: Jordan Billings, DNAP, CRNA, APRN

Learning D14, D26, D33, D35, D40, D49,

Objectives: D50

DNAP 720: QUALITY IMPROVEMENT & PATIENT SAFETY

This course is designed to provide opportunities to analyze, synthesize, and apply knowledge of quality improvement and patient safety in anesthesia practice. This course builds on behavioral, social, and organizational sciences. It will explore the theoretical basis of human error, introduce a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis response management and monitoring systems in anesthesia practice. Further, this course will closely examine a wide range of scholarly publications targeting the broad domain of patient safety.

Credits: 4.00

Faculty: Katrin Sames, DNP, CRNA, APRN

Learning D26, D14, D23, D31, D32, D33, D35,

Objectives: D49, D50

DNAP 725: HEALTHCARE POLICY, BUSINESS & LEGAL ISSUES

This course is an exploration of policy, advocacy, and business principles relevant to the nurse anesthesia practice and profession. The course is designed to allow students to engage in an in-depth study of how they can further develop as professional leaders in nurse anesthesia practice. Course topics include public policy, economic and financial dimensions of leadership, regulation of practice, and legal aspects. Students will obtain hands-on nurse anesthesia business experience during the course by completion of a competitive request for proposal (RFP) response. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will also be prepared to assume leadership roles within various care settings by the completion of personal leadership surveys and reflective discussions. This course uses an online delivery system containing on-line lectures, coursework, and projects using a web-based learning management system - Brightspace.

Credits: 4.00

Faculty: Chris Hulin, DNP, CRNA, APN

Learning D26, D31, D32, D40, D41, D42, D43, D32,

Objectives: D33, D35, D51

DNAP 730: INFORMATICS, EDUCATION, CURRICULUM, INSTRUCTION, EVALUATION: APPLICATION & PRACTICE

This course is designed to facilitate expertise in the application of fundamental educational concepts of curriculum, instruction, and evaluation. These fundamental concepts will facilitate the DNAP student to become familiar with the educational concepts of a didactic, simulation or clinical educator in the nurse anesthesia program as well as provide theory on methods to educate on topics related to nursing to both medical professionals and other populations using evidence-based techniques. The components of academia- teaching, scholarship, service, and faculty development, are explored and students are introduced to search engines and search strategies for scholarly works to guide the development of educational materials.

Further, this course introduces the field of informatics and describes its use in generating information whereby anesthesia practitioners conduct evidence-based nurse anesthesia investigation to inform practice. Topics include computers as electronic information-processing machines, information technology systems, and the Internet, use of artificial intelligence and computer security management. This course also includes the ethical, social and legal implications associated with all aspects of informatics. Students will be using information technology in completing their nurse anesthesia practice coursework and the completion of a scholarly project; therefore, this is a foundational course for completing both.

Credits: 4.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning D14, D26, D33, D35, D40, D49,

Objectives: D50

DNAP 735: POPULATION WELLNESS & HEALTH PROMOTION (EPIDEMIOLOGY)

Epidemiology is the study of the distribution and determinants of health-related states or events in specified populations, and the application of this study to control of health problems. This course prepares the DNAP student to use epidemiological strategies to examine patterns of illness or injury in groups of people. This course is designed to provide opportunities for discussing most common approaches used in epidemiology and examples of applications of epidemiology to human population, disease transmissions, disease surveillance to measure morbidity, and the use of mortality data in investigations relating public health and clinical practice. In this course the quality of diagnostic and screening tests will be assessed.

Further, this course will present ways to describe the natural history of disease in quantitative terms which is essential for assessing the severity of an illness and evaluating prognoses. The roles of genetic and environmental factors in disease causation will be identified. In conclusion, the relevance of epidemiology for anesthesia providers will be examined. This course consists of on-line lectures, coursework, and projects using a web-based system.

Credits: 4.00

Faculty: Katrin Sames, DNP, CRNA, APN

Learning D14, D23, D26, D31, D32, D35, D44, D45,

Objectives: D46, D47, D49, D50

DNAP 740: HEALTHCARE POLICY, ECONOMICS & LEGAL ISSUES

This course is an exploration of policy, advocacy, and business principles relevant to the nurse anesthesia practice and profession. The course is designed to allow students to engage in an in-depth study of how they can further develop as professional leaders in nurse anesthesia practice. Course topics include public policy, economic and financial dimensions of leadership, regulation of practice, and legal aspects. Students will obtain hands-on nurse anesthesia business experience during the course by completion of a competitive request for proposal (RFP) response. The student will critically analyze a policy issue relating to their Capstone Phenomenon of Interest (if appropriate) using the policy review model of Equity, Efficiency, and Effectiveness (3 E's). Students will also be prepared to assume leadership roles within various care settings by the completion of personal leadership surveys and reflective discussions. This course uses an online delivery system containing on-line lectures, coursework, and projects using a web-based learning management system - Brightspace.

Credits: 4.00

Faculty: Chris Hulin, DNP, CRNA, APN

Learning D26, D31, D32, D40, D41, D42, D43, D32,

Objectives: D33, D35, D51

DNAP 745: LEADERSHIP AND ETHICS IN NURSE ANESTHESIA PRACTICE

This course is designed to apply a Christian worldview to the examination of ethical and leadership principles relative to nurse anesthesia practice, and to appropriately utilize these in the healthcare arena. The ethics portion is introduced with a review of philosophical foundations of applied and professional ethics, including ethical decision-making. The course presents a broad overview of basic moral principles important to all advanced practice nursing specialties, while focusing in-depth on ethical practice issues in nurse anesthesia. Students will engage in an in-depth study of how they can develop as successful organizational leaders. The strengths and weaknesses of various leadership approaches are compared. Other course topics may include the Biblical teaching on leadership, economic and financial dimensions of leadership, systems thinking, and leading teams. Students are required to obtain hands-on leadership experience during the course as part of the course requirements.

Credits: 4.00

Faculty: Michele Gravois, DNAP, CRNA, APN

Brent Dunworth, DNP, MBA, APRN, CRNA

Learning D26, D31, D32, D33, D34, D35, D40,

Objectives: D42, D45

DNAP 750: POPULATION WELLNESS & HEALTH PROMOTION (EPIDEMIOLOGY)

Epidemiology is the study of the distribution and determinants of health-related states or events in specified populations, and the application of this study to control of health problems. This course prepares the DNAP student to use epidemiological strategies to examine patterns of illness or injury in groups of people. This course is designed to provide opportunities for discussing most common approaches used in epidemiology and examples of applications of epidemiology to human population, disease transmissions, disease surveillance to measure morbidity, and the use of mortality data in investigations relating public health and clinical practice. In this course the quality of diagnostic and screening tests will be assessed.

Further, this course will present ways to describe the natural history of disease in quantitative terms which is essential for assessing the severity of an illness and evaluating prognoses. The roles of genetic and environmental factors in disease causation will be identified. In conclusion, the relevance of epidemiology for anesthesia providers will be examined. This course consists of on-line lectures, coursework, and projects using a web-based system.

Credits: 4.00

Faculty: Katrin Sames, DNP, CRNA, APN

Learning D14, D23, D26, D31, D32, D35, D44, D45,

Objectives: D46, D47, D49, D50

DNAP 755: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA I

This course is the first of a four-part sequence that begins with the basics of review as to what constitutes evidence-based practice and the components for the translation of scholarly information into practice. At the culmination of these four courses each student will have completed a doctoral scholarly project and created an ePortfolio for their work throughout the program.

In this beginning course, the DNAP Completion Students will encounter opportunities to explore the conceptual, theoretical, and empirical foundations of nursing knowledge. Specific emphasis is placed on the research process and methods of identifying, conceptualizing, designing, implementing, evaluating, and translating evidenced-based research into practice. Both quantitative and qualitative research methods are explored and analyzed. This course also provides an overview of statistical analysis methods most often reported in healthcare research literature. Tools used to evaluate the quality of research and literature will be reviewed and articles will be appraised for quality throughout the course.

Students will also select a concept of interest related to nurse anesthesia clinical practice, nurse anesthesia student education, or administration/management of nurse anesthesia practice. The learner will be introduced to PICOT statements and how the question of inquiry guides the search for literature on their project topic. Databases and strategies to gather evidence will be reviewed in this course.

Credits: 4.00

Faculty: Hallie Evans, DNP, CRNA, APRN
Jordan Billings, DNAP, CRNA, APRN

Learning Objectives: D14, D23, D26, D40, D44, D45, D46, D47, D49, D50

DNAP 760: LEADERSHIP AND ETHICS IN NURSE ANESTHESIA PRACTICE

This course is designed to apply a Christian worldview to the examination of ethical and leadership principles relative to nurse anesthesia practice, and to appropriately utilize these in the healthcare arena. The ethics portion is introduced with a review of philosophical foundations of applied and professional ethics, including ethical decision-making. The course presents a broad overview of basic moral principles important to all advanced practice nursing specialties, while focusing in-depth on ethical practice issues in nurse anesthesia. Students will engage in an in-depth study of how they can develop as successful organizational leaders. The strengths and weaknesses of various leadership approaches are compared. Other course topics may include the Biblical teaching on leadership, economic and financial dimensions of leadership, systems thinking, and leading teams. Students are required to obtain hands-on leadership experience during the course as part of the course requirements.

Credits: 4.00

Faculty: Michele Gravois, DNAP, CRNA, APN
Brent Dunworth, DNP, MBA, APRN, CRNA

Learning Objectives: D26, D31, D32, D33, D34, D35, D40, D42, D45

DNAP 765: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA II

This course is the second of a four-part sequence that begins with the basics of review as to what constitutes evidence-based practice and the components for the translation of scholarly information into practice. At the culmination of these four courses each student will have completed a doctoral scholarly project and created an ePortfolio for their work throughout the program.

In this second course, the students will review and explore the foundational concepts necessary for critically evaluating and synthesizing theoretical and empirical knowledge. The learner will be re-introduced to PICOT statements and how the question of inquiry guides the research.

Students will select, analyze, and synthesize related theoretical and research literature. This course provides the foundational knowledge and skills to complete a literature review and synthesis for the scholarly project. Students will review the synthesized evidence and create a proposal for their scholarly project. Each student will take on a leadership role in the process. The proposal will include a plan for implementation, plan for evaluation and plan for dissemination of the project. Students will complete the Ethical Committee Review Committee forms.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN
Jordan Billings, DNAP, CRNA, APRN

Learning Objectives: D14, D23, D26, D31, D32, D35, D42, D43, D44, D45, D46, D47, D49, D50

DNAP 770: APPLIED SCHOLARSHIP: RESEARCH, EBP, AND QI FOR NURSE ANESTHESIA LEADERS

In this course, the DNAP Completion Students will encounter opportunities to explore the conceptual, theoretical, and empirical foundations of nursing knowledge. This course begins with the basics of review as to what constitutes evidence-based practice, research and quality improvement are and the different models and steps involved in the processes. The levels and types of research and non research evidence are introduced. Specific emphasis is placed on the research process and methods of identifying, conceptualizing, designing, implementing, evaluating, and translating evidenced-based research into practice are examined.

Both quantitative and qualitative research methods are explored and analyzed. This course also provides an overview of statistical analysis methods most often reported in healthcare research literature. Tools used to evaluate the quality of research and literature will be introduced and articles will be appraised for quality throughout the course.

Students will also select a concept of interest related to nurse anesthesia clinical practice, nurse anesthesia student education, or administration/management of nurse anesthesia practice. The learner will be introduced to PICOT statements and how the question of inquiry guides the search for literature on their project topic. This course provides the foundational knowledge and skills to complete a literature review and literature synthesis for a scholarly project topic.

Credits: 4.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Jordan Billings, DNAP, CRNA, APRN

Learning D14, D23, D26, D40, D44, D45, D46,

Objectives: D47, D49, D50

DNAP 771: SCHOLARLY PROJECT I

During this course final scholarly teams will be formed.

The learner will be re-introduced to PICOT statements and how the question of inquiry guides the search for academic and grey literature on their scholarly topic. Literature search strategies will be further developed allowing students to select, analyze, and synthesize related theoretical and empirical knowledge related to their project topic research literature. Students will write a review of the synthesized evidence and create a proposal for their scholarly project.

The students will create work plans with each student taking on a leadership role in the process. The proposal will include a plan for implementation, plan for evaluation and plan for dissemination of the project. Students will complete CITI training and be introduced to the ethical implications of research culminating in the completion of the Ethical Committee Review Committee forms and potential Institutional Review Board application.

Credits: 4.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Jordan Billings, DNAP, CRNA, APRN

Learning D14, D23, D26, D31, D32, D35, D42, D43,

Objectives: D44, D45, D46, D47, D49, D50

DNAP 771: SCHOLARLY PROJECT I

During this course final scholarly teams will be formed.

The learner will be re-introduced to PICOT statements and how the question of inquiry guides the search for academic and grey literature on their scholarly topic. Literature search strategies will be further developed allowing students to select, analyze, and synthesize related theoretical and empirical knowledge related to their project topic research literature. Students will write a review of the synthesized evidence and create a proposal for their scholarly project.

The students will create work plans with each student taking on a leadership role in the process. The proposal will include a plan for implementation, plan for evaluation and plan for dissemination of the project. Students will complete CITI training and be introduced to the ethical implications of research culminating in the completion of the Ethical Committee Review Committee forms and potential Institutional Review Board application.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Jordan Billings, DNAP, CRNA, APRN

Learning D14, D23, D26, D31, D32, D35, D42, D43,

Objectives: D44, D45, D46, D47, D49, D50

DNAP 772: SCHOLARLY PROJECT II

In this course teams under guidance of their Project Team, the scholarly project is developed and implemented. The students will create a work plan and implement their projects based on the ECRC or IRB decision. Each student will take a leadership role in the process. Students will compare their findings to previous literature and submit the first draft of their project report, create recommendations for practice based on their findings thus far, as well as evaluate the project during this semester. The culmination of this course will result in the creation of a professional poster of their scholarly project to present at a professional conference.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Jordan Billings, DNAP, CRNA, APRN

Learning D14, D23, D26, D31, D32, D33, D40, D44,

Objectives: D48, D49, D50

DNAP 773: SCHOLARLY PROJECT III

This final course is when students evaluate and disseminate their scholarly projects addressing an area of focus identified in practice within specific populations. Throughout the Doctorate Program, students will have expanded their roles culminating in the Doctorate of Nurse Anesthesia Practice role focusing on advancing clinical practice, clinical education, health policy, or systems administration. Throughout the Scholarly Project courses, each course in the series has expanded the knowledge and practice expertise of the student, culminating in the completion of a final project report and publishable academic manuscript.

The focus of this course is on the continued evaluation and dissemination of the Doctorate of Nurse Anesthesia Practice Scholarly Project through digital, written and spoken dissemination. The students will present their work to the academic community and choose an organization that would benefit from the information to present to. Upon approval, the final scholarly project report, will be submitted to the faculty in addition to a formal presentation. Additional dissemination of outcome/findings include presentations at local, regional, or national nurse anesthesia conferences; and submission of a manuscript to an appropriate professional journal and other faculty agreed upon forums. Final documents will also be saved in a professional student Portfolio.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN
Jordan Billings, DNAP, CRNA, APRN

Learning Objectives: D14, D23, D26, D31, D32, D33, D40, D44, D48, D49, D50

DNAP 775: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA III

This course is the third of a four-part sequence that began with a review of the components for the translation of scholarly information into practice. This course provides the student with mentored opportunities to develop and implement the scholarly project. At the culmination of these four courses each student will have completed a doctoral scholarly project and created an ePortfolio for their work throughout the program.

In this third course, the students will participate in analyzing and critiquing clinical practice guidelines, and continue to review, analyze, and synthesize the literature to create recommendations for practice based on the evidence. The students will create a work plan and implement their projects based on ECRC approval as well as evaluate the project during this semester. Each student will take a leadership role in the process. The culmination of this course will result in the group creating a poster of their findings and recommendations to present at a professional conference.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, ARNP
Jordan Billings, DNAP, CRNA, APRN

Learning Objectives: D14, D23, D26, D32, D33, D35, D42, D44, D45, D46, D47

DNAP 785: EVIDENCED-BASED PRACTICE IN NURSE ANESTHESIA IV

This fourth of a 4-part course series provides students with mentored opportunities to evaluate and disseminate the scholarly project addressing an area of focus identified in practice within specific populations. This four-course sequence relates to components of the DNAP Completion Program scholarly project. Throughout these courses, students will establish the expanded Doctorate of Nurse Anesthesia Practice role focusing on advancing clinical practice, clinical education, health policy, or systems administration. Each course in the series has expanded the knowledge and practice expertise of the student, culminating in the completion of a publishable academic manuscript.

The focus of this course is on the evaluation and dissemination of the Doctorate of Nurse Anesthesia Practice Scholarly Project through digital and spoken mediums. The students will present their work to the academic community and choose an organization that would benefit from the information to present to. Upon approval the final product of a scholarly paper will be submitted to the faculty in addition to a formal presentation and poster or other approved platform. Additional dissemination of outcome/findings include presentations at local, regional, or national nurse anesthesia conferences; and submission of a manuscript to an appropriate professional journal.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN
Jordan Billings, DNAP, CRNA, APRN

Learning Objectives: D14, D23, D26, D31, D32, D33, D40, D44, D48, D49, D50

DNED 700-721: NURSE ANESTHESIA EDUCATOR PROGRAM COURSES

DNED 600: THEORETICAL FOUNDATIONS IN EDUCATION AND THE NURSE EDUCATOR ROLE

Students are introduced to the Nurse Educator Role. This course explores educational theories, philosophies, and conceptual frameworks in education. Selected teaching and learning theories are examined in the context of nurse education. Students will engage in activities to identify their own learning style and how to use teaching and learning styles to help students meet learning outcomes. Students will engage in activities that promote socialization to the academic nurse educator role, emphasize the importance of leadership development in higher education, and functioning as a change agent within the nursing program, institution, and community. In addition, ethical and legal considerations for the nurse anesthesia educator are explored.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: NLN-CC I, NLN-CC II, NLN-CC V, NLN-CC VI, NLN-CC VII

DNED 610 : TEACHING AND ASSESSMENT STRATEGIES FOR THE NURSE EDUCATOR

This course builds on the theories, philosophies, and conceptual frameworks learned in Course 1 and guides the student in developing effective, evidence-based teaching strategies to address various student learning styles in diverse settings. Teaching methods that promote productive and supportive learning environments are explored. Students will gain an understanding of how to use and integrate a variety of technology tools as they prepare to deliver educational offerings in the classroom, online, and clinical settings. Various formative and summative evaluation strategies for assessment of learning and attainment of student learning outcomes in the classroom, clinical, and laboratory settings is also addressed.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: NLN-CC I, NLN-CC II, NLN-CC III

DNED 620: CURRICULUM DEVELOPMENT FOR THE NURSE EDUCATOR

This course provides students with the fundamental knowledge and skills necessary to effectively design, develop, implement, and evaluate nursing education focused curricula. Current trends and issues that can influence curriculum development and revision are examined. Students will analyze the components of nurse programs and develop a plan for evaluating a nursing program. Current trends in nursing education and accreditation are also explored.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: NLN-CC III, NLN-CC IV, NLN-CC VIII

DNED 630: NURSE EDUCATOR PRACTICUM I

This course provides students opportunities to synthesize knowledge from previous courses and explore the role of the nurse anesthesia educator. Students will apply theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Through the Nurse Educator Practicum, students will apply theoretical principles of education in implementing the nurse educator role. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: NLN-CC I, NLN-CC II, NLN-CC III, NLN-CC IV, NLN-CC V, NLN-CC VI, NLN-CC VII, NLN-CC VIII

DNED 631: NURSE ANESTHESIA EDUCATOR PRACTICUM II

This course provides students opportunities to synthesize knowledge from previous courses and explore the role of the nurse anesthesia educator. Students will apply theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Through the Nurse Educator Practicum, students will apply theoretical principles of education in implementing the nurse educator role. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN

DNED 700: THEORETICAL FOUNDATIONS IN EDUCATION AND THE NURSE EDUCATOR ROLE

Students are introduced to the Nurse Educator Role. This course explores educational theories, philosophies, and conceptual frameworks in education. Selected teaching and learning theories are examined in the context of nurse education. Students will engage in activities to identify their own learning style and how to use teaching and learning styles to help students meet learning outcomes. Students will engage in activities that promote socialization to the academic nurse educator role, emphasize the importance of leadership development in higher education, and functioning as a change agent within the nursing program, institution, and community. In addition, ethical and legal considerations for the nurse anesthesia educator are explored.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: NLN-CC I, NLN-CC II, NLN-CC V, NLN-CC VI, NLN-CC VII

DNED 701: NURSE ANESTHESIA EDUCATOR PRACTICUM I

This course provides students opportunities to participate in mentored experiences in Nursing education and explore the role of the nurse anesthesia educator. Students will be introduced to theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN

DNED 710: TEACHING AND ASSESSMENT STRATEGIES FOR THE NURSE ANESTHESIA EDUCATOR

This course builds on the theories, philosophies, and conceptual frameworks learned in Course 1 and guides the student in developing effective, evidence-based teaching strategies to address various student learning styles in diverse settings. Teaching methods that promote productive and supportive learning environments are explored. Students will gain an understanding of how to use and integrate a variety of technology tools as they prepare to deliver educational offerings in the classroom, online, and clinical settings. Various formative and summative evaluation strategies for assessment of learning and attainment of student learning outcomes in the classroom, clinical, and laboratory settings is also addressed.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning Objectives: NLN-CC I, NLN-CC II, NLN-CC III

DNED 711: NURSE ANESTHESIA EDUCATOR PRACTICUM I

This course provides students opportunities to synthesize knowledge from previous courses and participate in roles of the nurse anesthesia educator. Students will apply theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Through the Nurse Educator Practicum, students will apply theoretical principles of education in implementing the nurse educator role. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning NLN-CC I, NLN-CC II, NLN-CC III,

Objectives: NLN-CC IV, NLN-CC V, NLN-CC VI, NLN-CC VII, NLN-CC VIII

DNED 711: NURSE ANESTHESIA EDUCATOR PRACTICUM II

This course provides students opportunities to synthesize knowledge from previous courses and participate in roles of the nurse anesthesia educator. Students will apply theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Through the Nurse Educator Practicum, students will apply theoretical principles of education in implementing the nurse educator role. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning NLN-CC I, NLN-CC II, NLN-CC III,

Objectives: NLN-CC IV, NLN-CC V, NLN-CC VI, NLN-CC VII, NLN-CC VIII

DNED 720: CURRICULUM DEVELOPMENT FOR THE NURSE EDUCATOR

This course provides students with the fundamental knowledge and skills necessary to effectively design, develop, implement, and evaluate nursing education focused curricula. Social/legal/ ethical issues, students with disabilities, the multicultural classroom, and diversity are examined. Accrediting bodies learning objectives, program and course objectives are evaluated and instruction and practice on aligning objectives is an integral part of this course. Current trends in nursing education and accreditation are explored and students take part in designing, implementing, and evaluating program curricula. In addition, students participate in faculty scholarship with poster presentations and written articles.

Credits: 3.00

Faculty: Hallie Evans, DNP, CRNA, APRN

Learning NLN-CC III, NLN-CC IV,

Objectives: NLN-CC VIII

DNED 721: NURSE ANESTHESIA EDUCATOR PRACTICUM II

This course provides students opportunities to synthesize knowledge from previous courses and expand on the role of the nurse anesthesia educator. Students will apply theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Through the Nurse Educator Practicum, students will apply theoretical principles of education in implementing the nurse educator role. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN

DNED 721: NURSE ANESTHESIA EDUCATOR PRACTICUM III

This course provides students opportunities to synthesize knowledge from previous courses and expand on the role of the nurse anesthesia educator. Students will apply theories and concepts in curriculum development, evaluation, various teaching strategies, and assessment of student learning in diverse teaching/learning environments with a focus on nurse education. Through the Nurse Educator Practicum, students will apply theoretical principles of education in implementing the nurse educator role. Students will create and implement a personalized practicum experience under the supervision of faculty/preceptors in various teaching/learning environments.

Credits: 1.00

Faculty: Hallie Evans, DNP, CRNA, APRN