LMU

Lincoln Memorial University

HARROGATE, TENNESSEE

# Graduate Programs
# CATALOG
# 2020-2021

**Paul V. Hamilton School of Arts Humanities and Social Sciences**
**School of Business**
**Carter and Moyers School of Education**
**DeBusk College of Osteopathic Medicine**
**College of Veterinary Medicine**
**Caylor School of Nursing**

**VALUES • EDUCATION • SERVICE**

# Graduate Programs Catalog

# 2020-2021

Harrogate, Tennessee
Vol. XCIV August 1, 2020
www.lmunet.edu

This edition of the *Graduate Programs Catalog* is effective August 1, 2020. For more detailed information about the University's professional degree programs or undergraduate degree programs refer to the applicable catalog.

The policies, programs, curricula, and fees set forth in this catalog are subject to change at any time at the discretion of Lincoln Memorial University (LMU). Because of the possibility of change or undetected error, important points of fact and interpretation should be confirmed by the appropriate University official.

In support of the Mission Statement and the principles on which it is based, LMU is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

LMU reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

**Equal Opportunity, Affirmative Action, and Nondiscrimination Policy**

LMU is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, LMU prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. LMU prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

This policy is widely disseminated in University publications, including the Employee Handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs; the Vice President for Enrollment, Athletics, and Public Relations; the Vice President for Academic and Student Support Service; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the *LMU Student Handbook* (ONLINE), the *Lincoln Memorial University Undergraduate Catalog*, *other program catalogs and handbooks*, and the *Lincoln Memorial University Faculty/Staff Policy Manual.* Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs, the Vice President for Academic and Student Support Services, the Vice President for Enrollment, Athletics, and Public Relations, the Office of Institutional Compliance, and the Office of Human Resources.

## Accreditation

LMU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, or call 404-679-4500, for questions about the accreditation of LMU.

Individual program accreditation has been granted by:

- Accreditation Commission for Education in Nursing, Inc. (ACEN)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- American Bar Association (ABA)
- American Osteopathic Association-Commission on Osteopathic College Accreditation (AOA-COCA)
- American Veterinary Medical Association – Council on Veterinary Technology Education and Activities (AVMA-CVTEA)
- American Veterinary Medical Association – Council on Education (AVMA-COE)

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA-NAEP)
- Council on Social Work Education (CSWE)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Council for the Accreditation of Educator Preparation (CAEP)
- Accreditation Council for Business Schools and Programs (ACBSP)

Individual program approval has been granted by:

- State of Tennessee Department of Education
- Tennessee Higher Education Commission
- Kentucky Council on Postsecondary Education
- Tennessee Board of Nursing
- Kentucky Board of Nursing
- Tennessee Board of Law Examiners
- Florida Department of Education

# MESSAGE FROM THE PRESIDENT

Clayton Hess, Ph.D.

Lincoln Memorial University has been a living memorial to President Abraham Lincoln since its founding in 1897. Throughout its history, LMU has strived to be a University that serves the Appalachian region through impactful teaching and learning. It is LMU's mission to continue to guide students as they fulfill their ambitions and dreams by pursuing a degree from LMU, whether on our main campus, online, or through an off-campus site. Upon graduation, students leave the University with the knowledge and skill to succeed in their chosen careers.

Let me congratulate you on making the decision to continue your education at LMU. LMU's faculty and staff are committed to providing an experience of uncommon quality characterized by personal attention and a true interest in your success. During these unprecedented times and the unique challenges they present, we will continue to provide a learning environment that maximizes the use of technology and ensures opportunities for personal growth. The time that you spend here will pay huge dividends for your future. The degree you receive will be further enhanced by the growing reputation of the University.

I trust that you will achieve your full potential as a student in the LMU learning community. By realizing your goals as a Railsplitter, you will one day become a part of an esteemed group of LMU alumni. Please keep in mind that as a member of our academic community there are responsibilities associated with your engagement in our living and learning environment. Primarily, we expect all of our students to respect all other members of the LMU community while pursuing their educational aspirations. President Lincoln once said that education is the most important subject which we as a people can engage in. I am excited that you will join us now as you embark on your personal journey toward academic success.

# MEMBERSHIPS

Abraham Lincoln Association
American Association for Higher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Association of Museums
American Association for State and Local History
The American Council on Education
American Library Association
American Universities in Russia, Ukraine
Appalachian College Association
Appalachian Consortium
Appalachian Osteopathic Postgraduate Training Institute Consortium
Association of College and University Museums and Galleries
Association for Gerontology in Higher Education
Association of Governing Boards of Universities and Colleges
Association of Independent Liberal Arts Colleges for Teacher Education
Association for Supervision and Curriculum Development
Association of Veterinary Technician Educators
Broadcast Education Association
Civil War Courier
College and University Professional Association for Human Resources (National)
College and University Professional Association for Human Resources (Tennessee)
The College Board
Consortium for the Advancement of Private Higher Education
Consortium for Global Education
Council for Adult and Experiential Learning
The Council for the Advancement and Support of Education
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
Council on Undergraduate Research
East Tennessee College Alliance
East Tennessee Historical Society
The Foundation for Independent Higher Education
International Alliance for Higher Education
International University and Business Consortium
Interstate Career Fair
Kentucky Civil War Roundtable
Kentucky Association of Museums
Kingsport Higher Education Consortium
Knoxville Area Health Science Library Consortium
The Lincoln Group
LOEX
LYRASIS
Medical Library Association
Museum Store Association
NC-SARA
National Association of College and University Business Officers
National Association of Diversity Officers in Higher Education
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Association of Multicultural Educators
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Career Development Association
National Collegiate Athletic Association
National Collegiate Honors Council
National Council of Educational Opportunity Associations
National Council for State Authorization Reciprocity Agreements
National League for Nursing
National Organization of Nurse Practitioner Faculties
National Orientation Directors Association
National Student Clearinghouse
Oak Ridge Associated Universities
Private College Consortium for International Studies
Rural Health Association of Tennessee
Society for Advancement of Management (SAM)
South Atlantic Conference
Southern Association for College Student Affairs
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Institutional Research
Southeastern Museums Conference
Study Tennessee
TENN-SHARE
TNAHEAD-Tennessee Ahead
Tennessee Academic Library Cooperative
Tennessee Association of Colleges and Employers
Tennessee Association of Colleges for Teacher Education
Tennessee Association of Collegiate Registrars and Admissions Officers
Tennessee Association of Institutional Research
Tennessee Association of Museums
The Tennessee College Association
Tennessee Career Development Association
Tennessee Conference of Graduate Schools
Tennessee Educational Association of Veterans Program Administrators
Tennessee Hospital Association
Tennessee Independent Colleges and Universities Association
Tennessee Intercollegiate State Legislature
Tennessee Osteopathic Medical Association
Veterinary Information Network
Virginia Association of Museums

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## Mission and Purpose Statement

LMU is a comprehensive values-based learning community dedicated to providing quality educational experiences at the undergraduate, graduate, and professional levels.

The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

While primarily committed to teaching, the University supports research and service The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, LMU seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

*Revised July 6, 2017; Approved by Board of Trustees November 10, 2017*

## Institutional Goals

LMU is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following institutional goals, which are derived from its mission and reflect its vision for the future:

1. Make educational opportunities available to all persons without reference to social status. The University seeks to maximize enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, healthcare, leadership development, recreation and the fine and performing arts.
5. Serve as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind and spirit.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.
7. Commit resources to support the teaching, research, and service role of the Institution.
8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty, staff and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Provide a caring and nurturing environment where students, faculty and staff with varied talents, experiences and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected degree programs for students who live or work a significant distance from the LMU main campus, and for whom other options are not as accessible or satisfactory.

### LMU Heritage

LMU grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln commented to General O. O. Howard, a Union officer, that when the Civil War ended, he hoped General Howard would do something great for the people of this area.

In the late 1800s, Colonel A. A. Arthur, an organizing agent of an English company, purchased the area where LMU is located. His company built a hotel of 700 rooms called "The Four Seasons" as well as a hospital, an inn, a sanitarium, and other smaller

buildings. Roads were laid and the grounds planted with a wide variety of shrubs and trees. In 1895 the company was forced to abandon its project when a financial panic swept England.

Reverend A. A. Meyers, a Congregationalist minister, came to the Cumberland Gap in 1888. He succeeded in opening the Harrow School, established for the purpose of provided elementary education to mountain youngsters. On a visit to the area to give a series of lectures at the Harrow School, General O. O. Howard remembered his commitment to fulfill Lincoln's request and he joined Reverend Myers, M. F. Overton, C. F. Eager, A. B. Kesterson, and M. Arthur in establishing LMU. That group, along with Robert F. Patterson, a confederate veteran, became a board of directors and purchased The Four Seasons property. In commemoration of Lincoln's birthday, the institution was charted by the State of Tennessee on February 12, 1897 as LMU.

Throughout the years, many thousands of LMU alumni have entered careers in medicine, law, and education. LMU graduates have positively impacted the educational opportunities, economic expansion, and health of countless communities in the Appalachian region and beyond.

LMU's strong heritage has propelled the growth of the university over the last decade, leading to the addition of professional schools: the DeBusk College of Osteopathic Medicine (DCOM), the Duncan School of Law (DSOL), and the College of Veterinary Medicine (CVM). Additionally, LMU has experienced growth at every degree level across the board.

LMU has expanded its international reach by partnering with educational institutions in Japan, Mongolia, China, Brazil, and Thailand. Since 1979, the University has welcomed students annually from Kanto International Senior High School in Tokyo, Japan. The program exposes LMU students to the Japanese culture, while the Kanto students are immersed in English as a Second Language curriculum, learn about American culture, have homestay experiences, and participate in various other cultural activities.

**The Main Campus Community and Climate**

LMU is located in Harrogate, Tennessee, in the heart of Appalachia, where the borders of Tennessee, Kentucky and Virginia meet. It is adjacent to Cumberland Gap National Historical Park. The nearest town is Middlesboro, Kentucky, which offers shopping, a cinema, laundromats, dry cleaners, several restaurants, and other businesses college students may need to frequent. Harrogate offers several banks, churches, restaurants, a variety store, pharmacy, grocery store, and physicians' and dentists' offices, all within walking distance of the campus. Hillcrest Lanes features a 20-lane bowling alley located approximately three miles from campus. For those desiring an urban experience, Knoxville, Tennessee, is 55 miles south of the campus.

The climate in the area is pleasant, with cold temperatures and occasional snow December through February, and 80-degree temperatures July through August. Both fall and spring are pleasant seasons, with temperatures ranging from the 50s to the 70s.

**Main Campus**

The 1,000-acre main campus—its grounds, buildings, equipment, human resources—is strikingly beautiful. Located in a rural setting in Harrogate, Tennessee, the campus is a visual treat. Stately trees, shrubs and open spaces, along with farmland and rolling hills that become the Cumberland Mountains, create a natural recreational area for enjoying nature on campus. Biking, cross-country trails, hiking, mountain climbing, and camping in the surrounding environs are activities available for all to enjoy. A portion of the campus is part of the Daniel Boone Greenway Walking/Biking Trail.

LMU facilities are equipped with current technology and amenities which enhance the learning environment. The University's Abraham Lincoln Library and Museum (ALLM) is a center for historical research and provides a number of educational programs for students, faculty, and staff, and the general public. The ALLM is home to one of the nation's largest and most diverse collections of Lincoln and Civil War artifacts and supports an unmatched collection of fine and popular art, commemorating Abraham Lincoln reaching back over 150 years. Scholars from every region of the globe have visited the ALLM to study the life and thoughts of the nation's sixteenth president.

Duke Hall of Citizenship, along with its spacious Sam and Sue Mars Performing Arts Center, houses a few administrative offices, including Counseling Services, Accessible Education Services, and Information Services.

Grant-Lee Hall is the only original building on the Harrogate campus. It was part of the Four Season Hotel and has been recently renovated to house administrative offices for Academic Affairs, Academic and Student Support Services, general Administration, Human Resources, Finance, and University Advancement. University Advancement includes Alumni Services, Marketing, fundraising, publications, and social media.

Historic Avery Hall, the first building to be built on campus, houses offices, classrooms, and rehearsal space for the Paul V. Hamilton School of Arts, Humanities, and Social Sciences.

Farr-Chinnock Hall is home to the J. Frank White Academy, a college preparatory school for Grades 4-12. Kresge Hall houses the lower school grades K-3. Academy students also use several other University facilities including Mars Gym, the library, and the dining hall.

The Harold M. Finley Learning Resources Center houses the Carnegie-Vincent Library, the Tagge Academic Support Center, the Lon and Elizabeth Parr Reed Health Sciences Library, the Dr. Mabel D. Smith Music Library, two computer labs, the Murray Alumni Lounge, and the Brooks Reading Room. The facility is the academic hub of campus with collections totaling more than 400,000 items including traditional and electronic books, electronic journals, bound periodicals, software, microfilm, and audiovisual materials. University Archives and Special Collections are housed in the Learning Resource Center as well.

LMU's Elizabeth D. Chinnock Chapel completes the campus quadrangle and provides a non-denominational atmosphere for religious and meditative retreat.

DAR-Whitford Hall houses Undergraduate Admissions, the Registrar, Student Services, Financial Aid, and student accounts. Marketing and Public Relations are also located in this building.

Smith Manor, formerly known as the President's Home, houses the President's Office and the Office of University Counsel.

The Student Center is the hub for a variety of activities from eating meals to watching movies and playing games. This complex, which houses dining options such Starbucks, Chick-fil-A, and the dining hall, is also home to the University bookstore, a workout facility, the campus post office, the campus print shop, and some administrative offices, including the Office of Residence Life.

The DeBusk College of Osteopathic Medicine (DCOM) facility houses the DeBusk College of Osteopathic Medicine and its programs, including the Physician Assistant Program the Doctor of Medical Sciences program, and the Doctor of Osteopathic Medicine program. It contains lecture halls, faculty and administrative offices, laboratories, examination rooms, and classroom space.

The Schenck Center for Allied Health Sciences provides classrooms, faculty and administrative offices, laboratories, kennels, and surgical units to support the Veterinary Health Science (VHS), the Veterinary Medical Technology (VMT), and the Medical Laboratory Science (MLS) programs.

The Hamilton Math and Science Building houses faculty and administrative offices, classrooms, labs and research space for the School of Mathematics and Sciences, the Caylor School of Nursing, the DeBusk College of Osteopathic Medicine (DCOM) and the College of Veterinary Medicine (CVM), and the Medical Laboratory Science (MLS) program.

The Business-Education Building houses faculty and administrative offices and classroom facilities for the Carter and Moyers School of Education and the School of Business.

The Lincoln Memorial University-College of Veterinary Medicine (LMU-CVM) occupies an 85,000 sq. ft. building on the Harrogate campus featuring two large lecture halls, 24 state-of-the art communications laboratories, simulation laboratories, basic and clinical sciences classrooms, study rooms, break areas, and ample research space along with offices for faculty, student and academic services, and clinical relations and outreach. In addition, the 1,000-acre DeBusk Veterinary Teaching Center (DVTC) is located in Ewing, VA and includes 6 buildings housing more than 90,000 sq. ft. of state-of-the-art facilities for teaching veterinary clinical skills in a safe and effective learning environment.

Campus housing facilities are available for 985 students in either double-occupancy, co-ed, or apartment-style accommodations.

The 5,009-seat Tex Turner Arena is the centerpiece for the University's NCAA Division II intercollegiate athletic program and the competition site for men's and women's basketball. It houses athletic department offices, a weight room, and an auxiliary gym, and is equipped for radio and television broadcasts.

The Mary E. Mars Gymnasium, with its classrooms and basketball/volleyball court, is a multi-purpose facility. Complementing the many outdoor athletic facilities—Lamar Hennon Field (baseball), Neely Field (softball), soccer field, lacrosse field, golf complex, tennis courts, and physical fitness trails—the arena and the gym are home to our strong athletic teams which have a consistent tradition of winning in athletic competitions.

LMU has intercollegiate athletic programs in men's and women's basketball, cross country, tennis, lacrosse, soccer, track and field, golf, bowling, and volleyball; women's softball and beach volleyball; and men's baseball.

Other important facilities exist on or near campus. The Cumberland Mountain Research Center was created in 1990 for the purpose of providing research and training opportunities for LMU students and graduates.

LMU facilities, located in the historic town of Cumberland Gap, includes space for the applied arts and a Convention Center (see LMU Website).

## Off-Campus Sites

To meet the needs of the population of its service area, LMU operates a number of off-campus sites in communities where clusters of students and potential students have demonstrated need and support. The off-campus sites are at the following locations:

*LMU's Nursing Program is offered at:*

Knoxville, TN- Blount County Alcoa City Center
235 East Watt Street Alcoa, TN 37701

Knoxville, TN- Cedar Bluff 421 Park 40 North Blvd
Knoxville, TN 37923

Knoxville, TN - Physicians Regional Medical Center 900 E. Oak Hill Avenue Knoxville, TN 37917

Kingsport, TN - Center for Higher Education 300 West Market St. Kingsport, TN 37660-4222

Corbin, KY –Tri-County Shopping Center 14892 N. US Hwy 25E Second Floor Corbin, KY 40701

Tampa, FL-3102 East 138th Avenue Tampa, FL 33613

*Selected programs or courses are offered at:*

Chattanooga, TN - Chattanooga State Community College
4501 Amnicola Hwy Chattanooga, TN 37406

Ewing, VA, extension of Harrogate Campus- DeBusk Veterinary Teaching Center 203 DeBusk Farm Drive Ewing, VA 24248

Kingsport, TN - Center for Higher Education 300 West Market St. Kingsport, TN 37660-4222

Knoxville, TN- Cedar Bluff 421 Park 40 North Blvd.
Knoxville, TN 37923

Knoxville, TN- Duncan School of Law 601 West Summit Hill Drive, Knoxville, TN 37920

Knoxville, TN – LMU-DCOM 9737 Cogdill Road, Knoxville, TN 37932

**LINCOLN MEMORIAL UNIVERSITY**

# Academic Calendar 2020-2021

**Official University Holidays** (Offices closed/no classes):
**2020:** September 7; November 25 - 27; December 24-31
**2021:** January 1; April 2; May 31 and July 5.
**Faculty/Staff Conference Week**: August 10 – 14

**Fall Semester 2020**

| | |
|---|---|
| Final registration before classes begin …….…… | August 13 |
| Welcome Weekend | August 13 |
| Matriculation Ceremony (11 a.m.) | August 13 |
| Residence halls open (8a.m.) | August 16 |
| Classes begin | August 17 |
| Last day to complete registration/add classes | August 26 |
| Labor Day (no classes, residence halls remain open) | September 7 |
| **Last day to drop course without "WD"** | September 15 |
| Mid-term | October 7 - 9 |
| Homecoming (classes held as scheduled) | October 8 - 11 |
| **Last day to drop course without "F"** | October 23 |
| Early registration begins | October 26 |
| Thanksgiving holiday (no classes) | November 57 - 27 |
| Residence halls open (1 p.m.) | November 29 |
| Classes end | December 4 |
| Final exams | December 7 - 11 |
| Commencement (10 a.m.) | December 12 |
| Residence halls close (2 p.m.) | December 12 |

**Spring Semester 2021**

| | |
|---|---|
| Final Registration before classes begin | January 9 |
| Residence halls open (8a.m.) | January 10 |
| Classes begin | January 11 |
| Martin Luther King Day (special activities) | January 18 |
| Last day to complete registration/add classes | January 20 |
| **Last day to drop course without "WD"** | February 8 |
| Lincoln Day/Founders Day (special activities) | February 12 |
| Mid-term | March 1 - 5 |
| **Last day to drop course without "F"** | March 12 |
| Residence halls close (5 p.m.) | March 19 |
| Spring break (no classes) | March 22 – 256 |
| Residence halls open (1 p.m.) | March 28 |
| Early registration begins | March 29 |
| Good Friday (no classes) | April 2 |
| Classes end | April 30 |
| Final exams | May 3-7 |
| Commencement (10 a.m.) | May 8 |
| Residence halls close (2 p.m.) | May 8 |

**Summer Term 2021 ..... May 10 – July 30**

| | |
|---|---|
| Memorial Day (no classes) | May 31 |
| Independence Day (no classes) | July 5 |

*During the 12-week summer term, classes may meet 3 weeks, 4 weeks, etc., as long as the required number of contact hours is met.*

# Academic Information

Graduate students are expected to make themselves thoroughly familiar with the regulations of the graduate program and the requirements for the degree.
Upon regular admission, a faculty advisor or advisory committee is assigned to the student. However, **the ultimate responsibility for meeting deadlines and knowing graduate program requirements rests with the student.**

## Official Academic Records

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed, and degree conferred

Instructors report final grades to the Registrar at the end of the course. Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Office of the Registrar before the week of final exams.

To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties' copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The cost of each physical transcript is $4.00. The fee for electronic transcripts is $6.00. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades, academic transcripts, or access to WebAdvisor.

## Change of Schedule (Add/Drop)

Occasionally the student may determine after the first- or second-class meeting that he/she needs or wishes to change his/her schedule by adding (enrolling in) and/or dropping one or more classes. Such changes should not be made, however, without consulting the academic advisor. **In addition, such changes can be made only by using the official Change of Schedule form and fully processing the change through the Office of the Registrar and the Finance Office.**

The student may add courses to her/his schedule through the "last day to complete registration" as announced in the Academic Calendar and beginning on that date there is a $15 per course fee for adding or dropping courses. Based on the Academic Calendar regarding dropped courses, there are important deadlines, which affect the grade or notation that will appear on the student's academic transcript. Note: If the student chooses to drop all courses from a term, please see the Withdrawal Policy. See the Academic Calendar and take special note of the following:

**Last day to drop without "WD"**

If the course is dropped on or before that date, the course will not appear on the transcript; if the course is dropped after that date, the course will appear on the transcript with a notation of WD (for "Withdrew").

**Last day to drop without "F"**

If the course is dropped after that date, the course will appear on the transcript with the grade F.

## Early Registration and Late Registration

Early registration helps ensure each student a place in classes for the upcoming term, and helps the staff adjust offerings to meet student needs. Students are urged to take advantage of the designated period each term to meet with his/her advisor, plan ahead, and register early. Early registration is confirmed at the ensuing registration period. Early registration refers to pre-registration for classes and registration confirmation by arranging for payment for classes.

## Withdrawal from the University

"Withdrawal from the University" refers to the official process in which the student withdraws from ALL classes, from the residence hall (if applicable), and from any current student relationship with the University. The student initiates this process by obtaining a Withdrawal Form in the Registrar's Office or from the Registrar's home page.

The student must fill out the form and obtain the required signatures: Dean of Community College Partnerships (for international students or a recipient of veteran's benefits), School Dean (for graduate students), Director of Residence Life, Bursar, Executive Director of Student Financial Services, Dean of Students, and the Registrar. The student must also return his/her student identification card, and parking sticker to the Office of Student Services when withdrawing from the University.

Further, any withdrawing student who has received a student loan must have an exit interview with a Financial Aid Counselor.

Courses for which the student is registered will appear on the transcript with a notation of "WD." The official date of WD will appear with courses. The notation of WD does not calculate in the GPA.

Any student who ceases attending classes before the end of the semester or summer term without completing official withdrawal from the University automatically receives the grade "F" for such course(s), so noted on the student's academic transcript. Withdrawal from the University does not affect the cumulative GPA of the student if processed by the close of "last day to drop without 'F'," as announced in the Academic Calendar.

The financial status of the student is affected by withdrawal from the University in the following ways:

1. Refunds for tuition and fees are credited to the student's account according to the refund schedule.
2. Housing and meal fees are credited to the student's account according to the refund schedule.
3. Financial Aid will be prorated to the student according to the Federal Return of Title IV Funds Policy.
   Withdrawal after the refund period means the student will have used an entire semester's eligibility of aid.
4. The balance of the student's account with the Student Accounts Office will be credited or billed to the student as appropriate.
5. Once the student has completed registration, i.e., turned in the Registration Form to the Student Accounts Office, the student is liable for all registration fees even though classes have not been attended, unless the student completed an official Withdrawal Form.
6. Students who are suspended from LMU or are ineligible to continue in an academic program because of grade deficiencies and who are registered in advance for the subsequent semester, may be required to complete an official Withdrawal Form.

**Administrative Withdrawals**

Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

**Summer Withdrawals**

The official withdrawal process, as set forth by our Registrar's office, is required for withdrawing from a summer semester. Upon receiving a Withdrawal Form for summer, the Financial Aid Office would use the actual start and end dates of the enrolled classes in the R2T4 calculation. At the end of the summer semester, Financial Aid reviews for Unofficial Withdrawals. The credit and refund schedule are dependent upon the length of the term and the course start date. More information can be found on the LMU website's Registrar page.

**Correspondence Study/Prior Learning Credit**

No graduate credit is accepted by LMU for work done by correspondence or through any program awarding credit for prior non-college sponsored learning.

**Student Work and Class Attendance**

Students are expected to attend classes regularly and meet all requirements of the course in order to receive a passing grade. All course examinations must be completed. Final examinations are administered the last week of the term. Attendance requirements will be stated in the course syllabi.

## Academic Integrity

The integrity of the learning experience is built upon the mutual responsibilities of students and faculty. It is the responsibility of the faculty of LMU to foster complete honesty, fairness and truthfulness in all teaching and learning activities, i.e. "academic integrity." Based on this shared responsibility and definition, the faculty identify the following as violations of academic integrity and provide typical consequences for these violations while reserving the right to use their own judgment, within the bounds of academic freedom, to determine if academic integrity has been violated and to determine the fair consequences for that violation. Where proctors are assigned and responsible for assessment supervision, they have the same authority and responsibilities of faculty members. Students are expected to complete original work. This standard has been developed with input from the LMU Faculty Senate and the LMU Student Government Association and approved by the LMU Academic Council. Faculty must also design learning activities and assessment environments to minimize opportunities for students to violate academic integrity. If a violation is observed or otherwise detected, faculty may stop the activity for those involved and then review the evidence with their immediate supervisor and/or academic dean. Following this review, the student(s) involved will be notified of the specific violation and consequences. Students cited for violations may follow the appeals process in the academic program. If the appeal is not resolved in the LMU school or college, the Vice President for Academic Affairs will receive and resolve the appeal. Consequences for violating academic integrity by students range from a zero on the assignment to suspension from the University. Repeated violation within a course usually results in immediate failure of that course. Violations in multiple courses, including repeating the same course in another semester, usually results in immediate failure and suspension from the university. Violations of academic integrity will be recorded and archived in the student discipline records by the Associate Dean of Students and in the academic records of the University by the Vice President for Academic Affairs. The student's academic advisor will also be notified of the violation.

**Cheating** - Cheating may be active or passive. Active cheating is when one decides and pursues behavior which is dishonest. Passive cheating is when one decides to do nothing to prevent cheating or fails to notify the academic authority (i.e. the instructor) of cheating. Dishonesty of any kind on academic assignments is cheating. Academic assignments are diverse but usually include: quizzes,

exams, problem sets, essays, research papers, analysis papers, book reviews, creative objects, performances, speeches, and presentations. Unauthorized possession of examination questions or answers, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat (collusion), altering grade records, or illegally entering an office are instances of cheating. These violations may be in person or via technology. Faking an illness in order to take a test at a different time, failure to report others who are violating academic integrity, bullying/intimidating others to prevent reporting of a violation and falsifying an attendance sheet are also forms of cheating. In addition, forgery, falsification, fabrication, and misrepresentation are cheating. Copyright infringement is stealing and cheating the creator of recognition or compensation for intellectual property.

**Plagiarism** - Plagiarism is regarded by the faculty and administration as a very serious offense. Plagiarism is to present the work of others as one's own. Failure to give proper acknowledgment/citation to the original author of a statement, or statements, is the most common form of plagiarism. Plagiarism is also to present as new and original work which was completed and submitted previously by the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources or other reference works, or from the essays, research papers, or other writing of a fellow student has committed plagiarism.

Instructors may prohibit access to and use of electronic devices in a course, especially during quizzes and examinations. Electronic devices include but are not limited to calculators, telephones, smartwatches, computers, and tablets. Where computers are used for testing, the faculty member is expected to design and regulate the environment to minimize opportunities for students to violate academic integrity. This may include using lock-down web browser technology. Additional and more specific guidance, standards, and consequences with respect to academic integrity may be defined in each course syllabus. The syllabus may also state other specific expectations that will be followed in courses to encourage academic integrity. Students are encouraged to clarify with the instructor the exact meaning of academic integrity in each course and learning situation.

Faculty may define more specific standards of academic integrity in each specific course along with consequences, up to failure in the course, and dismissal from the University, for violation of those standards. Many will expect written works to be submitted via TurnItIn or SafeAssign accessed in the course Blackboard site.

**Certification of Authorship**

All student papers must include the following Certification of Authorship statement:

I certify that I am the author of this paper titled _____ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student's Signature_____

Date _____

**Cancellation Notification Due To Weather or Other Emergencies**

LMU offices generally will remain open during periods of inclement weather, even though classes may be canceled. Faculty and staff members should refer to the "Response to Inclement Weather Policy" in the Employee Handbook for additional information.

The main sources of information regarding cancellation/delay of classes due to weather-related situations are the **LMU Website, myLMU LiveSafe,** and the **telephone weather information lines.** Every effort will be made to have morning or daytime cancellation/delay notices posted by 6 a.m. and notices for evening classes (those beginning at 6 p.m. or later) posted by 4:30 p.m.(Please note that for weather emergencies such as tornado warnings or closings due to disaster or lockdown situations, the LiveSafe emergency alert system is used; information about the LiveSafe emergency alert system may be found at this link.). More information regarding weather cancellation notification can be found at this link.

NOTE: Off-campus sites utilizing local school facilities are closed when those facilities close due to weather conditions. If the Harrogate campus or an off-campus site is closed, an announcement will be made in the same way, i.e., LMU Website, LiveSafe, and site-specific weather-related information line.

## Student Financial Services

LMU recognizes the problem of constantly increasing educational costs and, thus, offers a substantial program of financial aid to help candidates pay for their educational programs. The University makes every effort to ensure that qualified candidates are not denied the opportunity to attend LMU due to their limited financial resources. Each applicant for financial aid must submit a Free Application for Federal Student Aid (FAFSA). After the candidate submits the necessary application forms, the Financial Aid office will determine the candidate's eligibility for financial assistance.

**Tuition and Fees**

A. For current tuition for each program see https://www.lmunet.edu/financial-aid/graduate/cost-of-attendance.php

B. LMU reserves the right to adjust tuition and fees, as necessary. Please contact Student Financial Services with questions.

**Financial Aid Services**

Unless otherwise noted in the policies for certain programs, federal financial aid is available to graduate

students who enroll at least half-time, or 6 credit hour, each semester. Any student with less than 6 hours is considered less than half-time and is not eligible for loan support. Graduate students enrolled in at least 9 credits per semester are considered full-time. NOTE: Some LMU graduate programs have different requirements for full- and half-time status. Please review the policy section for your program in this catalog or the relevant program handbook for additional information.

**Arts, Humanities, and Social Sciences**

Students in the MPA or MSCJ program can be either full- or part-time. A student is considered full-time when he or she has enrolled in at least 9 credit hours of graduate coursework per semester.

**Business**

School of Business graduate students enrolled in at least 9 graduate credits per semester are considered full-time.

**Caylor School of Nursing**

Caylor School of Nursing graduate students enrolled in at least 9 graduate credits per semester are considered full-time. Those enrolled in 5 graduate credits per semester are considered half-time.

**College of Veterinary Medicine**

Full-time CVM students must be enrolled in all core courses in a given semester as outlined by the Curriculum Digest. Credits per semester range from 17-20.5 in semesters 1-6, then 1 credit per week during clinical year totaling up to 48.5 credits per year.

**DeBusk College of Osteopathic Medicine**

DCOM students enrolled in at least 9 credit hours per semester are considered full-time. Those enrolled in 6 credit hours per semester are considered part-time.

**Doctor of Medical Sciences**

Nine (9) credit hours per semester is considered a full-time course load.

**Duncan School of Law**

Twelve (12) or more credit hours per semester is considered a full-time course load.

**Carter and Moyers School of Education**

Nine (9) credit hours per semester is considered a full-time course load.

**Master of Science**

Nine (9) or more credits per semester is considered a full-time course load.

**Satisfactory Academic Progress (SAP) LMU General SAP Policy**

Federal regulations require that all students who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure students are making this progress both qualitatively and quantitatively. At LMU, starting with the fall 2011 semester, we have established the following Satisfactory Academic Progress (SAP) Policy. Each student's academic progress will be evaluated at the conclusion of each semester, including the summer term.

A student whose academic performance drops below the minimum standards will be placed on financial aid warning. A student may retain financial aid while on warning for one semester but must meet Satisfactory Academic Progress by the end of that semester or be placed on Financial Aid Suspension.

Students who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Direct Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid.

***Qualitative- GPA***

Students enrolled in a graduate program must earn a certain cumulative GPA determined by their academic program to maintain financial aid SAP. In the Graduate Education programs, a candidate must maintain a minimum of a B (3.0 GPA) average in all coursework.

***Quantitative- Hours Attempted vs Hours Earned***

A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted. For instance, a student who attempts 18 credit hours must complete at least 12 of those credit hours to make satisfactory academic progress.

***Quantitative –Maximum Time Frame***

No student will be eligible to receive financial aid for more than 150% of the published length of the program. This time is measured by credit hours attempted. Failing a class or withdrawing from a class, whether passing or failing, may affect SAP.

For example, a student seeking a MBA degree totaling 36 credit hours cannot receive aid for more than 54 attempted hours (36 x 150% = 54). Please refer to specific graduate catalogs to see the published length of the program.

***Notification***

All Financial Aid Satisfactory Academic Progress notifications will be sent in two ways: a letter will be sent to the student at the home address and an e-mail notification will be sent to his/her LMU e-mail address. These notifications will be sent no later than four weeks after the end of the academic term reviewed.

***Appeals***

Students who are on Financial Aid Suspension may appeal this decision by contacting Student Financial Services. The appeal must be made in writing and explain why the student failed to make SAP and what has changed that will allow the student to make SAP at the next evaluation. An approved appeal would typically contain an extenuating circumstance beyond your control along with supporting documentation. Student Financial Services will

review the appeal along with any additional recommendations from appropriate faculty or staff members to determine if the student will be able to meet SAP standards by the next evaluation. If the appeal is denied, the student may take classes at his/her own expense to try to regain SAP. If the appeal is approved, an academic plan will be developed to help the student meet SAP standards.

## Student Accounts Services

***Payment Plans***

LMU is pleased to provide our students an interest-free monthly payment plan, which allows you to divide out-of-pocket costs into more manageable monthly installments. A fee of $45 is required to enroll. The payment plan may but used for tuition and applicable fees only. The cost of books and supplies cannot be included in the payment plan budget.

For information on specific payment options or to enroll, please contact Student Financial Services at Cashier@lmunet.edu or 423-869-6336.

## Refund Policies

**Refund of Institutional Tuition, Room and Board Charges**

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or for financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition, room and board charges will be prorated as indicated.

A student must complete a Change of Schedule form (obtained from the Office of the Registrar) for dropping one or more classes.

Any situation in which all classes are dropped is a withdrawal from the University. The official withdrawal process beings in the Office of the Registrar. The Registrar uses the date the student communicates in writing their intent to withdraw and begins the University's withdrawal process, as the official withdrawal date. The student, working with the Registrar's Office, must complete the Undergrad/Graduate Withdrawal Form, obtain all the necessary signatures, and submit the completed form to the Registrar's Office. *Verbal requests do not constitute official notification.*

Should the student fail to complete the process, all semester charges will become immediately due and are payable in the Cashier's Office.

Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

| | |
|---|---|
| Through the first week of classes | 100% |
| During the second week of the semester | 75% |
| During the third week of the semester | 50% |
| During the fourth week of the semester | 25% |
| After the fourth week of the semester | 0% |

**No refund of institutional charges will be made after the fourth week of the semester.**

Refund schedules pertaining to summer and mini terms are adjusted to the varying length of the terms. They appear in the Class Schedule published for the given term.

Room and board fees will not be refunded to any student who withdraws from campus residency but remains enrolled at LMU during the semester or term.

**Return of Financial Aid**

Federal Regulations determine how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal PLUS loans, Federal Perkins Loans and Federal Direct Stafford Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31 % of his/her Title IV aid, and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Financial Aid Office.

**Refund of Credit Balance**

In the event a combination of grants, scholarships, and/or payments results in a credit balance on the student's account, the Student Accounts Office will refund the credit balance to the student by means of a check or by direct deposit if the student has signed up via Web Advisor.

All institutional scholarships must be applied toward tuition, fees and on-campus room and board expenses. All federal, state and institutional grants are credited to the student's account first, and any scholarships are applied to the balance of the student's aid eligibility for the semester. No cash refunds are made from institutional funds.

**Change of Name or Address**

A student who changes his/her name, residence, or mailing address is expected to immediately notify the Office of the Registrar. Name changes must be submitted as a signed request. Documentation must accompany a name change: marriage certificate, divorce decree, or court order. Current students can change their address online through their WebAdvisor account. Former students must submit a signed request for an address change. Any communication from the University which is mailed to the name and address on record is considered to have been properly delivered. The student's LMU email address will be used for all electronic mail.

**Satisfactory Academic Progress (SAP) LMU General SAP Policy**

Satisfactory Academic Progress relating to Financial Aid federal regulations require that all students who receive federal financial aid make progress toward a degree. All

colleges must have policies that ensure students are making this progress both qualitatively and quantitatively.

***Qualitative***

Students who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Direct Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid. A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted and has not reached 150% of time enrolled in an academic program (see Maximum Time Frame section).

Students must also earn a certain cumulative Grade Point Average (GPA) determined by their Academic program to maintain financial aid SAP. A student whose academic performance drops below the minimum standards will be placed on financial aid warning. A student can retain financial aid while on warning for one semester but must meet Satisfactory Academic Progress by the end of that semester or be placed on Financial Aid Suspension.

***Quantitative- Hours Attempted vs Hours Earned***

A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted. For instance, a student who attempts 18 credit hours must complete at least 12 of those credit hours to make satisfactory academic progress. A student whose academic performance drops below the minimum standards will be placed on financial aid warning. A student can retain financial aid while on warning for one semester but must meet Satisfactory Academic Progress by the end of that semester or be placed on Financial Aid Suspension.

***Quantitative –Maximum Time Frame***

No student will be eligible to receive financial aid for more than 150% of the published length of the program. This time is measured by credit hours attempted. For example, a student seeking a MBA degree totaling 36 credit hours cannot receive aid for more than 54 attempted hours (36 x 150% = 54). Please refer to specific graduate catalogs to see the published length of the program. Transfer credits will be evaluated and those credits that count toward the student's current academic program will count as both attempted and completed hours. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Incomplete grades will not count against attempted hours until a grade is recorded or the candidate is withdrawn from the class or classes. Satisfactory academic progress will be reviewed at the end of each semester.

## University Services and Resources

**The Abraham Lincoln Museum**

Located at the front of campus, The Abraham Lincoln Museum contains one of the largest Civil War and Lincoln collections in the world. Hours are 9 a.m. to 4 p.m. Monday - Friday, 11 a.m. to 4 p.m. on Saturday, and 1 p.m. to 4 p.m. on Sunday. LMU students are admitted free with ID card. Guest passes are available for family members of current LMU students.

Groups are welcome and are asked to notify the museum in advance of their visit. Group rates are available with advance reservations. A gift shop, containing items of interest to students and visitors, is also housed within the museum. Visit the Museum website for upcoming events and additional information.

**Tagge Center for Academic Excellence**

The Tagge Center for Academic Excellence is a service of LMU providing a variety of free assistance to meet student and faculty needs. These services include peer tutoring; lecture note-taking assistance; computer and printer availability; writing assistance; vocabulary development; and training in test preparation and test-taking. To receive assistance or to schedule an appointment, the student should phone campus extension 6310 or visit the Tagge Center for Academic Excellence. A staff member or peer tutor will work to meet the student's individual needs. The Tagge Center for Academic Excellence is located on the second floor of the Student Center.

**Student Support Services Program**

The Student Support Services program is a federally funded program to assist the student seeking academic help due to weak educational background or current academic difficulty. The program offers services in the areas of academic and financial advisement, career planning, personal growth, tutoring and mentoring.

Following feral guidelines, students interested in participating in the Student Support Services Program must apply for acceptance; the accepted student may utilize all services free of charge. Applications are available in the student Support Services office, located on the second floor of the Student Center.

**Student Health Insurance**

Students must have health insurance upon entering Graduate program. Students must submit adequate documentation demonstrating coverage of health insurance. Students are required to notify their advisor immediately of any change in health insurance provider or coverage.

**Housing / Residential Life**

Your application for campus housing is included with your acceptance packet materials. You will be given the option of living in an apartment style dorm on campus or in University Inn, which is approximately two miles from campus. Travis Smith is the Director of Residence Life and may be reached at 423.869.7088 or via email at travis.smith02@lmunet.edu. More information is also available on online at https://www.lmunet.edu/housing-and-residence-life/index.php. The Residential Life office is located on the first floor of Dishner Hall.

**Dining Options**

The campus cafeteria is located on the 1st floor of the Student Center. Meal plans are available for all students. Additional information regarding various meal plans and their costs can be found at https://www.dineoncampus.com/lmu/meal-plan-purchase. Campus is also home to Chick-fil-a and Starbucks. Both are located on the main floor of the Student Center.

**Organizations**

LMU encourages participation in campus organizations. For information concerning membership or meeting times of the many LMU organizations, contact the Office of Student Services. If your needs are not met by the existing organizations, you may form your own organization under guidelines provided by the Office of Student Services.

Computer Services/Resources (See the current LMU Student Handbook On-Line for additional information)

**Student Computer Accounts –Email/University Computers/WebAdvisor**

Students will have at least two user accounts that they are responsible for during his/her tenure at LMU (LMU): email and WebAdvisor. Both accounts use the syntax first name, last name (e.g. Susan Jones) and start out with the password as your 6-digit birthday (MMDDYY). These are separate accounts and changing the password on one account does not automatically change the password on the other.

***Email***

This account is used to login to the computers attached to the LMU network infrastructure (including computers that are located at extended campuses). This user account is also used to check email using LMU's web-based email. This is the student's University Email account.

***WebAdvisor***

WebAdvisor is a web-based information management tool that allows students to search for classes, and access their Student Profile, Class Schedule, Grades, Student Account, and Financial Aid information.

The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non- defaulted status in order for the student to gain access to WebAdvisor. To access WebAdvisor on the Internet from LMU's web site go to https://webadvisor.lmunet.edu.

Each student is assigned a unique username and temporary password (which must be changed upon first log-in to WebAdvisor). It is the responsibility of each student to ensure that his/her password remains confidential. LMU does not accept responsibility for any password-related breach of security. The student has the option to decline the assignment of a username and password to access WebAdvisor.

**LMU Student Email Policy**

Electronic mail (email), like postal mail, is an official mechanism for administrators, faculty, staff and students to communicate with each other. The University expects that email communications will be received and read in a timely manner. Students are expected to check email on a frequent and regular basis in order to stay current with University related communications, recognizing that certain communications may be time critical. If a student receives an official e-mail from a University faculty member, administrator, or staff member and does not read that e-mail any subsequent repercussions cannot be excused by "unread e-mail messages."

Inappropriate emails, some examples of which are described below, are prohibited. Anyone receiving such an email should immediately contact the University Helpdesk. Material that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate may not be sent by email or other form of electronic communications. If a student engages in this type of behavior it will be considered a violation of the policy and will result in disciplinary action. Examples of inappropriate uses of e-mail are as follows:

- Sending bulk e-mails which do not relate to University Business or Student activities. Bulk e-mails which mention names and individuals in a derogatory manner are unprofessional and could be considered slanderous.
- The creation and exchange of messages which are harassing, obscene or threatening.
- The unauthorized exchange of proprietary information or any other privileged, confidential sensitive information.
- The creation and exchange of information in violation of any laws, including copyright laws, or University policies.
- The knowing transmission of a message containing a computer virus.
- The misrepresentation of the identity of the sender of an e-mail.
- The use or attempt to use the accounts of others without their permission.

Every student is issued an email account. Some faculty members require submission of homework assignments via email. Students may choose to access their email on the University computer systems, from their resident hall rooms on their personal computers or from home on their personal computers. LMU supports a web-based email client that can be accessed from any computer that has access to the Internet. The syntax for LMU student email addresses is firstname.lastname@lmunet.edu.

In the event two students have the same first and last name, a sequential number is added to the end of the last name, (ex. randall.johnson1@lmunet.edu). Students can access the web-based client from LMU's website under the section Current Students & Faculty or using http://www.lmunet.edu/exchange. We encourage our

students to use their LMU email accounts for all communication during their tenure at LMU. All LMU incoming and outgoing email is scanned for viruses. The computers (both desktops and laptops) located in the Library are dedicated for student use, to complete homework assignments and check their email. Additional computer workstations are available in smaller computer labs in the Student Center, Avery Hall, the new Business Education Building, and Farr Hall on the Harrogate Campus. University owned computer labs are also available for students who take classes at any of our extended campus sites in Corbin, Kentucky, Knoxville and Maryville, Tennessee.

**Counseling**

LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.eduand/or 423.869.6401 (800-325-0900 ext. 6401

**Library Services**

Library services are provided for all graduate students through the campus library, through the library terminals located at off-campus sites, and/or through Internet access to the main campus databases. Students are given access codes and procedures by library personnel and instructors at the beginning of each semester. All students have access to a wealth of information through the Carnegie-Vincent Library and Reed Health Sciences Library. With print and electronic collections totaling more than 400,000 titles, the Libraries offer a multitude of resources to students and faculty. Included within the 400,000 titles are over 258,000 e-books, 84,000 print books, and 36,000 journals. Resources are accessible to students and faculty in the libraries and remotely through either electronic access or document delivery. Computers are available to students at Harrogate, Cedar Bluff, and Tampa for online research.

## Policy Notification

**Conduct Policy**

Graduate students are expected to conduct themselves at a standard of professionalism that is significantly higher than the minimum standards of behavior set forth in the LMU Student Handbook. The standards of conduct set forth in the LMU Student Handbook are the minimum for graduate and professional students and failure to comply will result in the stated consequences.

**Professionalism**

Professionalism in behavior and attitude is expected of all students and faculty. If the student has questions or concerns about specific expectations and/or behaviors, these may be addressed to respected student leaders, faculty members, program directors, department chairs, or deans.

**Harassment, Discrimination, and Sexual Misconduct**

LMU prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. LMU prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex-based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at https://www.lmunet.edu/student-life/counseling/schedule-an-appointment.

If you have experienced discrimination and would like to make a report to the University, contact Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Institutional Compliance Officer's office is located at D.A.R.-Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

**Hazing**

Hazing is any reckless or intentional act, occurring on or off campus that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with

respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day LMU receives a request for access.
2. The right to request the amendment of the student's education records which the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. The right to provide written consent before LMU discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LMU to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

For more information on FERPA see the University Registrar's website.

**Public Notice Designating Directory Information**

LMU designates the following information contained in students' education records as "directory information." Directory information may be disclosed by the university without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the university is not required to disclose directory information and, therefore, carefully evaluates requests for information. At LMU, directory information includes the student's name, address, telephone number, email address, date and place of birth, photographs, major and minor field(s) of study, dates of attendance, class (freshman, sophomore, etc.), enrollment status (undergraduate or graduate; full or part-time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

Currently enrolled students may withhold disclosure of directory information under FERPA. To withhold disclosure, students must submit a Request to Restrict Release of Directory Information to the Registrar. Former students may not submit a request to restrict disclosure of directory information on their education records, but they may request removal of a previous request for nondisclosure.

For more information regarding the University's FERPA policy, please contact the Registrar.

**ADA Statement**

As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalog. Any candidate seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact his/her instructor and the LMU ADA Coordinator, Dr. Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: dan.graves@LMUnet.edu and/or 423-869-6267 (800-325-0900, ext. 6267). The office is located in Duke Hall, room 202, on the main campus in Harrogate.

**Student Leave of Absence Protocol**

1. Only students who are in good academic standing may apply for a leave of absence. All students seeking a leave of absence are strongly encouraged to speak with their academic advisor prior to requesting a leave of absence.
2. Students requesting a leave of absence must submit the LMU Application for Leave of Absence form to the appropriate administrators. The Vice President of Academic Affairs (VPAA) is the approving administrator for Undergraduate and Graduate students. Students in the LUM-DCOM, LMU-DSOL and LMU-CVM will be helped by the VP-Dean of their respective LMU college as explained in the student handbook and/or catalog for those professional programs.
3. Applications for a leave of absence will be reviewed on a case-by-case basis and may be granted for illness (personal or familial), military service, or maternity leave. Students who are not passing their current in- progress coursework will not be granted a leave of absence. In order to ensure student success, a student having a medical issue early in the semester should talk to their advisor or Dean about taking a leave as soon as possible. LMU will do everything they can to work with the student to ensure that the medical issue does not impact the student's academic record. Students must understand that once they take an exam or submit an assignment the grade cannot be altered retroactively because of the medical issue. If a leave is granted it will have no bearing on coursework that has been completed.
4. Supporting documentation from a physician must be provided with an application for leave based upon illness or maternity. Supporting documentation from the military must be provided with an application for leave based upon military service.
5. A leave of absence may be granted for a maximum period of 180 consecutive days (including summers). Undergraduate students who are granted a leave of absence may not enroll in academic courses at another institution during the leave period. In granting a leave, the approving administrator will determine the appropriate period and may impose other appropriate conditions and limitations which will be outlined in the Notice of Approval. The official date of the Leave of Absence will be the date of receipt of the student's Application for Leave of Absence form.

6. This Policy is not intended to directly govern the effects that a leave of absence might have on a leave-taking student's eligibility for any form of student financial aid, whether or not administered by the University. An applicant for leave who anticipates seeking or receiving any form of financial aid must meet with Financial Aid for advising on the effect a leave will have on the applicant's financial aid eligibility.
7. A student who seeks to return from a leave of absence must notify the approving administrator in writing at least one month prior to the start of the semester in which the student seeks to return. A student seeking to return from a leave of absence based upon illness or maternity must have a licensed physician certify in writing that the student is released to return to school. Any student who fails to comply with the conditions and limitations described in the Notice of Approval will become ineligible to register for subsequent semesters and will be required to apply for readmission to the University.

**Acceptance of Facsimile and Scanned Signatures**

In furtherance of the principles underlying online programs of study, University and student agree that all documents to be signed in connection with the program of study may be delivered by facsimile transmission or by scanned image (e.g. .pdf or .tiff file extension name) as an attachment to electronic mail (email) sent from the student's university electronic mail account. Any signed document delivered via facsimile or scanned image shall be treated in all respects as having the same legal effect as an original signed document.

**Smoke-Free Campus Policy**

Effective August 1, 2015, LMU is a Tobacco-Free Campus, with smoking and all other tobacco usage prohibited. This policy applies to all University buildings/grounds (including residence halls), including parking lots and cars parked on LMU properties; LMU-affiliated off-campus locations and clinics; and any buildings owned, leased or rented by LMU in all other areas. This policy applies to all faculty, staff, students, contractors, and visitors of LMU and is in effect 24 hours a day, year-round. Students must follow the smoking policies of the agencies at where practice placement are secured.

**Alcohol and Drug Policy**

In compliance with Section 1213 of the Higher Education Act of 1965, as added by Section 22 of the Drug Free Schools and Communities Amendments of 1989 (Public Law 101-226), LMU offers a drug prevention program through the Office of Counseling and Lifestyle Management within the Office of Student Services. The program emphasizes the University's policy on illicit drugs and alcohol, legal and University sanctions for illicit use, and a description of health risks associated with the use of illicit drugs and alcohol, counseling and treatment available to the campus community. For additional information refer to current LMU Student Handbook On- line. LMU policy further addresses rules of conduct, disciplinary action, educational programming, and counseling, treatment, and rehabilitation.

**Criminal Background Check Policy**

If a student is assigned for clinical experiences/practicum at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. Students are allowed in the facility at the discretion of the clinical affiliates, other affiliate agency, organization, or school. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

In certain situations, investigative background reports are ongoing and may be conducted at any time. Access to the program may be denied at any time by the agency or LMU.

**LMU Student Complaint Process**

LMU provides a number of avenues through which students can address issues of concern such as complaints and grievances. Students should express their concerns as quickly as possible through the appropriate channels. Student requiring assistance with these processes should contact the Dean of Students or Associate Dean of Students in the Office of Student Services. Depending upon a situation, students can address their complaints through the following resources:

Grades (Student Handbook, Graduate Programs Catalog)
Academic Issues (Graduate Programs Catalog)
Academic Appeals (Graduate Programs Catalog)
Other Academic Matters (Graduate Programs Catalog)
Non-Academic Appeals (Student Handbook)
Financial Aid (Student Handbook; Graduate Programs Catalog)
Sexual Harassment / Sexual Assault / Dating or Relationship Violence (Student Handbook)
Discriminatory Conduct (Student Handbook)
Student Code of Conduct (Student Handbook)
Traffic Appeals (Student Handbook)
Student Rights (Student Handbook)
Athletics / NCAA Compliance (Athletic Handbook)
Title IX (Athletic Handbook and Graduate Programs Catalog)
ADA/504(Student Handbook)
General Student Grievances (Student Handbook)

- All complaints should be routed through the appropriate complaint/appeals process as outlined above.
- Depending on the nature of complaint, the matter should be brought to the attention of the office directly responsible for that area of the College or University via email with the word complaint noted in the subject line.
- For concerns that are not resolved through the informal complaint process, the student is

encouraged to file a formal complaint with the Institutional Compliance Officer using the Formal Student Complaint Form. Complaints and appeals should be well-documented.

- Students are encouraged to move through the appropriate campus supervisory structure and exhaust all campus complaint procedures prior to appealing to any off-campus authority.

***Off Campus Authorities***

*All Locations*

- Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and Secondary Schools Commission on Colleges (SACSCOC), (http://www.sacscoc.org/pdf/081705/complaintpolicy.pdf);

*Tennessee Locations*

- 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);
- 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/attorneygeneral/working-for-tennessee/consumer-affairs.html).

*Corbin, Kentucky Location*

- 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 commonwealth of Kentucky and shall be reviewed and handled by that licensing board (http://www.ky.gov, and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Kentucky Office of the Attorney General and shall be reviewed and handled by that Office (https://www.kyagr.com/).

*Ewing, Virginia Location*

- Complaints regarding institutions of higher education should be directed to:
  State Council of Higher Education for Virginia (SCHEV)
  Private and Out-of-State Postsecondary Education (POPE)
  101 N. 14th Street, Ninth Floor
  James Monroe Building
  Richmond, VA 23219
  http://www.ag.virginia.gov/consumercomplaintform/consumerComplaintForm.aspx

*Tampa, Florida Location*

- 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
- Florida State Government and shall be reviewed and handled by that licensing board (http://floridasnursing.gov/licensing/, and then search for the appropriate division);
- For students attending programs in Florida, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Florida Office of the Attorney General and shall be reviewed and handled by that Unit (http://myfloridalegal.com/consumer).

## Policy for Administration of Graduate Assistantships

Programs of graduate study are designed to transform the individual from student to knowledgeable practitioner or professional scholar. When a graduate assistantship is well conceived and executed, it serves as an ideal instrument to facilitate the desired transformation. The primary goal of an assistantship is to facilitate progress toward the graduate degree.

The graduate assistant is expected to perform well academically to retain the assistantship. He/she is to be counseled and evaluated regularly by appropriate faculty to develop professional skills. The graduate assistant is expected to meet the obligations of the assignment and work a specified number of hours (departments using graduate assistantships are responsible for establishing the job description for each assistantship). He/she is to work under the supervision of experienced faculty/staff and to receive necessary in-service training for the assignment. The graduate assistant receives financial support for graduate study by contributing to the mission of the University. The totality of responsibility may be greater than that required of other students, but the opportunities for professional development also are greater for the graduate assistant.

### Definition

An assistantship is a financial award, in the form of tuition assistance, to a graduate student for part-time work in a program of the University while pursuing a degree. Graduate assistants are appointed to perform various types of duties. Most commonly, the duties relate to supervisory or administrative functions of the university. Refer to the

IRS website for the most updated information on the tax implications of graduate assistantships.

## Qualification of Graduate Assistants

Graduate assistants must be currently enrolled in a graduate program with all requirements completed for admission to degree candidacy.

## Application Process

Graduate students wishing to apply for assistantship are to apply online through the LMU website.

## Work Assignments and Related Factors

Work assignments for each assistantship should be as specific as possible and should be developed to reflect both the needs of the department and each graduate assistant's obligation to make satisfactory progress in his/her program. Therefore, to the extent possible the department using the graduate assistant should describe the assignment to reflect the time requirements to be spent performing the tasks of the assignment appropriately. In situations where the work assignment cannot be specifically described or must be changed from the initial assignments, the graduate assistant should clearly be informed before agreeing to, or continuing the assignment.

## Required Application Dates

All graduate assistant application materials and required admission materials must be submitted within the following dates:

| | |
|---|---|
| Full year | July 15 |
| Spring | November 15 |
| Summer | April 15 |

Any exceptions to the stated application dates must have the approval of the Dean.

### Transfer Credits from Other Institutions

LMU will evaluate, for potential transfer, credit awarded by other institutions accredited by associations (regional or national) recognized by the Council of Higher Education Accreditation and/or the U.S. Department of Education. LMU must evaluate all potential transfer credit and determine if such credit is equivalent in terms of academic level, content, quality, comparability of student learning outcomes, and degree program relevance to coursework offered through the University's curriculum.

Students who wish to use coursework completed outside the United States must submit their transcripts for evaluation to one of the following four approved services:

World Education Services
P. O. Box 745
Old Chelsea Station
New York, NY 10113-0745
212.966.6311
www.wes.org

Educational Credential Evaluators, Inc.
PO Box 514070
Milwaukee, WI 53203-3470
www.ece.org

International Education
Evaluations, Inc. (IEE)
7900 Matthews-Mint Hill Rd, Suite 300
Charlotte, NC 28227
704-772-0109
www.iee123.com

Josef Silny & Associates
7101 SW 102 Avenue
Miami, FL 33173
305-273-1616
www.jsilny.com

A course-by-course evaluation is required and all coursework must be designated as undergraduate, graduate or professional. LMU will only honor evaluations from one of the above services. The evaluation must be included with the application packet.

In all cases, student learning outcomes for course credit accepted in transfer for fulfillment of degree requirements (general education or major program) must be determined by evaluation to be equivalent to those of courses offered by LMU.

The University maintains direct transfer and articulation agreements with a number of two-year institutions. Other policies governing transfer credit include:

1. Developmental or remedial courses are recorded but do not apply to the degree.
2. All other equated courses or approved elective credit courses and grades are recorded and calculated in attempted hours, hours earned and cumulative academic GPA.
3. Transfer courses with the grade of "D" cannot be used to complete a major course requirement. If the course is required for the major it must be repeated.
4. Transfer courses with the grade of "D" cannot be used to satisfy a General Education Core requirement. If the course is part of an earned Associate of Arts or Associate of Science from a Tennessee or Kentucky community college and awarded after January 1, 2010, the course will not have to be repeated. In all other cases the course must be repeated.
5. Transfer students who have earned an Associate of Arts (AA) degree or an Associate of Science (AS) degree awarded after January 1, 2010, in a university parallel program (typically consisting of 41-48 semester credit hours of general education coursework in the liberal arts disciplines) from a Tennessee, Kentucky, or Virginia community college shall be deemed to have met LMU's General Education Core, except

for the mission specific courses LNCN 100 and LNCN 300. Students who have earned an AA or AS degree from an approved institution in Florida following the State of Florida general education requirements shall be deemed to have met LMU's BSN General Education Core, except for the mission specific courses LNCN 100 and LNCN 300. The student may be required to complete additional general education coursework in order to meet the University's expected learning outcomes, core licensure or certification requirements in professional programs.

6. Transfer students must meet all degree or program requirements for graduation as outlined in this catalog.
7. Technical or non-university parallel courses are considered for transfer credit on a course by course basis.

**Approval to Apply for Coursework at another Institution**

Currently enrolled LMU students applying to take coursework at another institution must meet the following conditions before LMU will accept transfer credit.

1. Current students must gain approval before taking courses at other institutions (form available in the Registrar's Office or on the Registrar's web page).
2. No approval shall be granted for coursework at another institution if the equivalent course is available in the current semester and no scheduling conflict exists.
3. No approval shall be granted for coursework at another institution if the student does not have an overall "C" average at the University.
4. No approval shall be granted for coursework at another institution if the student is in his/her final 32 hours (baccalaureate) or 16 hours (associate) of LMU credits without prior approval from the Vice President for Academic Affairs.

**Distance Education and Online Coursework**

LMU will offer selected online courses. Online courses scheduled with University faculty may be offered concurrently with traditional classroom courses. Students should carefully consider their ability and fit for online course learning. Students should also confirm that they have access to the required level of network speed and reliability to support successful interactions in an online course. The LMU Center for Teaching and Learning Excellence (CTLE) and the Information Services Division are available to support students in online learning.

**Special Credit (SC) and Credit by Examination (CE)**

In approved cases, LMU may award special credit (SC). There is a fee of $50 per credit hour recorded for Special Credit.

Special credit is defined as post-high school, pre-college learning resulting from activities such as past work and/or volunteer experiences, military service, community involvement, professional certifications, training experiences, successful self-education, and avocational pursuits. LMU does not award SC for the experience itself nor for the years of experience, but rather for the knowledge and skills attained as a result of the experience.

Evidence of documented college-level prior learning may be presented in portfolio format in pursuit of SC. The student seeking SC receives assistance from the office of the dean of the applicable school in the preparation of an application portfolio. The portfolio must include, among other documents, an expanded resume with detailed descriptions of academic goals, and verification of learning. The completed portfolio is evaluated for academic merit and credit by a faculty expert or an expert consultant in the field selected by the dean of the applicable school. The evaluation process measures the experiential learning through any or all of the following approaches: 1) product assessment, 2) oral interview, 3) written examination, and 4) skills assessment.

The University recognizes the value of college-level prior learning as documented by University challenge exams and standardized tests, both of which may result in Credit by Examination (CE). There is a fee of $50 per credit hour recorded for Credit by Examination.

Minimum test scores for challenge exams are established by appropriately credentialed faculty and approved by the respective school dean. If the student scores no more than 10% below the minimum score on a University challenge exam, the student may request a consultation with the faculty member. LMU utilizes the minimum test scores recommended by the American Council on Education (ACE) for DANTES Subject Standardized Tests (DSST) and College Level Examination Program (CLEP) exams. Where University approved and American Council on Education recognized standardized tests exist (e.g., CLEP, DSST, etc.), LMU will utilize such assessments and recommendations in lieu of challenge exams.

Advanced Placement examinations are recognized for credit in specific academic areas. The following table indicates academic credit that will be

awarded based on specific AP scores as approved by the University faculty.

| AP Exam Title | Score | LMU Credit Awarded |
|---|---|---|
| Art History | 4 | ART 381 |
| | 5 | ART 381, 382 |
| Music Theory | 3 | MUSC 111 |
| | 4-5 | MUSC 111, 112 |
| Studio Art: 2-D Design | 3 | ART elective |
| | 4-5 | ART 105 |
| Studio Art: 3-D Design | 3 | ART elective |
| | 4-5 | ART 110 |
| Studio Art: Drawing | 3 | ART elective |
| | 4-5 | ART 110 |
| English Lang. & Comp. | 4-5 | ENGL 101 |
| English Lit. & Comp. | 4-5 | ENGL 102 |
| Comp. Gov. and Politics | 3-5 | POLS 320 |
| European History | 3-5 | HIST elective |
| Human Geography | 4-5 | GEOG 211 |
| Microeconomics | 4-5 | ECON 212 |
| Macroeconomics | 4-5 | ECON 213 |
| Psychology | 4-5 | PSYC 100 |
| U. S. Gov. & Politics | 4-5 | POLS 211 |
| U. S. History | 3 | HIST 131 |
| | 4-5 | HIST 131, 132 |
| World History | 3 | HIST 121 |
| | 4-5 | HIST 121, 122 |
| Calculus AB | 4-5 | MATH 150 |
| Calculus BC | 3 | MATH 150 |
| | 4-5 | MATH 150, 250 |
| Statistics | 4-5 | MATH 270 |
| Biology* | 3 | BIOL 111 |
| | 4-5 | BIOL 111, 112 |
| Chemistry* | 3 | CHEM 111 |
| | 4-5 | CHEM 111, 112 |
| Environmental Science* | 3-5 | ENVS 100 |
| Physics I* | 4 | PHYS 211 |
| Physics II | 4 | PHYS 212 |
| Physics C: Elec. & Mag. | *3-5 | PHYS 212 |
| Physics C: Mechanics* | 3-5 | PHYS 211 |
| French Lang. & Culture | 3 | FREN 111 |
| | 4-5 | FREN 111, 112 |
| Spanish Lang. & Culture | 3 | SPAN 111 |
| | 4-5 | SPAN 111, 112 |
| Spanish Lit. & Culture | 3 | SPAN 111 |
| | 4-5 | SPAN 111, 112 |

*Credit for laboratories in the natural sciences may be awarded on demonstrated mastery of equivalent college-level laboratory experience. The student must submit AP lab course notebook and syllabus for review by the appropriate department faculty.

In approved cases, CE may be awarded for passing, at a predetermined level, an examination from the National League for Nursing (NLN), or similar agencies. Development of a portfolio is not required in the application for CE.

LMU awards SC and/or CE only if such credit contributes to or supports the student's degree program. Subject to appropriate approvals, awarded SC and/or CE may be applied to fulfill a General Education Core Curriculum requirement, a major or minor program requirement, or as a University elective.

The maximum combined SC and CE that may be applied toward a baccalaureate degree is 32 credit hours; the maximum applicable toward an associate degree is 16 credit hours.

The last 32 semester credit hours toward a baccalaureate degree **or** 16 semester credit hours toward an associate degree must be LMU coursework. Neither SC nor CE is calculated in the student's grade-point average.

The student considering graduate study elsewhere or undergraduate transfer to another institution should be aware that not all colleges and universities honor transcript credit designated SC or CE

# Paul V. Hamilton School of Art, Humanities, and Social Science

## Graduate Programs Committees

### Admissions Committee

This AHSS Graduate School Admissions Committee will determine acceptance into the program and will resolve all matters or questions regarding admissions. Members of the Graduate Programs Admissions Committee consist of the Dean of the School, the program directors, and the Social Sciences department chair.

### Thesis/Project Supervisory Committee

The Thesis/Project Supervisory Committee functions to provide course work and thesis/project direction and approval for each graduate student in either the MPA or MSCJ program, as necessary. The committee approves the thesis/project proposal, and when submitted, reviews and approves the completed thesis/project document, and conducts a final oral defense of the thesis/project. The chair of this committee is the person who directly supervises the thesis/research project. A second committee member is selected from the graduate faculty and should have reasonably related knowledge of the thesis/project topic. A third member may be selected to complement the knowledge of the other members and may be chosen from outside of the relevant departments. The appointment of this committee is made by the Dean of the School upon recommendation of the Program Director and submission of names by the student.

### Appeals Committee

The Appeals Committee is a three-member committee that exists to resolve academic matters that may arise. The Dean of the school will nominate members of this committee. They will serve three years with the possibility of reappointment. One faculty member from the program will serve with the program director with an alternate member appointed in the case of conflict of interests.

### Graduate Council

Ultimate responsibility for all matters pertaining to graduate education and graduate research rests with the graduate faculty through the discussions and decision making of the Graduate Council. The Graduate Council is the policy making body within the Department of Social Sciences for graduate programs. The Graduate Council constitutes a dominant force in maintaining and developing scholarly inquiry and intellectual achievement in the School and University community. Members of the Graduate Council consist of the Dean of the School, the graduate program directors, and the Social Sciences department chair, though meetings are open to all graduate faculty.

## School of Arts, Humanities, and Social Sciences Mission Statement

The mission of the School of Arts, Humanities, and Social Sciences is to provide distinguished academic programs and General Education courses that cultivate the skills and perspectives essential for preparing all university students for productive participation and leadership in a rapidly changing world. Inspired by the enduring principles of Abraham Lincoln's life and legacy, the School of Arts, Humanities, and Social Sciences strives to promote the development of innovative research, scholarship, and creative expression. At the heart of the LMU experience is a commitment to a tradition and standard of excellence that fosters students' intellectual, moral, civic, and creative capacities and aspirations in service to humanity through the advancement of life in the Appalachian region and beyond.

## Department of Social Sciences Mission Statement

The Department of Social Sciences is committed to providing quality educational opportunities that incorporate a balanced emphasis on theory, research, practice, community service, social justice, and personal growth.

## Grading Policy

***Grade Point Average***

Students must maintain a cumulative grade point average (GPA) of 3.0 or more on a 4.0 scale. Falling below a 3.0 GPA will place the student on probation until a 3.0 GPA is reached.

The 3.0 GPA performance level includes graduate and undergraduate courses if the student is completing deficiency courses. No more than one grade of "C" will be allowed. A second grade of "C" or below will remove the student from the program.

***Grading Scale***

A candidate receives a grade for most registered coursework. Letters indicate grades and are assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned.

A = 90.51 - 100%; expected student learning outcomes were demonstrated by superior quality student work in all aspects of the course
B = 80.51 - 90.50%; expected student learning outcomes were demonstrated by better than average quality of student work in the course
C = 70 – 80.5%; expected student learning outcomes were demonstrated in student work

Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions."
The candidate's grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of letter-graded (A-F) credit hours attempted (not the number of credit hours passed).

## Master of Science in Criminal Justice

**Master of Science in Criminal Justice Mission Statement**

The mission of the LMU's Master of Criminal Justice Program (MSCJ) is to provide students with a high-quality education that inspires life-long learning, supports student and faculty development, encourages scholarly exploration and debate, and provides students with an understanding of the foundational principles of American justice.

**Master of Science in Criminal Justice Learning Outcomes**

A. To understand curriculum content areas recommended by the Academy of Criminal Justice Sciences Masters level program
B. To understand ethical and philosophical foundations of the American criminal justice system
C. To possess analytical thinking, research, and communication skills
D. To develop skills necessary to pursue professional careers or further graduate study following graduation.

**Master of Science in Criminal Justice Admission Requirements**

**A. Completed bachelor degree from an institution with regional accreditation or equivalent verification in the case of international degrees.** An international degree must follow university policies in existence for certifying international degrees and/or credit.

1. **Minimum undergraduate course work:** Introduction to Criminal Justice and Criminology.
2. **Recommended undergraduate course work:** policing, corrections, and juvenile justice.

**B. Standard Test Scores and Grades**

i. Undergraduate GPA of 2.75 or higher on a four (4)-point scale
ii. Entrance interview may be requested if one or more requirements are not met.

**C. Letters of Reference**

Two letters of reference from the applicant's undergraduate instructors or one letter from an instructor and one from a professional source are required.

**D. Personal Statement**

Submit an essay detailing the student's purpose for attending the LMU MSCJ program, relevant skills, qualification, preparation, and a statement of goals after completing the program.

**E. Transfer credit**

A maximum of nine (9) graduate credit hours or the equivalent of graduate work closely related to the MSCJ degree will be allowed in transfer by approval of the program's Admissions Committee.

**Graduation Requirements**

A. A minimum of 36 credit hours of graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Science in Criminal Justice degree.
B. The student must maintain a cumulative GPA of 3.00 or be placed on academic probation. Failure to meet or exceed this standard of academic progress in the subsequent semester will result in dismissal from the program.
C. All MSCJ students must complete a comprehensive examination
   a. Students must complete all required classes in the program prior to taking the comprehensive examination.
   b. Comprehensive examination will be administered in the semester prior to graduation. For instance, students planning to graduate in the Spring semester should complete the comprehensive examination by the end of the preceding Fall semester.
   c. Students must schedule their comprehensive examination with the Program Director by the 8th week of the semester that they plan to take the examination.
   d. The comprehensive assessment is graded on a pass/fail basis.
   e. . Students unable to pass the comprehensive examination must retake sections of the comprehensive examination if they are unable to receive a passing grade. Failure to successfully pass all sections of the comprehensive examination will results in a failure to meet graduation requirements. Students have up to three (3) attempts at a section to achieve a passing score. Students that do not achieve a passing score in a section must enroll in a one (1) hour independent study per section failed to refocus their studies and retake the examination.
D. Completion of all program and university assessments and surveys.

**Orientation**

MSCJ students will be required to attend an initial program orientation. The MSCJ Orientation will include program familiarization, establishing a schedule, finalizing financial aid, and completing the registration process. An orientation regarding library resources will be provided early in the first semester. Information about registration will be made available when the student's application has been accepted.

New graduate students are assigned an academic advisor and are required to attend a new student orientation. The orientation session provides students with critical information for progressing through each degree program. Information includes admission, program, and exit requirements. The advisement process is important in that advisors assist in the formulation of comprehensive examinations and in the monitoring of internships and field experiences. Advisors are available throughout the program for academic advisement.

***Grade Point Average***

Students must maintain a cumulative grade point average (GPA) of 3.0 or more on a 4.0 scale. Falling below a 3.0 GPA will place the student on probation until a 3.0 GPA is reached.

The 3.0 GPA performance level includes graduate and undergraduate courses if the student is completing deficiency courses. No more than one grade of "C" will be allowed. A second grade of "C" or below will remove the student from the program.

***Master of Science in Criminal Justice Appeals***

Students in the program or applying to the program may submit an appeal in writing directly to the Appeals Committee. The committee is expected to collect information from all parties to the matter in question, hold a hearing in which parties to the appeal will be invited and notified with at least 48 hours advanced notice, and reach a decision on the matter within 24 hours of the hearing. In the event that more investigation is needed after the hearing, all parties to the matter will be notified of the timeline for reaching a conclusion for the matter. A decision must be reached by no more than one week after the initial hearing. Decisions of this committee will be communicated to the party making the appeal as well as any individuals named in the appeal along with the relevant Deans and the Vice President of Academic Affairs. A log of matters and copies of all communication related to an appeal will be maintained by the specific Program Director's office in which the appealing student is enrolled or hoping to enroll.

***Maximum Program Completion***

Students who enter the MSCJ graduate program must complete their studies for their graduate degree within six years after initial registration. An extension may be requested of the Program Director for personal or professional reasons.

***Program Acceptance***

Upon acceptance into the MSCJ program, applicants will receive an official packet of materials including an acceptance letter, a program catalog, registration information, and other program items and information. All students are required to have all transcripts, letters of support, and fees submitted by one month in advance of the start of the new semester.

**Curriculum & Standards**

The curriculum of the MSCJ program at LMU is designed to enhance a student's academic qualifications. All classes are preparatory coursework for post-graduate goals in programs leading to a terminal degree. Please note that the semester's schedules and/or coursework and timeframes are subject to change based upon individual student needs or as determined by the MSCJ Admissions Committees and Program Directors.

**Core Courses (3 credit hours each; 9 hours):**
CRIM 505 Theories of Crime and Criminal Justice
CRIM 510 Crime and Public Policy Analysis
CRIM 511 Criminal Justice Research Methods

**Elective Courses (3 credit hours each; 27 hours):**
CRIM 506 Ethics and Issues in Criminal Justice
CRIM 512 Justice Administration and Leadership
CRIM 605 Homeland Security and Emergency Management
CRIM 615 International Crime and Policy
CRIM 620 Victimology
CRIM 625 Juvenile Justice
CRIM 630 Community Corrections and Offender Reentry
CRIM 640 Race, Gender, Class, and Crime
CRIM 645 Rural Criminal Justice
CRIM 650 Qualitative Research Methods
CRIM 695 Special Topics Seminar
CRIM 696 Independent Study
CRIM 698 Internship

**Suggested Paths of Study**

**Administration**
CRIM 506 Ethics and Issues in Criminal Justice
CRIM 512 Justice Administration and Leadership
CRIM 605 Homeland Sec/Emer. Mgmt.

**Professional Application**
CRIM 625 Juvenile Justice
CRIM 630 Comm. Corr./Offender Reentry
CRIM 640 Race, Gender, Class, and Crime

**Research**
CRIM 650 Qualitative Research Methods
PADM 510 Quantitative Analysis

**Total hours: 36 hour**

**Non-CRIM Electives:**

Students may, upon consultation with their advisor, choose up to six hours of approved MPA courses.

# Master of Public Administration

**Master of Public Administration Mission Statement**

The Master of Public Administration (MPA) program prepares individuals to serve as managers in the executive arm of local, state, and federal government, and increasingly non-profit and non-governmental organizations (NGO). MPA students can also become managers in a variety of large, public-serving institutions such as universities, hospitals and multi-national companies. It is our goal that those completing an MPA Program will increasingly be called to work in large national and multi-national organizations in support of the public good. The program focuses on the systematic investigation of executive organization and management. The main objective of the program is to help students in understanding and recognizing the development and principles of the field of public administration, as well as the making, management, implementation, and assessment of public policy in our society today.

**Master of Public Administration Program Overview**

*Expected Learning Outcomes*

1. To lead and manage in the public and nonprofit sectors
2. To understand and create in the public policy process
3. To analyze, solve, and track public sector problems
4. To articulate public sector values

**Master of Public Administration Program Admission Requirements**

**A. Completed bachelor degree from an institution with regional accreditation or equivalent verification in the case of international degrees.** An international degree must follow university policies in existence for certifying international degrees and/or credit.

**i. Minimum undergraduate course work**
Two courses that focused upon American National Government, State and Local Government, or any equivalent courses focused on the three branches of government.

**ii. Recommended undergraduate course work**

Courses about government structure, policy making, and administration and budgeting.

**B. Other Admissions Requirements**

i. Undergraduate GPA of 2.75 or higher on a four (4)-point scale

ii. Entrance interview may be required if one or more requirements are not met.

**C. Letters of Reference**

Two letters of reference from the applicant's undergraduate instructors or one letter from an instructor and one from a professional source are required.

**D. Personal Statement**

Submit an essay detailing the student's purpose for attending the LMU MPA program, relevant skills, qualification, preparation, and a statement of goals after completing the program.

**E. Transfer credit**

A maximum of nine (9) graduate credit hours or its equivalent of graduate work closely related to the MPA degree will be allowed in transfer by approval of the program's Admissions Committee.

**Graduation Requirements**

A. A minimum of 36 credit hours of graduate course work, including all required courses, is required for graduation with the Master of Public Administration degree General, Nonprofit, and Health Care Policy tracks.

B. Students must maintain a cumulative GPA of 3.00 or be placed on academic probation. Failure to meet or exceed this standard of academic progress in the subsequent semester will result in dismissal from the program.

C. All students must complete a comprehensive examination.

a. Students must complete all required courses in the program prior to taking the comprehensive examination.

b. Comprehensive examination will be administered in the semester prior to graduation. For instance, students planning to graduate in the Spring semester should complete their comprehensive examination by the end of the preceding Fall semester.

c. Students must schedule their comprehensive examination with the program director by the eighth week of the semester that they plan to take the examination.

d. The comprehensive examination is graded on a pass/fail basis.

e. Students must retake sections of the comprehensive examination if they are unable to receive a passing grade. Failure to successfully pass all sections of the comprehensive examination will result in a failure to meet graduation requirements. Students have up to three (3) attempts at a section to achieve a passing score. Students that do not achieve a passing score in a section must enroll in an additional one-hour, independent study per section failed to refocus their studies and retake the examination.

D. Completion of all program and university assessments and surveys.

**Orientation**

MPA students will be required to attend an initial program orientation. The MPA Orientation will include program familiarization, establishing a schedule, finalizing financial aid, and completing the registration process. An orientation regarding library resources will be provided early in the first semester. Information about registration will be made available when the student's application has been accepted.

New graduate students are assigned an academic advisor and are required to attend a new student orientation. The orientation session provides students with critical information for progressing through each degree program. Information includes admission, program, and exit requirements. The advisement process is important in that advisors assist in the formulation of comprehensive examinations and in the monitoring of internships and field experiences. Advisors are accessible throughout the program for academic advisement. Advisor contact information and office hours are posted on each syllabus.

**Master of Public Administration Policies and Standards**

***Master of Public Administration Appeals***

Students in the program or applying to the program may submit an appeal in writing directly to the Appeals Committee. The committee is expected to collect information from all parties to the matter in question, hold a hearing in which parties to the appeal will be invited and notified with at least 48 hours advanced notice, and reach a decision on the matter within 24 hours of the hearing. In the event that more investigation is needed after the hearing, all parties to the matter will be notified of the timeline for reaching a conclusion for the matter. A decision must be reached by no more than one week after the initial hearing. Decisions of this committee will be communicated to the party making the appeal as well as any individuals named in the appeal along with the relevant Deans and the Vice President of Academic Affairs. A log of matters and copies of all communication related to an appeal will be maintained by the specific Program Director's office in which the appealing student is enrolled or hoping to enroll.

***Maximum Program Completion***

Students who enter the MPA graduate program must complete their studies for their graduate degree within six years after initial registration. An extension may be requested of the Program Director for personal or professional reasons.

***Program Acceptance***

Upon acceptance into the MPA program, applicants will receive an official packet of materials including an acceptance letter, a program catalog, registration information, and other program items and information. All students are required to have all transcripts, letters of support, and fees submitted by one month in advance of the start of the new semester.

**Curriculum & Standards**

The curriculum of the MPA program at LMU is designed to enhance a student's academic qualifications. All classes are preparatory coursework for post-graduate goals in programs leading to a terminal degree. Please note that the semester's schedules and/or coursework and timeframes are subject to change based upon individual student needs or as determined by the MPA/MSCJ Admissions Committees and Program Directors.

**PADM Course offerings:**

**Required Courses (3 credits each; 18 hours):**

Core Courses (3 credits each)
PADM 510 Quantitative Analysis
PADM 515 Qualitative Analysis
PADM 520 Public Administration
PADM 525 Public Policy Process
PADM 530 Public Financial Administration
PADM 540 Public Service Ethics and Values

**Elective Courses (3 credits each; 18 hours):**

PADM 550 Economics for the Public Sector
PADM 591: Healthcare Policy
PADM 592: Strategic Communication in Healthcare
PADM 593 Directing Healthcare Organizations
PADM 594 Fiscal Impact of Healthcare Policy
PADM 601 Managing Public and Non-Profit Organizations
PADM 602 Nonprofit Marketing
PADM 603 Nonprofit Board Development
PADM 604 Nonprofit Fundraising
PADM 611 Legal Context for Policy and Public Management
PADM 612 Public Policy in Popular Culture
PADM 613 Grant Proposal Writing
PADM 620 Special Topics in Public Policy
PADM 696 Independent Study

***Program Tracks***

**Track 1: General Public Administration**

36 credit hours including a comprehensive examination. See requirements above.

**Track 2: Nonprofit Management**

36 credit hours including a comprehensive examination: 18 core/required PA hours, 9 hours of PA electives, and 9 hours of Nonprofit Management courses.

Choose at least three (3) of the following:

PADM 601 Managing Public and Non-profit Organizations (3)
PADM 602 Nonprofit Marketing (3)
PADM 603 Nonprofit Board Development (3)
PADM 604 Nonprofit Fundraising (3)

**Track 3: Health Care Policy**

36 credit hours including a comprehensive examination: 18 core/required PA hours, 9 hours of PA electives, and 9 hours of courses related to the health care field.

Choose at least three (3) of the following:

PADM 591: Healthcare Policy
PADM 592: Strategic Communication in Healthcare
PADM 593 Directing Healthcare Organizations
PADM 594 Fiscal Impact of Healthcare Policy

# School of Business
# Graduate Programs

**Graduate Business Location and Contact Information**
Dean, School of Business ..... ……423-869-6298
(Room 106, Business/Education Building; Main Campus)
Office of Graduate Programs..... 865-531-4107
(421 Park 40 North Blvd, Knoxville, TN 37923)

**Academic Information**

LMU offers graduate studies leading to the Graduate Certificate – Nursing Home Administration, Master of Business Administration, Master of Science in Business Analytics, and Doctor of Business Administration degrees. Concentrations for the Master of Business Administration include Business Analytics, Healthcare Administration, Management, Marketing, Nursing Home Administration, Operations Management, and Sport Management. Concentrations for the Doctor of Business Administration include Management.

The programs require students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills. The curriculums have depth and rigor to develop the specialized skills necessary to prepare students for opportunities in our global economy and environment, while allowing for creativity and vision for the future.

Graduate students are expected to make themselves thoroughly familiar with the regulations of the graduate program and the requirements for the degree. Upon regular admission, a faculty advisor or advisory committee is assigned to the student. However, the ultimate responsibility for meeting deadlines and knowing graduate program requirements rests with the student.

**Tuition**

- Graduate Certificate – Nursing Home Administration: $530 per semester hour.
- Master of Business Administration (MBA): $530 per semester hour.
- Master of Science in Business Analytics (MSBA): $530 per semester hour.
- Doctor of Business Administration (DBA): $730 per semester hour.

**Additional Fees**

Add/Drop Fee*..……..……$15 per course
Late Registration Fee* ..... $100
Graduation Fee – MBA & MSBA.……$100
Graduation Fee – DBA.....…...$450
Independent Study Fee…….……$25
LMU MBA 100 CPC Exam…….$40
LMU MBA 515 Write & Cite APA Training Module & Competency Exam……...$44
LMU MBA 590 CPC Exam…….$40

*Refer to current schedule of courses, student handbook or contact the Bursar. University credit/refund schedule will apply. All fees are subject to audit verification. LMU reserves the right to correct any errors concerning financial information.

All MBA students are required to complete the LMU MBA 100 Peregrine Comprehensive CPC exam. The exam must be completed during the student's first semester of MBA coursework. The exam is available online and requires a fee of $40 paid at the time of the exam. The MBA Director will provide additional information on the exam.

All MBA students are required to complete the LMU MBA 515 Write & Cite APA Training Module & Competency Exam. The exam must be completed as a part of the MBA 515 The Social and Ethical Environment of Business course. The exam is available online and requires a fee of $44 paid at the time of the exam. The MBA 515 Instructor or MBA Director will provide additional information on the exam.

All MBA students are required to complete the LMU MBA 590 Comprehensive CPC exam. The exam must be completed as part of the MBA 590 Business Strategy course. The exam is available online and requires a fee of $40 paid at the time of the exam. The MBA 590 Instructor or MBA Director will provide additional information on the exam.

**Applicable Catalog**

The student must meet the requirements of the LMU Combined Graduate Catalog in effect at the time of entry into the program or any catalog while enrolled in the program. In no case will a student be permitted to meet the requirements of a LMU Combined Graduate Catalog in effect prior to initial graduate program enrollment.

**Graduate Transfer Credit**

A maximum of nine semester credit hours at the graduate level may be transferred to the MBA and MSBA programs (must have a five or above as the first digit of the course number). Transferring MBA and MSBA credit hours must not have been applied to a previous degree and must carry a grade of "B-" or better. A maximum of twelve semester credit hours may be transferred to the DBA program. Students already possessing an MBA degree may transfer 12 applicable credit hours into the DBA degree to be used to fulfill the requirement of the DBA Foundations courses. Students having completed DBA coursework elsewhere may apply 12 credit hours of course work towards the LMU DBA degree so long as the transferring courses are approved by the DBA Director. No matter if a student is transferring previous MBA or DBA coursework to the LMU DBA degree, no more than a combined total of 12 credit hours of coursework in any capacity may be applied toward

the LMU DBA degree. Any course transferring into the DBA degree must carry a grade of "B-"or better. Credits transferred into any graduate degree program at LMU must be earned after the required entrance degree was posted on the transfer transcript. Course credit earned more than five years before the current semester will not be approved for transfer credit. Only credit/course work from a degree-granting accredited institution, recognized as such by a regional accrediting body, will be accepted for transfer. All transfer credit must be approved by the Dean of the School of Business. Grades and quality points for transfer work will be included in the calculation of the LMU graduate GPA.

**Graduate Credit for Undergraduate Seniors**

The LMU student who has not completed all requirements for the baccalaureate degree may be eligible for master- level graduate study as an undergraduate senior. The student must have an overall GPA of at least 3.0 and must be within fifteen semester credit hours of completing the total credit hours required for the baccalaureate degree. Undergraduate students who meet these requirements may only enroll in a maximum of six (6) credit hours of master-level study as they must be simultaneously enrolled in the baccalaureate courses that are needed for the completion of their undergraduate degree. Graduate credit will not apply towards the completion of the undergraduate degree and will only apply towards the completion of the student's graduate degree.

**Attendance Policy**

Attendance is paramount for success in graduate programs. Therefore, attendance and participation in all classes is required. An absence in the first class without prior instructor approval may result in administrative removal from the course. Absences require prior approval from the instructor and absence in excess of 10% of the course is grounds for administrative removal. These conditions apply to all MBA, MSBA, and DBA students.

**Grading System**

A student receives a grade for most registered course work (except "Audit"). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned. Students may earn only two (2) grades of "C" or below within their respective program. A third "C" or below results in dismissal from the program. The permanent academic record in its entirety will be used when evaluating academic probation or dismissal. These conditions apply to all MBA, MSBA, and DBA students.

| **Grade** | **Definition** | **Quality Points Per Credit Hour** |
|---|---|---|
| A | Superior (Quality of work exceptional) | 4.00 |
| A- | Excellent (Quality of work above course expectation) | 3.67 |
| B+ | Very Good (Quality of work better than satisfactory) | 3.33 |
| B | Good (Quality of work satisfactory) | 3.00 |
| B- | Average (Quality of work meets minimum requirements) | 2.67 |
| C | Minimum passing grade (Unsatisfactory graduate-level work) | 2.00 |
| F | Fail | 0.00 |
| I | Incomplete* | |
| NC | No Credit; allows for a grade with no penalty to the student | |
| AU | Audit | |
| WD | Withdrawal | |
| P | Pass; carriers credit but no quality points | |

*Incomplete; work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Business.

Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions." The student's GPA is determined by the total number of letter-graded (A-F) semester credit hours attempted (not the number of semester credit hours passed).

**Grading Scale**

| Letter Grade | Percentage |
|---|---|
| A | 93-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80.82.99% |
| C | 70-79.99% |
| F | 0-69% |

**Probation Status**

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate student must maintain a grade point average of 3.0 (B). The grade point average considered for academic progress is the GPA of the current program. The grade point averages from previous degrees at LMU may not be averaged into the current GPA. A student whose cumulative GPA falls below a 3.0 in a given semester is placed on probation the following semester. A student whose cumulative GPA falls below a 3.0 (B) for two successive

terms will be suspended and is no longer eligible to participate in the graduate degree program. Students who receive a second grade of "C" or below, regardless of their cumulative GPA, will be issued a probation letter in order to notify them that a third grade of "C" or below will result in dismissal from their respective academic program. The permanent academic record in its entirety will be used when evaluating academic probation or dismissal. These conditions apply to all MBA, MSBA, and DBA students.

**Academic Dismissal**

MBA, MSBA, and DBA students who fall into the below categories will be dismissed from their respective academic program:

- The student has earned a third grade of "C" or below. Please note that the permanent academic record in its entirety will be used when evaluating academic probation or dismissal.
- The student has maintained a cumulative GPA of less than 3.0 for two successive terms.

**Appeals Procedure for Probation, Suspension, or Dismissal from the Program**

A student who is placed on probation, suspended, or dismissed from the program and feels that the probation, suspension, or dismissal is unfair has a right to appeal. The student who wishes to appeal a probation or suspension has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Business. The Dean will respond to the student's appeal within two weeks of the receipt of the letter of appeal. Should this response be unsatisfactory to the student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

**School of Business Academic Grievance and Grade Appeals Procedure**

All academic grievances and grade appeals must be submitted in writing. For classroom activity or assignment grade grievances, the written appeal must be made within one week of the grievance. For final course grade grievance, the written appeal must be made within two weeks following the first day of classes for the next semester (including summer terms).

Grievances concerning any aspect of academics, classroom activity, class assignment grade, or final course grade must be taken first to the instructor of the class. Students must not correspond with other faculty, the Program Director, Department Chair, Dean, or other LMU officials about a disputed grade prior to meeting with the faculty member, with the exception of the student's faculty advisor who can explain the process and provide the grade appeal form. If the advisor and faculty are the same person, an alternate advisor will be assigned by the Dean of the School of Business. If a student feels he/she needs to take the matter further, the Chair of the Department or Program Director offering the course or program should be consulted in writing.

If there is still no resolution, the appeal will go before the School of Business Academic Faculty Review Committee comprised of three non-involved faculty with the student presenting his/her case. The next appeal source is the Dean of the School of Business. Both the student and the involved faculty member have a period of no longer than seven calendar days to file an appeal to a decision, in writing, to the Dean of the School of Business. A final decision may be rendered by the Vice President for Academic Affairs.

**Repeating Graduate Courses**

Students may repeat any course a maximum of three (3) times. The higher grade is included in the revised calculation of the cumulative GPA. However, all attempts will remain a part of the permanent academic record. The permanent academic record in its entirety will be used when evaluating academic probation or dismissal.

**Graduate Student Course Load**

The normal load for a part-time student is six (6) hours, and for a full-time student is nine (9) hours. The maximum load for a graduate student is twelve (12) semester credit hours during fall and spring semesters, three (3) semester hours during mini-terms, and twelve (12) semester credit hours for the summer session. Students must seek and receive permission from the department chair or Dean of the School of Business to take twelve (12) hours or more any semester.

**Orientation/Advisement**

Each semester new graduate students are assigned academic advisors and are invited to attend a New Student Orientation. The orientation session provides students with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. Advisors are accessible throughout the program for academic advisement. Advisors' personal telephone numbers, e-mail/web page addresses and office hours are posted on each syllabus.

**Second Master's Degree Requirements**

A maximum of twelve (12) semester credit hours (excluding thesis hours) of graduate credit earned from the first LMU master's degree may be applied toward the second degree provided that the courses are appropriate for the second master's degree (as determined by the faculty advisor and Dean of the School of Business). The credit must be earned within the last five (5) years.

**Categories of Admission**

Admission to the graduate program is possible in three (3) categories:

- Regular graduate student status. Applicants with credentials indicating adequate preparation and ability to complete the program successfully may receive regular student status.
- Non-degree or transient student status. Persons otherwise qualifying for admission to graduate studies but not seeking admission to the degree program are classified as non-degree or transient. Individuals wishing to pursue graduate study at LMU in this classification must submit an application for admission.

  Non-degree or transient students later wishing to enter the program must then petition the appropriate admissions committee for admission as degree-seeking students. The applicant must then follow the process outlined for regular graduate student status.

  The non-degree or transient student who wishes to become a regular graduate student may apply up to nine (9) semester credit hours for the MBA, or six (6) semester credit hours for the MSBA, earned while in non- degree or transient status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought.
- Auditor status. The student wishing to audit courses may enroll by completing an application for admission form, registering for the course, and paying the appropriate fees. An "AU" notation will appear on the academic transcript signifying that the course was taken for audit, not for credit. Examinations are not required, grades are not earned, and credit is not awarded for audited courses.

**Standing Oversight Committee**

Admissions Committees – These committees consist of faculty and administration members.
For admission to the **MBA program**: two faculty members and the Program Director.
For admission to the **MSBA program**: two faculty members and the Program Director.
For admission to the **DBA program**: two faculty members and the Program Director.

# Graduate Certificate: Nursing Home Administration

**Graduate Certificate - Nursing Home Administration Program Overview**

The Graduate Certificate in Nursing Home Administration prepares professionals for a career in nursing home administration. The Graduate Certificate in Nursing Home Administration has been approved by the Tennessee Board of Examiners for Nursing Home Administrators to fulfill the educational requirements for an Administrator in Training (1020-01-04). The program requires a four-hundred clock-hour internship that must be completed in the fall or spring of the candidate's last semester. All courses, aside from the required internship, are completed in an entirely online format. Topics of interest within the Graduate Certificate in Nursing Home Administration include resident care and quality of life, the environment of healthcare facilities, human resource management, and management and leadership. Students applying to complete this certificate are required to submit a comprehensive criminal background check due to the requirement of the in-person internship that will take place in state-sanctioned nursing home facility. Students within this program must abide by the LMU School of Business Criminal Background Check Policy.

Expected outcomes of the Nursing Home Administration Concentration include:

NHA1 Develop practices for long-term health care facility management that include quality care, maximum patient autonomy in an enriched, supporting, and caring environment.
NHA2 Research and analyze practices for recruiting, selecting, and maintaining qualified employees in health care environments.
NHA3 Demonstrate professional skills in long-term health care facilities by applying knowledge and skills from the program.

**Graduate Certificate - Nursing Home Administration Admission Requirements & Procedures**

Applicants must submit the online application for admission, application essays, the $50 application fee, a current resume, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, official transcripts of all other undergraduate and graduate course work from accredited institutions, and two (2) recommendation letters from professionals in the field.

Students applying to complete the Graduate Certificate - Nursing Home Administration are required to submit a comprehensive criminal background check due to the requirement of the in-person internship that will take place in state-sanctioned nursing home facility.

International students must have a minimum score of 70 on the Test of English as a Foreign Language (TOEFL) or a six (6) on the IELTS exam. In cases where a foreign student is otherwise qualified for admission to the program, but his/her TOEFL score indicates the need for additional English language instruction, he/she might be admitted conditionally to the program pending satisfactory completion of the necessary courses.

The admission decision is based on an evaluation of all application materials submitted by the individual. The following are criteria utilized in the decision process:

1. Graduate Certificate Application
2. Previous work experience
3. Undergraduate GPA

4. Graduate GPA
5. Specific course work completed
6. Two recommendation letters
7. Writing sample
8. Results of the criminal background check

**Graduate Certificate - Nursing Home Administration Handbook**

Upon admission, Graduate Certificate students will be provided with the School of Business Graduate Certificate: Nursing Home Administration Handbook. This handbook outlines policies and procedures pertaining to the Graduate Certificate program. Students are required to thoroughly read the handbook and sign the Lincoln Memorial University school of Business: Graduate Certificate Consent Form. Students will not be allowed to register if the consent form has not been signed and submitted to the appropriate personnel.

**Criminal Background Check Policy**

Please be aware that applicants applying to the Graduate Certificate - Nursing Home Administration are required to submit a comprehensive criminal background check from an LMU School of Business approved vendor, as well as approved by the facility at which the student intends to complete their internship. This background check will have to be submitted as a part of the Graduate Certificate – Nursing Home Administration application packet and is necessary due to the internship component of the degree. The results of the background check will be considered by the admissions committee on a case-by-case basis and will factor into the admissions decision that is granted to the applicant. The background check is conducted at the expense of the applicant.

If admitted to the Graduate Certificate – Nursing Home Administration program, an up-to-date criminal background check, or chain of custody urine drug screen, may be required by affiliate agencies and organizations in order to obtain the required Nursing Home Administration – Administrator in Training internship. If required, these tests would also be conducted at the expense of the student. A student's participation in an Administrator in Training internship is dependent upon the student's ability to meet the desired organization's employment/internship requirements pertaining to background check policies, drug screening policies, and more. If a student cannot obtain an Administrator in Training internship due to criminal activity that is displayed within the criminal background check, LMU School of Business reserves the right to deny the student's matriculation due to their being unable to fulfill the requirements of the Graduate Certificate – Nursing Home Administration program.

Failure to comply with the outlined background check policy will result in denial to matriculate or an enrolled student being withdrawn from their present program.

**Maximum Program Completion**

Students who enter the Graduate Certificate – Nursing Home Administration program must complete their studies for their graduate degree within three (3) years after initial registration. An extension may be requested of the Program Director for personal or professional reasons.

**Graduate Certificate Completion Requirements**

No student will be allowed to complete the Graduate Certificate – Nursing Home Administration program until all requirements have been met.

The following requirements must be met for earning a Graduate Certificate:

1. Completion of 18 semester credit hours of approved Graduate Certificate courses.
2. A minimum cumulative GPA of 3.0 (B)
3. Completion of all outcomes assessment testing and activities
4. The completion of the Graduate Certificate program within three (3) years
5. Payment of all fees

**Final Evaluation for Graduate Certificate Programs**

As part of the outcomes assessment procedures, students are required to complete the following items prior to graduation:

- An exit interview
- All graduating student surveys

**Graduate Certificate - Nursing Home Administration Curriculum**

| | |
|---|---|
| MBA 516 Human Resource Management | 3 |
| MBA 550 Financial Management | 3 |
| MBA 562 Resident Care and Quality of Life | 3 |
| MBA 563 Physical Env. and Atmosphere in Healthcare Facilities | 3 |
| MBA 575 Contemporary Management & Leadership | 3 |
| MBA 598 Nursing Home Internship | 3 |
| TOTAL CORE | 18 |

# Master of Business Administration

**Mission Statement**

The Master of Business Administration (MBA) program is dedicated to providing educational and research opportunities to working adults wanting to develop professionally by enhancing their business skills and credentials. Graduates from this degree program are able to communicate effectively through written and oral expression; apply critical thinking skills to managerial decisions; analyze and evaluate ethical decision making and social responsibility when solving business problems; understand and apply the strategic management principles of crafting and executing strategy in a global economy; and obtain in-depth knowledge of the functional areas of business.

**MBA Program Overview**

The MBA program is a 30-hour program intended for upwardly mobile professionals and recent graduates with exceptional academic backgrounds. Courses are offered in an entirely online format. The curriculum is divided into eight core courses and two electives. If a student wishes to have a concentration in Business Analytics, Healthcare Administration, Management, Marketing, Nursing Home Administration, Operations Management, or Sport Management they are required to take eight core courses and four concentration specific electives for a total of 36 semester credit hours. The core curriculum focuses on business theory and applications by integrating case studies, research, presentations, and seminars. The objective of the program is for the student to be able to apply the principles of accounting, finance, economics, information technology, management, marketing, business strategy, and business ethics within a contemporary global business environment. A degree from this program can lead to career advancement across all business disciplines in the private, public, or nonprofit sectors.

Expected outcomes of the MBA include:

BUS1 Evaluate leadership styles to determine appropriate managerial actions for changing environments.

BUS2 Evaluate investment decisions using financial theory, analytical decision-making tools, and quantitative and non-quantitative economic attributes.

BUS3 Apply ethics theories to develop socially responsible business practices.

BUS4 Integrate and apply quantitative methods for decision-making.

BUS5 Develop a business feasibility plan incorporating marketing, economics, accounting, finance, and management theory.

**Business Analytics**

This concentration is designed for upwardly mobile professionals who desire additional training in analytical tools for decision making. The curriculum is designed to develop an in-depth knowledge of key business concepts, with special attention focusing on the utilization of analytical practices within today's modern businesses. Core topics within the MBA – Business Analytics curriculum will pertain to foundational business analytics knowledge, statistical methods used within analytical decision making, the use of business intelligence, as well as the introduction of analytical programming and data mining. A degree from the MBA program with this concentration can lead to careers in business analytics, business intelligence, data science, and more.

Expected outcomes of the Business Analytics Concentration include:

BA1 Develop appropriate methodologies and techniques to improve the effectiveness of business decisions.

BA2 Identify appropriate analytical methodologies and techniques to improve effectiveness of business decisions.

BA3 Solve problems more effectively through analytical and critical thinking, making more comprehensive judgments when facing business issues with constraints or problems with complex or unknown solutions.

BA4 Demonstrate evidence-based decision making through the relevant acquisition, analysis, and application of data.

**Healthcare Administration**

This concentration prepares students for a career in healthcare administration by providing courses relevant to the field within the United States Health Care system. The curriculum is designed to develop an in-depth knowledge of business aspects associated with the healthcare industry with courses integrating topics pertaining to administration, current trends, quality improvement, and law and ethics. A degree from the MBA program with this concentration can lead to careers in medical offices, hospital administration, healthcare informatics, healthcare planning, public health, and more.

Expected outcomes of the Healthcare Administration Concentration include:

HCA1 Analyze various organizational models of healthcare businesses to develop and apply strategic and managerial methods appropriate for differing medical entities.

HCA2 Apply theories related to quality improvement within the healthcare industry in order to initiate, plan, execute, monitor and control continuous improvement, patient satisfaction, and organizational livelihood.

HCA3 Analyze legal and ethical practices within the field of healthcare administration and the implications to healthcare providers.

HCA4 Analyze current issues and topics affecting the U.S. healthcare system to develop business solutions for challenges confronting Healthcare Administrators using theory, best practices, and modeling techniques.

**Management Concentration**

This concentration prepares professionals for a career in management by providing a robust education focused on management practice, research, and ethics. It is designed to refine management competencies that enable students to provide the dynamic leadership needed for success. A degree from the MBA program with this concentration can lead to a career in a wide variety of private businesses, consulting firms, or the public sector.

Expected outcomes of the Management Concentration include:

MGMT1 Analyze, evaluate, and implement the management concepts of planning, organizing, leading, and controlling.

MGMT2 Apply and assess strategic management principles in global and domestic environments.

**Marketing Concentration**

This concentration prepares professionals for a career in marketing management, providing a robust education focused on marketing management, research, and ethics. It is designed to deepen academic and practical learning experiences that equip students with the knowledge to apply the marketing concepts and theories of marketing management. A degree from the MBA program with this concentration can lead to a career in sales, brand management, communications, advertising, marketing research agencies and consultancy.

Expected outcomes of the Marketing Concentration include:

MKTG1 Apply and evaluate marketing theory in global and domestic environments.

MKTG2 Develop an integrated marketing plan to promote brand awareness among targeted consumers.

**Nursing Home Administration**

This concentration prepares professionals for a career in nursing home administration. The Master of Business Administration with a concentration in Nursing Home Administration has been approved by the Tennessee Board of Examiners for Nursing Home Administrators to fulfill the educational requirements for an Administrator in Training (1020-01-04). The program requires a four-hundred clock-hour internship that must be completed in the fall or spring of the candidate's last semester. Topics of interest within the MBA – Nursing Home Administration include resident care and quality of life, the environment of healthcare facilities, human resource management, and management and leadership. Students applying to complete this concentration option are required to submit a comprehensive criminal background check due to the requirement of the in-person internship that will take place in state-sanctioned nursing home facility. Students within this program must abide by the LMU School of Business Criminal Background Check Policy.

Expected outcomes of the Nursing Home Administration Concentration include:

NHA1 Develop practices for long-term health care facility management that include quality care, maximum patient autonomy in an enriched, supporting, and caring environment.

NHA2 Research and analyze practices for recruiting, selecting, and maintaining qualified employees in health care environments.

NHA3 Demonstrate professional skills in long-term health care facilities by applying knowledge and skills from the program.

**Operations Management**

This concentration prepares students for a career focused within the operational aspects of business. The curriculum is designed to develop an in-depth knowledge of the processes pertaining to operations management with focus being given to designing and controlling various projects in order to create efficiency. Core topics within this curriculum will pertain to supply chain and logistics, project management, analysis for decision making, and lean operations. A degree from the MBA program with this concentration can lead to careers in operations management, business strategy, production planning, quality control, and more.

Expected outcomes of the Operations Management Concentration include:

OMT1 Develop business solutions for challenges confronting supply chain managers using theory, best practices, forecasting, and modeling techniques.

OMT2 Apply project management tools and analyses to initiate, plan, execute, monitor and control, and close projects.

OMT3 Develop strategies using Six Sigma, lean operations, and current quality control research to improve processes in service and manufacturing industries.

OMT4 Analyze operations data and current research to provide meaningful representation in the decision-making process.

**Sport Management Concentration**

This concentration provides the intellectual and managerial skills individuals need for career advancement and leadership in the sport industry. It is designed to develop and deepen a student's diverse set of skills, including technical competence in analytical and quantitative techniques, critical thinking, communication abilities, and values. A degree from the MBA program with this concentration can lead to careers in high school or collegiate athletics, professional sports, corporate sport, international sports and recreational/leisure careers.

Expected outcomes of the Sport Management Concentration include:

SMT 1 Analyze leadership and management styles appropriate for administration of athletes.

SMT 2 Evaluate marketing applications and best practices to promote collegiate, professional, and organizational sporting events.

**Dual Degree MBA Program Overview**

The dual degree MBA program is a 30- or 36-hour program intended for individuals who are in the process of earning a Doctor of Osteopathic Medicine (DO), a Doctor of Veterinary Medicine (DVM), or a Juris Doctor (JD) degree at LMU. The dual degree MBA program begins with an intensive eight-week summer session of four (4), three (3) credit hour core courses. The courses taken within the first summer term consist of MBA 545, 550, 570, & 575. Students will then take an additional four (4) core courses and two (2) electives in an online format throughout the remainder of their professional program. Students may elect to complete four (4) electives in order to obtain an MBA with a concentration. The objective of the program is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

**MBA Admission Requirements & Procedures**

Applicants must submit the online application for admission, application essays, the $50 application fee, a current resume, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, official transcripts of all other undergraduate and graduate course work from accredited institutions, and two (2) recommendation letters from professionals in the field.

Students applying to complete the MBA concentration of Nursing Home Administration are required to submit a comprehensive criminal background check due to the requirement of the in-person internship that will take place in state-sanctioned nursing home facility.

International students must have a minimum score of 70 on the Test of English as a Foreign Language (TOEFL) or a six (6) on the IELTS exam. In cases where a foreign student is otherwise qualified for admission to the program, but his/her TOEFL score indicates the need for additional English language instruction, he/she might be admitted conditionally to the program pending satisfactory completion of the necessary courses.

The admission decision is based on an evaluation of all application materials submitted by the individual. The following are criteria utilized in the decision process:

1. MBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Two (2) recommendation letters
7. Writing sample
8. Results of the criminal background check (applicable to Nursing Home Administration applicants only)

**Conditional MBA Student Status**

Under special circumstances, a person who does not meet the requirements for MBA admission but who feels strongly that he/she can do graduate work may be allowed conditional status. In order to be considered for conditional MBA status, the student must have earned a cumulative bachelor's degree GPA of at least 2.40 from a regionally accredited institution. The student must also submit all other MBA admissions documents. If granted conditional MBA status, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the conditional semester and earn no grade less than "B". A grade less than "B" disqualifies the candidate from full graduate admission. Students will be granted full graduate admission upon earning grades of "B" or above within all enrolled courses during their first semester within the MBA program.

**Special Admission for LMU School of Business Baccalaureate Degrees**

Initial admission to the MBA program granted to all students who successfully complete their baccalaureate degree from LMU School of Business provided they meet the following criteria:

1. Receive a minimum of 3.00 GPA in all LMU coursework
2. Complete all application documents, complete all entrance requirements, and pay all applicable fees.

**Admission to the Dual Degree MBA Program**

Applicants must submit the online application for admission, application essays, the $50 application fee, a current resume, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, official transcripts of all other undergraduate and graduate course work from accredited institutions, and two (2) recommendation letters from professionals in the field.

Students applying to complete the MBA concentration of Nursing Home Administration are required to submit a comprehensive criminal background check due to the requirement of the in-person internship that will take place in state-sanctioned nursing home facility.

The admission decision is based on an evaluation of all application materials submitted by the individual. The following are criteria utilized in the decision process:

1. Dual-Degree MBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Two (2) recommendation letters
7. Writing Sample
8. Results of the criminal background check (applicable to Nursing Home Administration applicants only)

Dual-Degree MBA admissions decisions also depend upon approval from the applicant's respective professional school.

**MBA Handbook**

Upon admission, MBA students will be provided with the School of Business Master of Business Administration Handbook. This handbook outlines policies and procedures pertaining to the MBA program. Students are required to thoroughly read the handbook and sign the LMU school of Business: Master of Business Administration (MBA) Consent Form. Students will not be allowed to register if the consent form has not been signed and submitted to the appropriate personnel.

**Criminal Background Check Policy**

Please be aware that applicants applying to the MBA - Nursing Home Administration concentration are required to submit a comprehensive criminal background check from an LMU School of Business approved vendor, as well as approved by the facility at which the student intends to complete their internship. This background check will have to be submitted as a part of the MBA – Nursing Home Administration application packet and is necessary due to the internship component of the degree. The results of the background check will be considered by the admissions committee on a case-by-case basis and will factor into the admissions decision that is granted to the applicant. The background check is conducted at the expense of the applicant.

If admitted to the MBA – Nursing Home Administration program, an up-to-date criminal background check, or chain of custody urine drug screen, may be required by affiliate agencies and organizations in order to obtain the required Nursing Home Administration – Administrator in Training internship. If required, these tests would also be conducted at the expense of the student. A student's participation in an Administrator in Training internship is dependent upon the student's ability to meet the desired organization's employment/internship requirements pertaining to background check policies, drug screening policies, and more. If a student cannot obtain an Administrator in Training internship due to criminal activity that is displayed within the criminal background check, LMU School of Business reserves the right to deny the student's matriculation due to their being unable to fulfill the requirements of the MBA – Nursing Home Administration degree.

Failure to comply with the outlined background check policy will result in denial to matriculate or an enrolled student being withdrawn from their present program.

**Maximum Program Completion**

Students who enter the MBA graduate program must complete their studies for their graduate degree within five (5) years after initial registration. An extension may be requested of the Program Director for personal or professional reasons.

**MBA Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met.

The following requirements must be met for earning an MBA degree:

1. Completion of 30/36 semester credit hours of approved MBA courses in the traditional part-time or full-time MBA program, and 30/36 semester credit hours of approved MBA courses in the dual degree MBA programs
2. A minimum cumulative GPA of 3.0 (B)
3. Completion of all outcomes assessment testing and activities
4. The completion of the MBA degree within five (5) years
5. Payment of all fees

**Final Evaluation for MBA Programs**

As part of the outcomes assessment procedures, students are required to complete the following items prior to graduation:

- LMU MBA 590 CPC exit exam covering twelve common professional component categories
- An exit interview
- All graduating student surveys

**MBA Program Curriculum**

| Course Description | Credit Hours |
|---|---|
| MBA 511 Operations Mgmt. & Quantitative Analysis | 3 |
| MBA 515 The Social and Ethical Environment of Busn. | 3 |
| MBA 545 Marketing Management | 3 |
| MBA 550 Financial Management | 3 |
| MBA 565 Economics for Decision Making | 3 |
| MBA 570 Accounting & Decision Making | 3 |
| MBA 575 Contemporary Management & Leadership | 3 |
| MBA 590 Business Strategy | 3 |
| TOTAL CORE | 24 |
| | |
| MBA Elective | 3 |
| MBA Elective | 3 |
| TOTAL PROGRAM | 30 |

**MBA Program with Concentration Curriculum**

| Course Description | Credit Hours |
|---|---|
| MBA 511 Operations Mgmt. & Quantitative Analysis | 3 |
| MBA 515 The Social and Ethical Environment of Busn. | 3 |
| MBA 545 Marketing Management | 3 |
| MBA 550 Financial Management | 3 |
| MBA 565 Economics for Decision Making | 3 |
| MBA 570 Accounting & Decision Making | 3 |
| MBA 575 Contemporary Management & Leadership | 3 |
| MBA 590 Business Strategy | 3 |
| TOTAL CORE | 24 |
| | |
| MBA Concentration Elective | 3 |
| MBA Concentration Elective | 3 |

| | |
|---|---|
| MBA Concentration Elective | 3 |
| MBA Concentration Elective | 3 |
| TOTAL PROGRAM | 36 |

**Business Analytics**

| | |
|---|---|
| MSBA 500 Foundations of Business Analytics | 3 |
| MSBA 514 Statistical Methods for Business Analytics | 3 |
| MSBA 516 Business Intelligence & Comm. with Data | 3 |
| MSBA 520 Intro. to Analytical Prog. for Data Mining | 3 |

**Healthcare Administration**

| | |
|---|---|
| MBA 614 Administration of Healthcare Organizations | 3 |
| MBA 615 Healthcare Topics & Issues | 3 |
| MBA 619 Quality Improvement in Healthcare | 3 |
| MBA 620 Healthcare Law & Ethics | 3 |

**Management Concentration**

| | |
|---|---|
| MBA 560 Global Management | 3 |
| MBA 600 Organizational Behavior | 3 |
| MBA 610 Organizational Leadership | 3 |
| MBA 640 Negotiation | 3 |

**Marketing Concentration**

| | |
|---|---|
| MBA 547 Brand Management | 3 |
| MBA 548 Global Marketing | 3 |
| MBA 552 Consumer Behavior | 3 |
| MBA 634 Electronic Commerce | 3 |

**Nursing Home Administration**

| | |
|---|---|
| MBA 516 Human Resource Management | 3 |
| MBA 562 Resident Care and Quality of Life | 3 |
| MBA 563 Physical Env. and Atmosphere in Healthcare Facilities | 3 |
| MBA 598 Nursing Home Internship | 3 |

**Operations Management**

| | |
|---|---|
| MBA 683 Supply Chain Management & Leadership | 3 |
| MBA 684 Project Management | 3 |
| MBA 685 Quality Control & Lean Operations | 3 |
| MBA 686 Operations Research & Analysis for Decision Making | 3 |

**Sport Management Concentration**

| | |
|---|---|
| MBA 626 Administration of Athletics | 3 |
| MBA 627 Sport Marketing | 3 |
| MBA 628 Sport Seminar | 3 |
| MBA 630 Sport & Society | 3 |

**Dual Degree MBA Program**

| Course Description | Credit Hours |
|---|---|
| MBA 511 Operations Mgmt. & Quantitative Analysis | 3 |
| MBA 515 The Social and Ethical Environment of Busn. | 3 |
| MBA 545 Marketing Management | 3 |
| MBA 550 Financial Management | 3 |
| MBA 565 Economics for Decision Making | 3 |
| MBA 570 Accounting & Decision Making | 3 |
| MBA 575 Contemporary Management & Leadership | 3 |
| MBA 590 Business Strategy | 3 |
| TOTAL CORE | 24 |
| | |
| MBA Elective | 3 |
| MBA Elective | 3 |
| TOTAL PROGRAM | 30 |

*Students within the Dual Degree MBA Program will take MBA 545, 550, 570, & 575 during their first summer semester within the MBA program.

**Students within the Dual Degree MBA Program may elect to complete any available concentration by following the 'MBA Program with Concentration Curriculum'.

# Master of Science in Business Analytics

**Mission Statement**

The Master of Science in Business Analytics (MSBA) program is dedicated to developing students who can demonstrate a proven ability to utilize data to create value-added solutions for important business challenges. Graduates from this degree program are able to apply critical thinking skills to solve complex business problems; classify data sets and select the appropriate analytical tool; generalize the necessary theoretical, mathematical, and statistical concepts to ensure data is properly analyzed; acquire data from a diverse population of computer storage systems, execute in a team environment; and communicate complex analytical results to business managers.

**MSBA Program Overview**

The Masters of Science in Business Analytics (MSBA) degree is a 30-hour program and modeled after a cohort style, with students starting together each fall. The MSBA program is comprised of 10 courses, with all courses being offered in an entirely online format. MSBA courses are available for students admitted to the MSBA program only. Other LMU students may attend a MSBA course with permission from the program director.

Expected outcomes of the MSBA include:

MSBA1 Apply critical thinking skills to solve complex business problems

MSBA2 Classify data sets and select the appropriate analytical tool

MSBA3 Generalize the necessary theoretical, mathematical, and statistical concepts to ensure data is properly analyzed

MSBA4 Acquire data from a diverse population of computer storage systems

MSBA5 Execute in a team environment

MSBA6 Effectively communicate complex analytical results to business managers

**MSBA Admission Requirements & Procedures**

Applicants must submit the online application for admission, a personal statement, the $50 application fee, a current

resume, official transcripts showing the completion of an accredited bachelor's degree with a 2.75 GPA, official transcripts of all other undergraduate and graduate course work from accredited institutions, and two (2) recommendation letters from professionals in the field who are familiar with their work and ability and can, therefore, evaluate potential for success in the graduate program.

International students must have a minimum score of 70 on the Test of English as a Foreign Language (TOEFL) or a six (6) on the IELTS exam. In cases where a foreign student is otherwise qualified for admission to the program, but his/her TOEFL score indicates the need for additional English language instruction, he/she might be admitted conditionally to the program pending satisfactory completion of the necessary courses.

The admission decision is based on an evaluation of all application materials submitted by the individual. The following are criteria utilized in the decision process:

1. MSBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Course work in business, calculus, & linear algebra
6. Two (2) recommendation letters
7. Personal statement

**MSBA Handbook**

Upon admission, MSBA students will be provided with the School of Business Master of Science in Business Analytics Handbook. This handbook outlines policies and procedures pertaining to the MSBA program. Students are required to thoroughly read the handbook and sign the Lincoln Memorial University School of Business: Master of Science in Business Analytics (MSBA) Consent Form. Students will not be allowed to register if the consent form has not been signed and submitted to the appropriate personnel.

**Maximum Program Completion**

Students who enter the MSBA graduate program must complete their studies for their graduate degree within five (5) years after initial registration. An extension may be requested of the Program Director for personal or professional reasons.

**MSBA Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met.

The following requirements must be met for earning an MSBA degree:

1. Completion of 30 semester credit hours of approved MSBA courses in the part-time or full-time MSBA program.
2. A minimum cumulative GPA of 3.0 (B)
3. Completion of all outcomes assessment testing and activities
4. The completion of the MSBA degree within five (5) years
5. Payment of all fees

**Final Evaluation for the MSBA Program**

As part of the outcomes assessment procedures, students are required to complete the following items prior to graduation:

- An exit interview
- All graduating student surveys

**MSBA Program Curriculum**

| Course Description | Credit Hours |
|---|---|
| MSBA 500 Foundations of Business Analytics | 3 |
| MSBA 511 Process Analytics | 3 |
| MSBA 512 Design of Experiments | 3 |
| MSBA 514 Statistical Methods for Business Analytics | 3 |
| MSBA 515 Regression Analysis & Forecasting | 3 |
| MSBA 516 Busn. Intelligence & Comm. with Data | 3 |
| MSBA 517 Survey of Management Science | 3 |
| MSBA 520 Intro. to Analytical Prog. for Data Mining | 3 |
| MSBA 521 Data Mgmt. & Database Fundamentals | 3 |
| MSBA 527 Advanced Prog. & Data Visualization | 3 |
| TOTAL PROGRAM | 36 |

# Doctor of Business Administration

**Mission Statement**

The Doctor of Business Administration (DBA) program is dedicated to creating a doctoral learning opportunity for business professionals in Appalachia. Through qualified and experienced faculty, students are provided the skills necessary to advance the practice of business in a diverse and evolving global economy, further the body of knowledge and research, and balance the pursuit of prosperous business practices. Graduates from this degree program are able to develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever-changing environment; acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness; facilitate and communicate advanced analytic and problem solving capabilities grounded in sound academic and practical research.

**Program Overview**

The LMU DBA program follows an online format, and allows students to complete a Management concentration. The program is intended for upwardly mobile professionals and recent MBA graduates with exceptional academic backgrounds. DBA Foundation classes are the four main components of the LMU MBA core. A DBA candidate who has previously completed an MBA degree may transfer 12 credit hours of equivalent MBA courses into the DBA degree to fulfill the requirement of the DBA Foundations courses. The DBA core is comprised of five (5) classes that will provide a basis for understanding business theory and application in today's market. The Management

concentration is made up of four (4) classes. Three (3) DBA research classes are required in order to teach students how conduct proper and credible research. Finally, students will complete 12 hours of dissertation credit while working with their dissertation committee.

The DBA degree is offered at the Cedar Bluff - Knoxville location, and allows students to complete a concentration in Management.

Expected outcomes of the DBA include:

DBA1 Develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever-changing environment.

DBA2 Acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness.

DBA3 Facilitate and communicate advanced analytic and problem-solving capabilities grounded in sound academic and practical research

DBA4 Develop, conduct, and defend original research through the dissertation process.

**DBA Admission Requirements & Procedures**

Students must submit the online application for admission, application essays, the $50 application fee, a current resume, official transcripts showing the completion of a regionally accredited bachelor's degree, official transcripts showing the completion of a regionally accredited master's degree with a cumulative GPA of a 3.5, official transcripts of all other undergraduate, graduate, and post-graduate/professional course work from regionally accredited institutions, and two (2) recommendation letters from professionals in the field.

International students must have a minimum score of 70 on the Test of English as a Foreign Language (TOEFL) or a six (6) on the IELTS exam. In cases where a foreign student is otherwise qualified for admission to the program, but his/her TOEFL score indicates the need for additional English language instruction, he/she might be admitted conditionally to the program pending satisfactory completion of the necessary courses.

The admission decision is based on an evaluation of all application materials submitted by the individual. The following are criteria utilized in the decision process:

1. DBA application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Two (2) recommendation letters
7. Writing Sample

**Conditional DBA Student Status**

Under special circumstances, a person who does not meet the requirements for DBA admission but who feels strongly that he/she can do graduate work may be allowed conditional status. In order to be considered for conditional DBA status, the student must submit official transcripts showing the completion of a regionally accredited bachelor's degree, transcripts showing the completion of a regionally accredited master's degree with a cumulative GPA of 3.0, as well as the submission of all other DBA admissions documents. If granted conditional DBA status, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the conditional semester and earn no grade less than "B". A grade less than "B" disqualifies the candidate from full graduate admission. Students will be granted full graduate admission upon earning grades of "B" or above within all enrolled courses during their first semester within the DBA program.

**DBA Handbook**

Upon admission, DBA students will be provided with the School of Business Doctor of Business Administration Handbook. This handbook outlines policies and procedures pertaining to the DBA program. Students are required to thoroughly read the handbook and sign the LMU school of Business: Doctor of Business Administration (DBA) Consent Form. Students will not be allowed to register if the consent form has not been signed and submitted to the appropriate personnel.

**Maximum Program Completion**

Students who enter the DBA graduate program must complete their studies for their graduate degree within seven (7) years after initial registration. An extension may be requested of the Program Director for personal or professional reasons.

## DBA Dissertation

DBA students who are within the dissertation portion of their program should refer to the LMU School of Business Dissertation Manual 2020-2021 for in depth information pertaining to the dissertation and all processes involved.

Students must complete a minimum of 12 credit hours of dissertation work in order to meet graduation requirements. The minimum of 12 hours and maximum of 30 hours for dissertation credit will be assigned a grade based upon the grading scale given in the Graduate Programs Catalog. The grade assigned will become a permanent part of the student's academic record and will factor into the student's GPA. DBA students are ineligible to register for dissertation credit hours until they have completed all DBA coursework within their appropriate curriculum.

Students within the dissertation portion of their degree must maintain continual enrollment and engagement in their dissertation post-classwork. This means that all candidates must enroll in a minimum of three credit hours of DBA 899 – Dissertation during both Fall and Spring semesters once

coursework is completed. If a student completes 12 credit hours of DBA 899 – Dissertation and has not finished their dissertation, the student can then register for 1 credit hour of DBA 899 – Dissertation per semester until the completion of the dissertation. There is not a requirement to take DBA 899 during the summer term, however, if a student wishes to work on their dissertation under the guidance of their Chair during this time, the student will have to register for DBA 899 – Dissertation. Students receiving financial aid should consult with their Financial Aid Officer to determine financial aid guidelines pertaining to credit hours during the dissertation process. It is the responsibility of the candidate to register and maintain enrollment in the program. If a candidate does not enroll as indicated above, the candidate must request reentry into the program by contacting the DBA Program Director. The DBA Program Director will have the candidate make a written request for permission for readmission into DBA 899 and explain reasons for not complying with the requirement of Fall and Spring dissertation enrollment. The DBA Program Director will evaluate the request and forward to the Dean of the School of Business for approval.

Dissertation coursework will be assigned a letter grade of "A" through "F" as outlined within the 'Grading Scale' section. Grades earned will be added to the permanent academic record. The permanent academic record in its entirety will be used when evaluating academic probation or dismissal

Upon completion of the dissertation and all appropriate paperwork as specified in the LMU School of Business Dissertation Manual 2020-2021, students will defend their dissertation. When scheduling a dissertation defense, students should refer to the LMU School of Business Dissertation Manual 2020-2021 for date requirements.

**DBA Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met.

The following requirements must be met for earning the DBA degree:

1. Completion of 60 semester credit hours of approved DBA courses
2. Successful defense of the DBA dissertation
3. A minimum cumulative GPA of 3.0 (B)
4. Completion of all outcomes assessment testing and activities
5. The completion of the DBA degree within seven (7) years
6. Payment of all fees

**Final Evaluation for the DBA Program**

As part of the outcomes assessment procedures, students are required to complete the following items prior to graduation:

- An exit interview
- All graduating student surveys

**DBA Program Curriculum**

| Course Description | Credit Hours |
|---|---|
| Foundation Classes | |
| MBA 545 Marketing Management | 3 |
| MBA 565 Economics for Decision Making | 3 |
| MBA 570 Accounting & Decision Making | 3 |
| MBA 575 Contemporary Management & Leadership | 3 |
| Core Classes | |
| BUSN 701 Lead. in Organizations: Theory & Practice | 3 |
| BUSN 702 Global Perspectives & Implications of Busn. | 3 |
| BUSN 703 Busn. Synthesis & Integration for Com. Adv. | 3 |
| MGMT 701 Advanced Theory in Management | 3 |
| MGMT 710 Strategic Management | 3 |
| Concentration Classes | |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| Elective | 3 |
| Research | |
| BUSN 801 Doctoral Statistics | 3 |
| BUSN 802 Research Methods I | 3 |
| BUSN 803 Research Methods II | 3 |
| Dissertation | |
| DBA 899A | 3 |
| DBA 899B | 3 |
| DBA 899C | 3 |
| DBA 899D | 3 |
| TOTAL PROGRAM | 60 |

**Management Concentration**

| | |
|---|---|
| MGMT 710 Organizational Culture & Change | 3 |
| MGMT 711 Organizational Structure & Design | 3 |
| MGMT 712 Developing Human Resources Management | 3 |
| MGMT 713 Organizational Entrepreneurship | 3 |

# Carter & Moyers School of Education

## Graduate Programs

### School of Education Accreditation

LMU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, specialist and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of LMU.

The Carter & Moyers School of Education was granted accreditation at the initial teacher preparation and advanced preparation levels by the Accreditation Council of National Council for the Accreditation of Teacher Education (NCATE) at its October 2013 meeting. NCATE has now transitioned to the Council for Accreditation of Educator Preparation (CAEP).

The initial teacher preparation programs include licensure for Grades K-5; K-12 in visual art and physical education; Grades 6-12 for biology, business, English, chemistry, history, math and physics. Special education is offered as K-8 and 6-12 interventionist and K-12 comprehensive. Advanced preparation levels include the Master of Education (MEd), Educational Specialist (EdS), and Doctor of Education (EdD) programs. Master of Education and Educational Specialist programs offer concentrations in curriculum and instruction, instructional leadership, and educational leadership. The Master of Education program also offers concentrations in school counselor licensure and mental health counseling. The Doctor of Education program includes curriculum and instruction, instructional leadership, and higher education.

The CAEP Commission recognized the School's quality by noting that the unit is moving toward target on Standard 6 (Unit Governance and Resources). The Commission cited no areas for improvement relative to any of the NCATE standards, an unusual occurrence for a school seeking accreditation for the first time. As an NCATE institution, the Carter & Moyers School of Education joins an exceptional group of schools that meet rigorous standards set forth by the global professional education community. The next accreditation decision using CAEP standards will be made in Fall 2020.

The School Counseling Program and Mental Health Counseling Program at LMU are accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CACREP accreditation is a quality review process that ensures the quality, content, and delivery of counselor education programs. The student can be assured that appropriate knowledge and skill areas are included in training and that the program is stable and meets the highest standards of the counseling profession. The counseling programs received accreditation by CACREP for a full eight-year term effective July 2013.

### Educator Preparation Provider (EPP) Vision and Mission:

The Carter & Moyers School of Education prepares and mentors professional educators of distinction through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.

**EPP Goals from the Carter & Moyers School of Education Strategic Plan 2015-2020:**

a. Maintain successful accreditation with CAEP and CACREP.
b. Pursue donor development and fundraising in support of the School's initiatives and graduate student scholarships.
c. Continue activities which build regional program visibility and school, district, and state partnerships with the School of Education.
d. Strengthen undergraduate education program enrollment, particularly in secondary education programs.
e. Develop streamlined systematic comprehensive technology-based processes for tracking graduate program inquirers, applicants, and admits.
f. Promote a culture of evidence and improvement among all School faculty, candidates, and stakeholders.
g. Explore opportunities for maintaining adequate faculty resources.
h. Give priority emphasis to strengthening the school's commitment to diversity and supporting the school's diversity action plan, including the recruitment of diverse faculty and candidates for all School of Education programs.
i. Improve the visibility and viability of the School and its programs with the implementation of effective marketing and recruitment plans.
j. Continue the focus on "closing the loop" and program improvement, utilizing appropriate assessment measures and analyses.
k. Utilize database technologies for tracking program improvement and candidate progress.
l. Pursue improved recruitment, compensation, orientation, and professional development of adjunct faculty.
m. Enhance assessment data gathering, storage, and retrieval for all programs.
n. Develop face-to-face and online training modules for the use of LMU and School of Education technology.

o. Strengthen field experiences in all School of Education programs.
p. Maintain and enhance the School of Education website.
q. Improve the coordination and scheduling of graduate faculty and classes.
r. Explore the development and implementation of blended courses in all School of Education programs.
s. Develop department and program outcomes statements for all School programs.

**EPP Shared Values and Beliefs**

*"Preparing professional educators of distinction to make a positive impact on this generation and the next"* guides the initial and advanced programs' content, delivery, focus, and emphases for the preparation of professional educators to improve learning and challenge all P-12 students. The EPP Shared Values and Beliefs are aligned to the EPP's three themes of Values, Education, and Service. Candidates apply the themes as follows:

1. Values:
   a. Models leadership practices of Abraham Lincoln
   b. Respects individual rights
   c. Embodies ethical practices and professional responsibility
   d. Embraces changes to improve student learning and advance the profession
   e. Respects and appreciates individual and group differences
   f. Collaborates with other educators, student families and caretakers, and community stakeholders
2. Education:
   a. Commits to equitable and effective teaching and instruction for all students
   b. Engages in and applies research to professional practices
   c. Demonstrates in-depth knowledge of critical concepts of discipline, connections to cross-disciplinary content, and multiple pedagogical strategies
   d. Thinks creatively and critically
   e. Gathers data through multiple assessment strategies to reflect, monitor, analyze, and direct instructional practices
   f. Uses technology to work effectively with stakeholders and to support student learning
3. Service
   a. Believes in and demonstrates servant-leadership
   b. Understands that education is a service to the local and global community
   c. Seeks to serve the needs of local and global community, especially the underserved

**Unit Commitment to Diversity**

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education, and P-12 school faculty, candidates, and students in P-12 schools.

**Carter & Moyers School of Education Dispositions**

A. Demonstrates Effective Oral Communication Skills
B. Demonstrates effective Written Communication Skills
C. Demonstrates Professionalism
D. Demonstrates a Positive and Enthusiastic Attitude
E. Demonstrates Preparedness in Teaching and Learning
F. Exhibits an Appreciation of and Value for Cultural and Academic Diversity
G. Collaborates Effectively with Stakeholders
H. Demonstrates Self-Regulated Learner Behaviors/Takes Initiative
I. Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability

## Professional Certification and Licensure Disclaimer

Authorization for the university to provide a program for the preparation of teachers, counselors, or administrators in the State of Tennessee does not guarantee eligibility or reciprocity for certification, licensure, or benefits in any other state. ***It is the sole responsibility of the candidate to be knowledgeable about and pursue specific state certification/licensure requirements by contacting their respective state department of licensure; to qualify for the certification, licensure, or benefits; and to apply for the same. LMU holds no responsibility for certification/licensure requirements or benefits in other states.***

**Alabama Commission on Higher Education Disclaimer Statement[1]**

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator

certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

[1] *For Alabama students www.alsde.edu*

## Graduate Education Information

LMU offers graduate studies leading to the Master of Education degree (MEd), the Educational Specialist degree (EdS), and the Doctor of Education (EdD) degree. The MEd programs offer opportunities to earn degrees in PreK-12 school counseling, clinical mental health counseling (non-school), initial teacher licensure at elementary and secondary level, and special education, curriculum and instruction, educational leadership (non-licensure), or instructional leadership (licensure). The EdS degree provides advanced study in curriculum and instruction, educational leadership, and instructional leadership. Both the MEd and EdS programs offer an approved Tennessee Department of Education Instructional Leadership (IL) Licensure credential program. The Doctor of Education programs offer opportunities to earn degrees in instructional leadership, curriculum and instruction, and higher education. Each program has requirements and regulations unique to that program, but the Academic Council, acting on graduate faculty recommendations and/or on its own initiatives, governs all graduate studies.

All degree programs require candidates to analyze, explore, question, reconsider and synthesize old and new knowledge and skills. The curricula have depth and rigor to develop the specialized skills necessary to prepare candidates for opportunities in a global economy and environment, while encouraging creativity and assisting candidates develop their vision for the future.

**Off-campus Sites and Delivery Formats**

In order to expand the possibilities for serving candidates of the Appalachian area and beyond, the School of Education offers graduate programs at the following off-campus sites and delivery formats:

*Online Program*

| Degree | Concentration |
|---|---|
| MEd | CI, EL, IL |
| EdS | CI, EL, IL |

*Cedar Bluff Site, 421 Park 40 North Blvd., Knoxville, TN 37923*

| Degree | Concentration |
|---|---|
| MEd | Initial Licensure |
| MEd | Special Education |
| MEd | CG |
| EdS | CI, IL, EL |
| EdD | CI, IL, HE |

*Chattanooga, TN, Chattanooga State Community College, 4501 Amnicola Hwy, Chattanooga, TN 37406*

| Degree | Concentration |
|---|---|
| EdS | CI, IL, EL |

*Kingsport, TN, Upper East Tennessee area, Kingsport Center for Higher Education, 300 West Market Street, Kingsport, TN 37660*

| Degree | Concentration |
|---|---|
| EdS | CI, IL, EL |

## Academic Information

**Tuition and Fees**

A monthly payment plan, which allows candidates to divide tuition and other expenses into 10 or 12 smaller monthly payments spread over the year, is available. Candidates will be charged a $45 enrollment fee. There are no interest charges or other costs. Life insurance covering the interest-free monthly payment plan is included at no additional cost. For further information, contact 1-888-572-8985.

| | |
|---|---|
| Watermark Assessment Fee | $198.55 |
| Graduation Fee | $100—MEd |
| | $150—EdS |
| | $450—EdD |
| Graduate Application Fee | $50—All Graduate Programs |
| Clinical Experiences Fee when Student Teaching | |
| | $300—MEd ITL Cooperating Teacher Fee |
| | (EDUC 591) |
| | $300—MEd ITL edTPA Fee (EDUC 570 - $150, EDUC 571 - $150) |

*Tuition and fees are adjusted annually. There is no out-of-state tuition differential.*

***Maximum Program Completion***

Students who enter the MEd or EdS graduate program must complete their studies for their graduate degree within seven years after initial registration. An extension may be requested of the program director for personal or professional reasons.

**Time Restrictions/Limitations**

Requirements for graduate education degrees, with the exception of the Doctor of Education, must be completed in no less than one year and within seven years of initial graduate enrollment. Candidates in the doctoral program have five years from the time of initial enrollment to complete all degree requirements. Any exception to this policy requires approval of the Dean of the School of Education.

**Applicable Catalog**

The candidate must meet the requirements of the Graduate Education Catalog in effect at the time of entry into the program. In no case will a candidate be permitted to meet the requirements of a Graduate Education Catalog in effect prior to initial graduate program enrollment.

**Transfer Graduate Credit**

At least one-third of the credit hours required for a graduate or a post-baccalaureate degree are earned through

instruction offered by the institution awarding the degree. Due to the unique structure of the Master's, the Education Specialist, and the Doctor of Education degrees, transfer credit is considered on a very limited basis and must be approved and accepted by the Associate Dean and/or program director. A maximum of six credit hours may be applied to the MEd and EdS programs. A maximum of nine credit hours may be applied to the EdD degree.

**Correspondence Study/Prior Learning Credit**

No graduate credit is accepted by LMU for work completed by correspondence or through any program awarding credit for prior non-college sponsored learning.

**Graduate Credit for Undergraduate Seniors**

The LMU candidate who has not completed all requirements for the baccalaureate degree may be eligible for master-level graduate study as an undergraduate senior. The candidate must have an overall GPA of at least 3.0 and must be within 15 semester credit hours of completing the total credit hours required for the baccalaureate degree. Course credit used to meet baccalaureate degree requirements may not be used to meet graduate degree requirements. To enroll for graduate courses under this provision, a candidate must adhere to the regular admission procedures and secure the written permission of the Dean of the School of Education.

**Candidate Work and Class Attendance**

Candidates are expected to attend, participate, and actively engage in classes as scheduled and meet all requirements of the course as outlined in the course syllabus in order to receive a passing grade. All course examinations must be completed. Final examinations are administered the last week of the term.

**Grading System**

A candidate receives a grade for most registered coursework (except Audit). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned. See individual program requirements concerning satisfactory progress.
*A grade of B- is the minimum grade a candidate can receive to successfully pass an LMU doctoral course.*

| Grade | Definition | Per Semester Hour |
|---|---|---|
| A | Superior | 4.00 |
| (Quality of work exceptional) | | |
| A- | Excellent | 3.67 |
| (Quality of work above course expectation) | | |
| B+ | Very Good | 3.33 |
| (Quality of work better than satisfactory) | | |
| B | Good | 3.00 |
| (Quality of work satisfactory) | | |
| B- | Average | 2.67 |
| (Quality of work exceeds minimum requirements) | | |
| C+ | Quality of work better than minimum | 2.33 |
| C | Minimum passing grade | 2.00 |
| (Unsatisfactory graduate-level work) | | |
| F | Fail | 0.00 |
| I | Incomplete; work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Education | |
| IP | In Progress; only given in clinical coursework to complete required hours for licensure | |
| NC | No Credit; allows for a later grade with no penalty to the student | |
| AU | Audit | |
| WD | Withdrawal | |
| P | Pass; carries credit but no quality points | |

Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions."
The student's Grade Point Average (GPA) is determined by the total number of letter-graded (A-F) semester credit hours attempted (not the number of semester credit hours passed).

**Probation Status**

***Master of Education (Initial Teacher Licensure and Special Education)***

Candidates must earn a "B" or higher in all core courses as defined by the student handbook. If students do not maintain a "B" or higher, the student may be suspended from the program and/or a developmental plan may be required.

***Master of Education (Counseling)***

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate student must earn grades of "B-"or better for all coursework. **A grade of "C" or lower is considered unsatisfactory graduate level work and constitutes probationary status in the Counseling Program. A second grade of "C" or lower will result in dismissal from the Counseling Program.**

***Master of Education (CI, EL, IL) and Educational Specialist Programs.***

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate candidate must maintain a GPA of 3.0 (B). The GPA considered for academic progress is the GPA of the current program. The GPA from previous degrees at LMU may not be averaged into the current GPA. Any candidate whose cumulative GPA falls below a 3.0 in a given semester is placed on probation the following semester and an improvement plan is developed by a committee consisting of a faculty member from the program, program director, Associate Dean, and the candidate. A candidate whose cumulative GPA falls below a 3.0 (B) for two successive terms must have permission from the Associate Dean of the School of Education to continue in the program. If denied the candidate may appeal to the Dean of the School of Education to continue in the program. Any MEd (CI, EL, IL) or EdS (CI, EL, IL) candidate who

receives a grade of "F" in a course will be suspended from the program for the remainder of that academic year.

***Doctor of Education Program.***

A grade of "B-" is the minimum grade a candidate can receive to successfully pass a course in the Doctoral Program. If a candidate receives a "C+" in a class, the Doctoral Program Director places that candidate on academic probation. To remove the probationary status, the candidate must retake the class and earn at least a "B-" after which he or she can continue taking the prescribed subsequent courses. If a candidate receives a "C+" in either a quantitative or qualitative research course, the candidate will not be allowed to take the comprehensive exam and may not enroll in dissertation hours until he or she has repeated the course and has earned at least a grade of "B" for that course. After successfully completing the research courses, each doctoral candidate must pass a comprehensive exam before beginning work on his or her dissertation. Any candidate who receives either a second "C+" or a single grade lower than a "C+" in any course will be dismissed from the doctoral program. For EDLC 899 Independent Dissertation Research hours, adequate progress will be marked by a grade of A. Inadequate progress at the end of the term will be marked by a grade of B-; after the first term in which a candidate is marked with a B- in EDLC-899, the candidate must, in addition to completing the 899 Planning form, write a memorandum articulating in detail his or her understanding of what each goal entails, and what he or she expects to submit to meet each goal. A second term of inadequate progress shall be marked by C and result in a candidate's dismissal from the program. No other grades shall be used for EDLC-899/Independent Dissertation Research coursework.

**Appeals Procedure for Probation, Suspension, or Dismissal**

A candidate who is placed on probation, suspended, or dismissed from any program and feels that the probation, suspension, or dismissal is unfair has a right to appeal. The candidate who wishes to appeal a probation, suspension, or dismissal has 10 days from the postmark on the letter of notice to present the appeal in writing to the Associate Dean of the School of Education, who will review the appeal. At that time, the Associate Dean can deny or grant the appeal; if the appeal is denied, the candidate may request in writing, within five days from receipt of the letter, an appeal of the Associate Dean's decision. The Associate Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing. The Chair of the Appeals and Grievance Committee and the candidate must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Chair may be requested. The Chair and the candidate must inform each other of any additional attendees to the meeting. The candidate may continue this appeal to the Dean of the School of Education for a decision. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

**Complaint and Grievance Procedure**

A grievance is defined as an alleged violation of a specific policy or procedure in the catalog or student program handbook. A complaint is defined as a disagreement with a decision or action made by the faculty or staff.

In addition to the formal Academic Appeals Policy, a process exists for addressing other complaints and grievances. Should a degree candidate feel that he or she has a complaint or grievance about her or his educational experience at LMU that has not been satisfactorily addressed by course instructor or staff, the candidate is encouraged to submit the complaint in writing to the respective program director. Prior to submitting the complaint or grievance with the program director, written documentation must be provided that the candidate has met with the instructor or staff. The program director will then meet with the candidate with the goal of generating a resolution of the complaint. If the candidate is not satisfied with the results with the program director, the candidate may make a written complaint to the Associate Dean, who will review and render a decision. If the candidate is not satisfied with the decision, the candidate may submit the complaint to the Chair of the Appeals and Grievance Committee for the School of Education, and then, if needed, advance the complaint to the Dean of the School of Education, who will then review the matter. If the candidate is not satisfied with the results of addressing the complaint with the Dean, the candidate may continue this complaint to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

***Note:*** If a candidate is engaged in an appeal process that would conceivably maintain his or her continuation in the program, the candidate will be allowed to continue taking coursework until the appeal process has been completed. However, if an unsuccessful appeal results in a candidate's disqualification from continuing coursework, the candidate may not receive credit or reimbursement for courses that occurred during the term of the appeal.

**Repeating Graduate Education Courses**

Graduate education candidates can repeat courses only once. Both attempts will remain a part of the permanent academic record. Only the most recent grade will be used in computing the cumulative GPA.

**Graduate Education Candidate Course Load**

The maximum course load for an MEd or EdS candidate is nine to 12 credit hours as defined by the candidate's program of study. For financial aid purposes, the federal government considers nine semester hours as a full-time course load for graduate candidates.

For financial aid purposes, full-time EdD candidates are those who enroll in at least six credit hours

per term (summer, fall, and spring). Part-time candidates are those who enroll in fewer than six credit hours. Candidates must maintain continuous enrollment in the program as a full- or part-time candidate until they complete all graduation requirements. Failure to do so shall result in administrative withdrawal.

Course load requirements for international candidates differ from those in place for domestic candidates. Accordingly, international candidates, working in tandem with system-level personnel, must ensure their program of studies adheres to the requirements that are in place upon their admission to the program.

**Registration/Advisement**

New MEd and Educational Specialist (EdS) candidates are required to attend a registration event. The registration session provides candidates with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. Program faculty are accessible throughout the program for academic advisement. MEd and EdS IL candidates will be assigned a practicum mentor.

New Doctor of Education cohort group members benefit by having a major professor assigned to them with whom they can consult and from whom they can obtain guidance. Each new member must attend a comprehensive orientation session designed to provide information on policies, technologies, and various leadership foci.

**Program of Study**

The program of study consists of a combination of theoretical study and practical experiences that best prepare the candidate for the selected area of interest. Although the minimum number of credit hours required for graduation is determined in accordance with the program as listed in the Graduate Education Catalog, it should not be construed as indicating a maximum number of credit hours for any particular candidate.

**Graduation Requirements**

No candidate will be allowed to participate in commencement exercises until he or she has met all degree requirements. The following requirements must be met before earning the degree:

- completion of the credit hours specified in the approved program of study;
- a minimum cumulative GPA of 3.0 (B);
- payment of all fees;
- compliance with Institutional Research Board policies before and while conducting research that involves the collection of data on human subject.

The following degree-specific requirements also apply

- a passing score, as defined by the State of Tennessee, on edTPA© (MEd ITL)
- a passing score on the School Leadership Licensure Assessment (SLLA) (Leadership Licensure);
- satisfactory exit interview (EdS Degree);
- a passing score on the comprehensive examination (MEd and EdD degrees);

Graduate candidates must file an Intent to Graduate form and submit graduation fees to the program office by the dates set by the registrar for each semester.

***Doctor of Education Graduation Policy.***

No candidate may participate in commencement or graduation or receive approval for program completion until he or she has met all degree requirements, including the submission of the dissertation signature page and the approved dissertation ready for upload to ProQuest. The Director will send the final copy of the dissertation with the dissertation signature page to the Graduate Office for the Dean's signature. After the Dean completes the signature page, the candidate's name will be placed on an approved graduation list. The Dean's office will transmit the approved graduation list to the University Registrar. *Candidates who cannot meet the deadlines set by the School of Education and the Registrar will continue to work on their dissertation until an acceptable version is approved (within five years of initial enrollment).*

Candidates must have filed, completed and signed Form 9 – Intent to Graduate; form must be filed to the registrar by October 1 for December graduation, March 1 for May graduation, and June 15 for summer conferral. Candidates who have not successfully passed their dissertation defense may not file an Intent to Graduate Form. Candidates must have successfully completed their Program of Study, successfully passed their dissertation defense, and be in good standing with the university. Candidates must have completed all final revisions, closed out the study with the IRB, submitted the dissertation to ProQuest, and have completed and signed Form 11 with all necessary signatures.

**Second Master's Degree Requirements**

A maximum of 12 semester credit hours of graduate credit earned from the first master's degree may be applied toward the second degree provided that the courses are appropriate for the second master's degree as determined by the Associate Dean and/or the Dean of the School of Education. The credit must be from LMU and must have been earned within the last five years.

## Financial Aid Policies and Procedures

**Satisfactory Academic Progress for Financial Aid—Graduate Education Programs**

Federal regulations require that all candidates who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure candidates are making this progress both qualitatively and quantitatively. At LMU, starting with the fall 2011 semester, we have established the following Satisfactory Academic Progress (SAP) Policy. Each candidate's academic progress will be evaluated at the conclusion of each semester, including the summer term.

A candidate whose academic performance drops below the minimum standards will be placed on financial aid

warning. A candidate may retain financial aid while on warning for one semester but must meet Satisfactory Academic Progress by the end of that semester or be placed on Financial Aid Suspension.

Candidates who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Direct Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid.

***Master of Education Program***. Candidates may attempt a maximum of 50 credit hours in pursuit of their 33-credit hour MEd Curriculum & Instruction, Instructional Leadership, or Educational Leadership degrees. In the MEd Clinical Mental Health Counseling
In the MEd Clinical Mental Health Counseling and Med School Counseling programs, candidates may attempt a maximum of 90 credit hours in pursuit of their 60-credit hours program. In the MEd Initial Licensure degree program, candidates may attempt a maximum of 63 credit hours in pursuit of the 42credit hour degree program.

***Educational Specialist Program***. In the EdS program, candidates may attempt a maximum of 45 credit hours in pursuit of their 30-credit hour degree program. Any candidate who attempts hours beyond this mark is ineligible for financial aid.

***Doctor of Education Program.*** EdD candidates who are pursuing a single concentration (i.e., a 48-hour degree) may attempt up to 72 hours in that effort, and those who are pursuing a double concentration (i.e., a 63 hour degree) may attempt up to 95 hours. However, candidates must complete their EdD within five years from their initial acceptance into the program.

**Quantitative - Hours Attempted vs Hours Earned**

A candidate is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted. For instance, a student who attempts 18 credit hours must complete at least 12 of those credit hours to make satisfactory academic progress.

**Quantitative –Maximum Time Frame**

No candidate will be eligible to receive financial aid for more than 150% of the published length of the program. This time is measured by credit hours attempted. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP.

**Qualitative SAP**

Candidate enrolled in a graduate program must earn a certain cumulative GPA determined by their academic program to maintain financial aid SAP. In the Graduate Education programs, a candidate must maintain a minimum of a B (3.0 GPA) average in all coursework.

International candidates need to work with the appropriate system-level resources to ensure they are in compliance with requirements related to financial assistance.

## General Admission Requirements

**Categories of Admission: Masters and Educational Specialist Programs**

Admission to the Master's and Educational Specialist programs is possible in four categories.

1. ***Regular graduate student status.*** Applicants with credentials indicating adequate preparation and ability to complete the program successfully may receive regular student status. A minimum 2.75 undergraduate GPA is required. Applicants who do not meet the minimum admission requirements may be admitted provisionally with a further review of academic progress at the completion of the first semester of study.
2. ***Non-degree or transient student status.*** Persons otherwise qualifying for admission to graduate studies but not seeking admission to the degree program are classified as non-degree or transient. Individuals wishing to pursue graduate study at LMU in this classification must submit an Application for Admission.
   Non-degree or transient candidates who decide to change their status to degree seeking must then petition the Graduate Admission Committee for admission as degree-seeking candidates. The applicant must follow the process outlined for regular graduate student status.
   The non-degree or transient student who wishes to become a regular graduate student may apply up to nine semester credit hours earned while in
   non-degree or transient status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought and the approved program of study.
3. ***Conditional student status.*** Under special circumstances, a person who does not meet the requirements for admission but who feels strongly that he/she can do graduate work may be allowed conditional status. In this category, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the conditional semester and earn no grade less than "B." A grade less than "B" disqualifies the candidate from full graduate admission.
4. ***Auditor status***. The candidate wishing to audit courses may enroll by completing an Application for Admission form, registering

for the course, and paying the appropriate fees. An "AU" notation will appear on the academic transcript signifying that the course was taken for audit, not for credit. Examinations are not required; grades are not earned; and credit is not awarded for courses audited.

**Categories of Admission: Doctor of Education Program**

1. ***Provisional.*** Applicants may be admitted to the doctoral program on a provisional basis. In this case, the admissions committee has determined that the admissions package is missing one or more of the required documents (e.g., GRE scores, transcripts, writing sample, etc.). In order to move from provisional to full graduate status, the candidate must ensure that the admissions committee has access to all materials that are required to make an informed decision regarding program admission. Candidates admitted on a provisional basis must work to obtain full graduate status by the end of the second term of their program of studies. Candidates entering with a provisional status often do so as a result of not having completed the Graduate Record Examination (GRE). To assist candidates in their preparation for this examination, LMU has developed a collection of GRE study materials and will facilitate and support study groups.
   If a candidate on provisional status due to the absence of GRE scores completes the examination but fails to obtain scores that meet the program's required level of performance, he or she will be placed on conditional admittance and subject to the assessment process in place for an admission of this type.
2. ***Conditional.*** Applicants may also be admitted to the doctoral program on a conditional basis. An assignment of this status indicates that, although all mandatory admissions paperwork has been duly submitted, one or more criteria required for program admission have not yet been met. Conditional status is often accorded as a result of GRE scores that do not meet the program's required level of performance. Candidates who enter with a conditional status will undergo a review of their research papers, assignments, and other artifacts from their first two terms of study which will be conducted by two faculty members as well as the dissertation reviewer. This review will occur at the end of the second term of coursework. should the review result in a finding that the candidate has the required knowledge and skills to successfully complete the program, his or her admission will be changed to reflect full graduate status. In the event the candidate requires additional academic development, a faculty member will work with the candidate until that point in time when, following a second review by the doctoral faculty, it is determined that the candidate is prepared to successfully complete program requirements.
3. ***Full Graduate Status***. Candidates who have successfully met all program requirements upon admission are accorded full graduate status.

## Graduate Education Program Offerings

Graduate Education programs offer courses that lead to the Master of Education (MEd); Educational Specialist (EdS); and Doctor of Education (EdD) degrees. Courses are also offered in special areas of professional educational needs in the LMU service area.

Some graduate degree programs can be coordinated to secure both licensure and the graduate degree. However, licensure requirements are determined by the Tennessee State Board of Education and are subject to change at the discretion of that Board. The licensure requirements in effect at the time of program completion are the requirements for licensure recommendation.

The LMU graduate program provides licensure opportunities in the MEd or EdS programs in these areas:

1. Instructional Leadership (MEd and EdS)
2. PreK-12 School Counseling (MEd)
3. Clinical Mental Health Counseling (MEd)
4. Elementary or Secondary Initial Licensure (MEd)
5. Special Education (MEd)

**Degree Application Procedures**

Application procedures are specific to each degree program. The table below lists the degrees and the respective pages on which the application processes exist for each program.

| Degree | Notes | Reference |
|---|---|---|
| Master of Education (CI, EL, IL *) Degree | Two-step process & DAP Interview | https://www.lmunet.edu/academics/graduate-professional/masters-degree/master-of-education/curriculum-instruction-med/admissions.php in the MEd CI, EL, IL Program section of this document |
| Master of Education (Teaching and Adult Learning (TAL)) | Two-step process | https://www.lmunet.edu/academics/schools/school-of-education/documents/ |

| | | |
|---|---|---|
| | | MED_TAL_2019-2020_App_Packet.pdf in the MEd TAL Program section of this document |
| Master of Education (Initial Teacher Licensure) | One-step process and DAP Interview | https://www.lmunet.edu/academics/graduate-professional/masters-degree/master-of-education/initial-teacher-licensure-med/admissions.php in the MEd ITL Program section of this document |
| Master of Education (Counseling) | Two-step process and DAP Interview | https://www.lmunet.edu/academics/graduate-professional/masters-degree/master-of-education/counseling-guidance-med/admissions.php in the MEd CG Program section of this document |
| *Instructional Leadership Concentration (for MEd and EdS) | Admissions Portfolio and DAP Interview | https://www.lmunet.edu/academics/graduate-professional/masters-degree/master-of-education/curriculum-instruction-med/admissions.php or https://www.lmunet.edu/academics/graduate-professional/specialist-degrees/educational-specialist/admissions.php in the Instructional Leadership section of this document |
| Educational Specialist (CI, EL, IL *) Degree | Two-step process & DAP Interview | https://www.lmunet.edu/academics/graduate-professional/specialist-degrees/educational-specialist/admissions.php in the EdS Program section of this document |
| Doctor of Education | Two-step process | https://www.lmunet.edu/academics/graduate-professional/doctoral-degrees/doctor-of-education-edd/admissions/index.php in the EdD Program section of this document |

**Master of Education**

The MEd degree provides professional preparation in education and other closely related fields, and serves public school personnel, agency counselors, and individuals in educational roles within non-school settings. The candidate may choose an area of emphasis from the following:

- Counseling (School and Clinical Mental Health)
- Curriculum and Instruction (CI) – Not leading to Tennessee licensure
- Instructional Leadership (IL) – Leading to Initial Tennessee Leadership license
- Educational Leadership (EL) – Leadership program not leading to initial Tennessee licensure. This emphasis is suitable for out-of-state candidates, higher education personnel, candidates already holding Tennessee Leadership License, or practitioners seeking improvement with best practices in organizational leadership or innovative practices in strategic school improvement.
- Elementary or Secondary Education (Initial Licensure program)
- Special Education

**Educational Specialist**

The EdS degree provides professional preparation in education and other closely related fields and serves public school personnel, agency counselors, and individuals in educational roles within non-school settings. The candidate may choose an area of emphasis from the following:

- Curriculum and Instruction (CI) – Not leading to Tennessee licensure
- Instructional Leadership (IL) – Leading to Initial Tennessee Leadership license
- Educational Leadership (EL) – Leadership program not leading to initial Tennessee licensure. This emphasis is suitable for out-of-state candidates, higher education personnel, candidates already holding Tennessee Leadership License, or practitioners seeking improvement with best practices in organizational leadership or innovative practices in strategic school improvement.

**Doctor of Education**

The program is designed to develop exemplary educational leaders accomplished through rigorous academic training which challenges practitioners to make a positive impact on this generation and the next. The candidate may choose an area of emphasis from the following:

- Curriculum and Instruction (CI)
- Instructional Leadership (IL)
- Higher Education (HE)

**Admission to Graduate Education Studies**

The candidate must submit:

1. An application for graduate studies, with the required $50 application fee and

2. An official transcript of all previous undergraduate coursework from accredited institutions

Pursuant to Tennessee Code Title 49-5-5610, all students wishing to enter approved teacher training programs or any candidate preparing for PreK-12 settings shall be required to supply a fingerprint sample and submit to a criminal history records check to be conducted by the TBI and the FBI.

For counseling concentrations, the following is also required for admission to graduate education studies: three recommendation forms, a personal interview, and a personal statement.

The program director approves admission to the program and assigns an advisor/mentor.

**Admission to Degree Candidacy**

After having successfully completing no more than three courses (9 semester hours), the candidate must apply for degree candidacy. Admission is based on an evaluation of all application materials submitted. Criteria used are employment experience, professional potential, previous academic work, recommendations, and test scores. Candidates submit the following:

1. An Application for Degree Candidacy for the MEd degree and scores from either the Praxis Principles of Learning &Teaching test, the GRE, or the Miller Analogies Test, MEd ITL candidates may also take the ACT, SAT, or Praxis Core Academic Skills for Educator exam. Equivalent score requirements are:

| | | |
|---|---|---|
| Praxis Test Principles of Learning & Teaching | K-6 | 160 |
| | 5-9 | 160 |
| | 7-12 | 157 |
| Graduate Record Exam | Verbal 144 | Quantitative 140 |
| Miller Analogies Test | Minimum Scaled Score: 375 | |
| ACT | 21 | |
| SAT | 1020 | |
| Praxis Core | | Math – 150<br>Reading – 156<br>Writing - 162 |
| Undergraduate | GPA: 2.75 or higher | |

Note: Instructional Leadership Licensure candidates submit an admission portfolio in lieu of admission test.

2. Test of English as a Foreign Language (TOEFL) is required of all international candidates, unless they are graduates of an American university or they originate from a country whose primary language is English. The following are the minimum required scores: 550 (paper test); 79 (Internet test); 213 (computer-based test);
3. Appropriate recommendation forms from professionals in the field who are familiar with the candidate's work and ability and can, therefore, evaluate their potential for success in the graduate program; and
4. An approved Program of Study.

Upon completion of these requirements, the candidate's credentials will be presented to the Program Director and/or Admission Committee for consideration for admission to degree candidacy.

A transfer applicant must follow the same procedure for admission and must be in good standing with the previous institution.

Candidates applying for readmission must apply in writing to the School of Education office. The file will then be reviewed and submitted to the Graduate Admission Committee for appropriate action.

**Comprehensive Examination**

A comprehensive examination is required at the end of the MEd programs. The examination is comprised of questions and/or case studies encompassing the program of study and one question addressing the candidate's philosophy of education for Curriculum and Instruction, Educational Leadership, Initial Licensure, or Counseling candidates. The SLLA is required for Instructional Leadership (IL) concentrations in lieu of the comprehensive examination. The comprehensive examination must be scheduled the last semester of required coursework for the MEd degree in order to fulfill all requirements for the degree. Candidates are not allowed to sit for the exam prior to the last semester of required coursework. The degree will be conferred upon successful completion of all required coursework and comprehensive exam. Candidates who do not pass the final evaluation may retake the comprehensive examination the following semester. Candidates who are not successful on the second attempt will be required to take additional coursework as prescribed by the Dean of the School of Education before retaking the exam.

## Major Areas of Study

In addition to meeting the specific major area requirements, each degree-seeking graduate candidate must include Foundations of American Education (EDUC 501) and Educational Research and Statistics (EDUC 511) in his/her program.

Programs of study which reflect state endorsement requirements are available from the Graduate Office. Counseling degree candidates substitute Foundations of School Counseling (CG 508) or Foundations of Mental Health Counseling (CG 509) for the EDUC 501 requirement.

## Counseling

***Mission Statement***

The Counseling Program has as its primary mission the preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings, and counseling techniques in a strengths-based solution-focused paradigm to assist candidates and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social, and vocational development.

Program offerings, service-learning activities, and field experiences are designed to encourage personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

***The Program***

The purpose of the CACREP accredited program in Counseling is to prepare candidates for effective performance in professional positions in counseling in school and non-school settings. The prospective candidate should consult the Program Director of the Counseling Program prior to enrollment regarding the appropriateness of this curriculum to his or her situation and professional objectives. The program places heavy emphasis on the interpersonal and helping relationship and requires considerable commitment on the part of the candidate. Once admitted, the candidate must consult with his or her faculty advisor concerning proper sequencing of courses and licensure requirements.

The Counseling program combines academic preparation in the areas of counseling and guidance and research with practica and internship assignments. Emphasis areas are available in either PreK-12 School Counseling or Clinical Mental Health Counseling. Candidates in the two concentrations (PreK-12 School and Clinical Mental Health Counseling) must take the Common Counseling Core, which consists of the following 36 credit hours:

***Counseling Common Core***

| (All are 3 credit hours.) | | Credit Hours |
|---|---|---|
| CG 501 | Orientation and Ethics in Counseling | 3 |
| CG 521 | Career Counseling | 3 |
| CG 531 | Social and Cultural Aspects of Counseling | 3 |
| CG 541 | Counseling Skills | 3 |
| CG 581 | Human Growth and Development | 3 |
| CG 593 | Counseling Practicum and Seminar | 3 |
| CG 611 | Counseling Theories | 3 |
| CG 621 | Crisis Intervention and Consultation | 3 |
| CG 631 | Group Counseling | 3 |
| CG 662 | Psychopathology | 3 |
| CG 671 | Assessment in Counseling | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |

In addition to this common core of counseling classes, candidates are required to take courses within their concentration as follows:

***PreK-12 School Counseling***

The PreK-12 School Counseling concentration has been designed to meet all the academic requirements for licensure as a PreK-12 Counselor in the state of Tennessee. The PreK-12 School Counseling concentration is a total of 60 credit hours, consisting of the 36-credit hour Counseling Common Core with an additional 24 hours of specialization in PreK-12 School Counseling, as follows:

**PreK-12 School Counseling Concentration Specific Classes**

| | | Credit Hours |
|---|---|---|
| CI 501 | Curriculum, Instruction, and Assessment | 3 |
| CI 516 | Motivational Theory and Classroom Management | 3 |
| CG 508 | Foundations of School Counseling | 3 |
| EDUC 501 | Foundations of American Education | 3 |
| CG 698 | Internship and Seminar in School Counseling | 6 |
| IL 561 | School Law and Ethics | 3 |
| SPED 530 | Special Education and Law, Practice, and Ethics | 3 |
| | | 24 credit hours |

***Additional PreK-12 Licensure Program Requirements***

- The Internship/Practicum requirement consists of 700 clock hours of field-based experience (Practicum—100 hours; Internship—600 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packets. Candidates are required to be covered by insurance provided with an American Counseling Association student membership. Candidates are responsible for obtaining their own personal ACA Student Membership.
- The State Department of Education requires candidates to pass the Praxis Specialty Area Test in School Counselor with a score of at least 156 to be eligible for licensure as a PreK-12 School Counselor in Tennessee. Candidates in other states are responsible for following the licensing policies of their respective governing boards.

***Clinical Mental Health Counseling (Non-School)***

The focus of the Clinical Mental Health Counseling concentration is to prepare counselors as leaders with the knowledge, skills, proficiencies, and dispositions to meet the changing counseling needs of clients in the community agency and mental health settings. The purpose of the program is to prepare candidates for effective performance in professional positions in

counseling as encountered within community settings. In addition to the aforementioned 36 core hours, candidates will be required to complete the following:

**Clinical Mental Health Counseling Concentration**

| **Specific Classes 24 credit hours** | **Credit Hours.** |
|---|---|
| CG 509 Foundations of Mental Health Counseling | 3 |
| CG 551 Personality and Mental Health Issues in Counseling | 3 |
| CG 651 Evidence-based Treatment and Treatment Planning | 3 |
| CG 669 Psychopharmacology for Counselors | 3 |
| CG 699 Internship/Seminar in Mental Health Counseling | 6 |
| CG/EDUC Two Electives (3 credit hours each) | 6 |
| **TOTAL** | **24** |

***Additional Clinical Mental Health Counseling Licensure Requirements***

Graduates of LMU's Clinical Mental Health Counseling program will satisfy the State of Tennessee's academic coursework requirements for licensure in professional counseling (LPC). After graduating, candidates must pass a national counselor certification test (NCE) and complete 3000 supervised post master's clinical hours prior to LPC licensure, as stipulated by the related Health Licensing Board. Candidates majoring in Clinical Mental Health Counseling are required to be covered by insurance provided with an American Counseling Association student membership. Candidates are responsible for obtaining their own personal ACA Student Membership.

## Master of Education – Online Cohort

The MEd Online Cohort Program is a 33-semester hour program designed to extend and expand the candidate's level of professional competence beyond that attained at the bachelor's level, to bring the candidate up to date on master's level information relevant to the field of specialization, to stimulate the candidate to read and understand research in the field of specialization, and to prepare the candidate for leadership roles.

### Coursework Completion Policy:

In online courses, 100% of the course content, instruction and assessments are delivered online through blackboard and VIA. No face to face meetings are required, however voluntary face-to-face regional meetings are available each semester. Candidates are expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required. Candidates are expected to log in to blackboard frequently. Candidates may also work at their own pace and may complete modules ahead of the due date but late work is subject to a reduction in assignment points.

## Curriculum and Instruction

***Mission Statement***

The mission of the Curriculum and Instruction program is to prepare professional teachers as leaders with the knowledge, skills, proficiencies, and dispositions essential to meet the needs of an ever-changing and increasingly global society through quality instruction and collaborative experiences.

***The Program***

The purpose of the concentration in Curriculum and Instruction is to provide opportunities for candidates to develop new skills, update knowledge, and engage in professional development. The program will provide opportunities for candidates to explore their roles as teachers in a changing society and to continue to develop their skills in working with school-age students. Candidates with this concentration normally are licensed teachers. The degree requirements include 33-semester credit hours of successful coursework. A Program of Study must be filed after official written notification of admission to graduate studies has been received.

| **Core Courses:** | **Credit Hours** |
|---|---|
| EDUC 501 Foundations of American Education | 3 |
| EDUC 511 Educational Research and Statistics | 3 |
| **Concentration Area:** | |
| CI 501 Curriculum, Instruction, and Assessment | 3 |
| CI 516 Motivational Theory and Classroom Management | 3 |
| CI 512 Educational Practice and Innovation | 3 |
| IL 541 School Community Partnerships in a Diverse World | 3 |
| EDUC 551 Supervision for Teaching and Learning | 3 |
| CI 517 Motivational Theory and Classroom Management Field Experience and Electronic Portfolio | 3 |
| CI 513 Educational Practice and Innovation Field Experience | 3 |
| CI 509 Content Literacy | 3 |
| CI 510 Supervision and Content Literacy Action Research Project | 3 |
| Capstone Electronic Portfolio | 0 |
| Summative Evaluation: Comps | 0 |
| **TOTAL** | **33** |

## Instructional Leadership (IL) Leading to Initial Tennessee Licensure

**Mission Statement**

The mission of the IL program is to prepare educational leaders with the ethics, knowledge, skills, proficiencies, and dispositions essential to meeting the changing educational needs of society.

***The Program***

The program is designed to license school administrators based on State Board policy and standards.

In order to be eligible for the program, a candidate must have:

- a valid Tennessee Teacher License
- two years successful educational experience
- basic computer skills
- a completed Recommendation for Consideration by a practicing TN administrator
- completed the application process

***Program Application and Admission***

All prospective IL license candidates must complete the following requirements.

1. Submit a completed Leadership Licensure Pre-Admissions Packet including a copy of a current teaching license, verification of two years' teaching experience and a recommendation from a TN administrator. This form is available from the Graduate Office, or in the admissions packet, found at https://www.lmunet.edu/academics/graduate-professional/masters-degree/master-of-education/curriculum-instruction-med/admissions.php under Handbooks & Forms. When the Leadership Licensure Application has been submitted to the Graduate Office, additional required documents will be sent to the applicant.
2. A $50 application fee is required when submitting the Application for Graduation Education Studies.
3. Official transcripts verifying the bachelor's degree must be forwarded to LMU from the bachelor's degree institution.
4. Submit the Instructional Leader (IL) Candidate Admission Portfolio for graduate faculty evaluation. Those approved will be invited to interview.
5. DAP Interviews will be conducted by IL Admissions Committee. Candidates who successfully complete their interviews will be admitted to the program.
6. Meet all deadlines.
7. **Coursework Completion Policy:** In online courses, 100% of the course content, instruction and assessments are delivered online through blackboard and VIA. No face to face meetings is required. Candidates are expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required. Candidates are expected to log in to blackboard frequently. Candidates may also work at their own pace and may complete modules ahead of the due date, but late work is subject to a reduction in assignment points. Refer to the Graduate Catalog for further academic restrictions.

| **Core Courses:** | | **Credit Hours** |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 551 | Supervision for Teaching and Learning | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |
| **Concentration Area:** | | |
| IL 501 | Leadership and School Improvement | 3 |
| IL 502 | Clinical Practice in Leading Schools and Portfolio | 3 |
| CI 501 | Curriculum, Instruction, and Assessment | 3 |
| IL 541 | School Community Partnerships in a Diverse World | 3 |
| IL 572 | Supervision & Community Partnerships Action Research Project | 3 |
| IL 561 | School Law and Ethics | 3 |
| IL 562 | Legal, Ethical, and Financial Issues Practicum | 3 |
| IL 571 | School Finance and Resource Management | 3 |
| IL 589 | School Leadership License Assessment | 0 |
| Capstone Electronic Portfolio | | 0 |
| **Total** | | **33** |

Candidates must pass the SLLA test to graduate and be recommended for IL license.

*All Clinical Classes are graded on a Pass/Fail basis.

## Educational Leadership (EL) Not Leading to Initial Tennessee Licensure

The following program of study in Educational Leadership does not lead to initial Tennessee leadership licensure. This concentration is suitable for: out of state candidates, higher education personnel, candidates already holding Tennessee Leadership License, practitioners seeking improvement with best practices in organizational settings, or educators seeking to be non-licensed school leaders:

| **Core Courses:** | | **Credit Hours** |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |
| **Concentration Area:** | | |
| CI 501 | Curriculum, Instruction, and Assessment | 3 |
| IL 501 | Leadership and School Improvement | 3 |
| IL541 | School Community Partnerships in a Diverse World | 3 |
| IL 561 | School Law and Ethics | 3 |
| IL 571 | School Finance and Resource Management | 3 |
| IL 572 | Supervision & Community Partnerships ActionResearch Project | 3 |
| EDUC 551 | Supervision for Teaching and Learning | 3 |
| IL 502 | Clinical Practice in Leading Schools and Portfolio | 3 |
| IL 562 | Legal, Ethical, and Financial Issues Practicum | 3 |
| Capstone Electronic Portfolio | | 0 |
| Summative Evaluation: Comps | | 0 |
| **Total** | | **33** |

*All Clinical Classes are graded on a Pass/Fail basis.

## Master of Education—Teaching and Adult Learning (TAL)

This program begins in fall and addresses the needs for a specific group of candidates who wish to develop skills in teaching adult learners in higher education. This program is designed to include an overview of educational philosophy, research, pedagogical practices, and field experience in the higher education classroom. Over the past few years, Lincoln Memorial University has had the opportunity to provide short-term experiences for international scholars. There is a need for a Master of Education Program focusing on adult learning and teaching. This program is specifically designed to teach best practices in the higher education setting. This program is designed for international graduate students as well as domestic students who wish to develop engaging teaching skills. The purpose of the proposed curriculum is to provide a rich background in how adults learn, best teaching practices, strategies in higher education classroom teaching, and methods of research in content areas and adult learning.

The degree requirements include 36-semester credit hours of successful coursework. A Program of Study must be filed after official written notification of admission to graduate studies has been received.

| **Semester 1:** | | **Credit Hours** |
|---|---|---|
| EDUC 502 | Foundations of Educational Philosophy | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |
| EDUC 516 | Motivational and Adult Learning Theory | 3 |
| EDUC 555 | Seminar in Literacy and Informational Writing | 2 |
| CI 555 | Adult Learning Field Experience | 1 |
| **Semester 2:** | | |
| CI 501 | Curriculum, Instruction, and Assessment | 3 |
| CI 514 | Educational Practice and Innovation | 3 |
| EDUC 515 | Research I – Reading and Designing Educational Research | 3 |
| EDUC 556 | Seminar in Literacy and Informational Writing | 2 |
| CI 556 | Adult Learning Field Experience | 1 |
| **Semester 3:** | | |
| CI 511 | Content Literacy and Research | 3 |
| CI 542 | World Class Education, Political, Economic, and Cultural Contexts | 3 |
| EDUC 550 | Foundations in Curriculum Design for Adult Learners | 3 |
| EDUC 557 | Seminar in Literacy and Informational Writing | 2 |
| CI 557 | Adult Learning Field Experience | 1 |
| Capstone Electronic Portfolio | | 0 |
| **Total** | | **36** |

## Master of Education—Initial Teacher Licensure

**Master of Education—Initial Teacher Licensure**

The Master of Education in Initial Teacher Licensure (MEd ITL) Program at LMU is designed to attract degreed individuals who may be seeking to change careers and who have potential to become good teachers. This program provides an opportunity for candidates to earn a Master of Education (MEd) degree in addition to receiving teacher licensure. The MEd ITL Program offers an accelerated, rigorous pathway to teacher licensure at the graduate level.

**Admission Requirements**

All applicants must fulfill the following MEd ITL Program admission requirements and submit to the MEd ITL office:

1. An application and $50 non-refundable fee.
2. Official transcript(s) of coursework taken at all post-secondary institutions.
3. Transcript(s) must verify an earned bachelor's degree and cumulative GPA of 2.75. Applicants who do not meet the minimum admission requirements may be admitted provisionally with a further review of his/her academic progress at the completion of the first semester of study.
4. One copy of acceptable pre-admission test scores (must be taken within the last seven years) that support the candidate's general knowledge and skills:
    - ACT- 21
    - SAT- 1020
    - PRAXIS® Core (Writing- 162, Reading- 156, Mathematics- 150)
    - GRE- 284 combined
    - MAT- 375
5. In order to be considered for the MEd ITL Program, applicants must complete a fingerprint background check. This must be completed even if you have recently submitted a TBI background check to a different institution or organization. Required paperwork includes official transcripts of all undergraduate coursework and an approved fingerprint background check (TBI-L1) before registration can be completed. The presence of an indication on the background check will require the applicant to provide written documentation explaining the indication. A written appeal to the Admissions Committee must also accompany the explanation and must be filed within 10 days of the notification from LMU of the background check indication. The applicant must sign an informed consent stating their agreement and understanding that school districts may not allow the applicant to be placed for clinical experiences in their school districts. The applicant understands and agrees that LMU has no control of acceptance by the school districts.
6. Three completed and signed recommendation forms.

Upon receipt of all materials listed above, a transcript analysis will be completed, and the applicant will be asked to participate in an admission interview and will be notified

of acceptance/non-acceptance to the program. The state department of education requires the MEd ITL Program to conduct a transcript evaluation for each candidate upon entry to identify any course discrepancies at the undergraduate level to ensure attainment of knowledge and skills required in general education, professional education, and the teaching field academic major. Candidates may complete these course requirements through LMU or any other fully accredited college or university. The evaluated transcript analysis/program of study will be provided to the applicant indicating any coursework or testing deficiencies. Any deficiencies must be successfully completed before enrollment in Enhanced Clinical Experience (Student Teaching/Job Embedded).

Initial licensure programs are offered in:

- Elementary Education (K-5)
- Physical Education, Visual Art (K-12)
- Secondary Education (6-12) Business, Biology, Chemistry, English, History, Mathematics, Physics
- Special Education Add-on endorsement (K-12 Comprehensive; K-8 SPED Interventionist and 6-12 SPED Interventionist)

Once accepted into the program, candidates will enroll in these core courses: EDUC 570, Introduction to Teaching and Learning, in the fall/spring semester; EDUC 571, Extending and Refining Knowledge of Teaching and Learning, in the fall/spring semester; and EDUC 591 Enhanced Student Teaching, which must be completed within two years after finishing the EDUC 571 course. Candidates seeking licensure in high-need subject areas such as Secondary Mathematics, English, Biology, Chemistry, and Physics may apply to become Job Embedded candidates, which results in two consecutive semesters of EDUC 593 in lieu of EDUC 591. All courses are offered in a hybrid format consisting of face-to-face meetings and online modules. EDUC 570 and EDUC 571 are 6-credit hour courses. All candidates will complete 18 hours of professional core classes and additional methods courses as outlined in their programs of study. Successful completion of Transition II is a requirement for consideration for the Job Embedded Program.

**Clinical Experiences**

Clinical experiences are only permitted in school districts holding state-approved collaborative partnerships with LMU. Clinical experiences begin in Transition I (EDUC 570) with a minimum number of hours as defined in the MEd ITL Program Handbook. Clinical experiences continue in greater breadth and depth in Transition II (EDUC 571) with a placement for the prescribed number of hours noted in the program handbook. In Transition III, if possible, the Enhanced Student Teaching (EDUC 591) will be the same placement scaffolded on the clinical experience in Transition II.

An electronic showcase documents evidence of achievement in meeting the 10 INTASC Standards. The development of the showcase will begin in Transition I, refined in Transition II, and submitted by the end of Transition III.

Prior to Transition III, the candidate must submit passing scores of all required PRAXIS® examinations for licensure in the content area.

**edTPA Requirement**

edTPA is a national teacher performance assessment. The candidate is required to complete and satisfactorily pass edTPA while enrolled in EDUC 591 or EDUC 593 courses. In order to pass these courses, the candidate will submit an edTPA portfolio to Pearson for national scoring (www.edtpa.com). The candidate must meet or exceed the state required cut score to be licensed to teach in Tennessee. A Tennessee state-required passing edTPA score in the licensure area must be achieved in order to pass Transition III (EDUC 591 and EDUC 593). LMU will provide guidance and support, but ultimately it is responsibility of the candidate to successfully complete the edTPA portfolio in order to achieve licensure. LMU will provide support on completing the video components, portfolio submission, and preparing the candidate to complete and understand the rubrics associated with the candidate's licensure area in all three tasks. Candidates who successfully complete program and licensure requirements may apply for initial teacher licensure in the state of Tennessee. In the event that a candidate must resubmit their edTPA documents for review, the candidate has six weeks to do so in order to receive a passing grade for EDUC 591/593.

The MEd ITL Program is divided into four distinct transitions. Full descriptions of the transitions are located in the Master of Education Initial Teacher Licensure Program Handbook. In order to progress to the next transition, a candidate must achieve a grade of B or better in all professional core courses and meet disposition requirements as determined by faculty.

All candidates complete the following professional core courses:

| | | |
|---|---|---|
| **Transition I** | | |
| **Semester One (Fall/Spring)** | | **Credit Hours** |
| EDUC 570 | Introduction to Teaching and Learning | 6 |
| *Develop electronic showcase* | | |
| **Transition II** | | |
| **Semester Two (Fall/Spring)** | | |
| EDUC 571 | Extending and Refining Knowledge of Teaching and Learning | 6 |
| *Refine electronic showcase* | | |
| **Transition III** | | |
| **Semester Three (Fall/Spring) Within two years of completion of EDUC 571** | | |
| EDUC 591 | Enhanced Student Teaching* | 6 |

*Submit electronic showcase*

*Candidates who delay the Enhanced Clinical Experience requirement after completing EDUC 570 and EDUC 571 are required to take a graduate-level course each semester until the semester that they begin student teaching.

**Transition IV**

To achieve the Master of Education degree, the candidate must complete 42 approved credit hours including EDUC 501 Foundations of American Education and EDUC 511 Research and Statistics with a grade of B or better and pass a comprehensive examination.

Elementary majors also complete the following methods courses for licensure:

| | | Credit Hours |
|---|---|---|
| EDUC 572 | Early Childhood and Adolescent Development | 3 |
| EDUC 573 | Methods of Teaching Mathematics in K-5 | 3 |
| EDUC 576 | Methods of Teaching Science in K-5 | 3 |
| EDUC 577 | Methods of Teaching Social Studies in K-5 | 3 |
| EDUC 578 | Reading Diagnosis and Correction | 3 |
| EDUC 579 | Methods of Teaching Literacy in the Elementary School | 3 |
| **Total Methods Courses** | | **18** |

The total number of required hours for elementary major licensure is 36, consisting of 18 hours of the professional core courses and 18 hours of methods courses. The MEd degree is optional and not required for licensure. For elementary majors who wish to earn the Master of Education degree, the following courses are required:

| | | |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |

**Total required hours for the MEd in Initial Teacher Licensure (Elementary Education) recommendation: 42 credit hours**

For secondary majors, the total number of hours for licensure is 24 in addition to the bachelor's degree in the concentration area. Secondary candidates may apply for licensure after completing the professional core, required discrepancy coursework, required testing, and student teaching. The MEd degree is optional and not required for licensure. The following courses are additional and required for the MEd degree for secondary majors:

| | | Credit Hours |
|---|---|---|
| EDUC 509 | Content Literacy | 3 |
| EDUC 580 | Educational Methods of Teaching in Secondary Environments | 3 |
| **Total** | | **6** |

Master of Education Electives:

| | | |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |
| CI 501 | Curriculum, Instruction, and Assessment | 3 |
| EDUC 572 | Early Childhood and Adolescent Development | 3 |

Complete six credit hours from the following courses:

| | | |
|---|---|---|
| CI 516 | Motivational Theory and Classroom Management | 3 |
| CI 512 | Educational Practice and Innovation | 3 |
| EDUC 592 | Diversity and Equity Issues | 3 |
| | or | |
| IL 541 | School Community Partnerships in a Diverse World | 3 |
| **Subtotal** | | **6** |
| **Total additional MEd credit hours** | | **24** |
| **Total required credit hours for the MEd in Initial Teacher Licensure (Secondary Education) recommendation:** | | **42** |

**Job Embedded Program Requirements**

During Transition II, candidates may apply for admission into the Job Embedded Program following the completion of EDUC 571. Acceptance in the Job Embedded Program is not an automatic approval. The applicant MUST complete and comply with the following to be considered for admission:

- Hold a minimum of bachelor's degree from a regionally accredited college/university, with a cumulative GPA of 2.75 or higher on a 4-point scale or have a minimum 3.0 in the last 60 credit hours of a completed baccalaureate degree.
- Submission of passing scores on PRAXIS® Content Knowledge examination.
- Official Letter of Intent to Hire from the Human Resources Department of a collaborative partnering Tennessee school system stating position, subject area, and grade level for which the candidate is being hired.
- Meet all eligibility requirements for employment at the partnership school district.
- Completion of course EDUC 570 and EDUC 571 with a grade of B or higher prior to acceptance into the program.
- Interview and approval by the Job Embedded Candidate Review Committee.

**Job Embedded Program Curriculum:**
**PHASE I Must be completed prior to requesting licensure from TDOE**

| | Credit Hours |
|---|---|
| EDUC 570 Introduction to Teaching and Learning | 6 |
| EDUC 571 Extended and Refining Knowledge of Teaching and Learning | 6 |
| EDUC 580 Methods of Teaching in Secondary Environments | 3 |
| EDUC 509 Content Literacy | 3 |

*Leads to provisional licensure

**PHASE II Must be completed during first year of Job Embedded placement**- A passing score on edTPA in licensure area is required to pass EDUC 593
EDUC 593 Job Embedded - Two semesters
6 credit hours (3 credit hours per semester)

**OPTIONAL MEd Degree Program** - 18 additional contract hours

**PHASE III Must be completed within three years of beginning Job Embedded placement**

| | Credit Hours |
|---|---|
| EDUC 572 Early Childhood and Adolescent Child Development | 3 |
| CI 501 Curriculum, Instruction, and Assessment | 3 |
| EDUC 503 Structured Learning Environments | 3 |
| EDUC 501 Foundations of American Education | 3 |
| EDUC 511 Educational Research and Statistics | 3 |
| EDUC 592 Diversity and Equity Issues | 3 |
| **Core Requirements** | **42** |

**Special Education Endorsement and MEd Program**
For those candidates who hold a Tennessee teacher's license LMU offers an add-on endorsement that leads to licensure in special education and the option to earn a Master of Education in Special Education degree. Endorsement is offered as a K-5 or 6-12 interventionist or as K-12 comprehensive concentration.

**Special Education Interventionist K-8 Add-on Endorsement**

| | Credit Hours |
|---|---|
| SPED 530 Special Education and Law, Practice & Ethics | 3 |
| SPED 545 Methods of Literacy, Language & Communication | 3 |
| SPED 550 Managing Academic & Social Behavior | 3 |
| SPED 560 Screening, Assessment & Identification | 3 |
| SPED 577 Responsive Teaching for Math & Literacy Instructions for Learners w/High Inc. Dis. | 3 |
| **Total MED ITL credit hours to be recommended for add-on licensure:** | **15** |
| EDUC 501 Foundations of American Education | 3 |
| EDUC 511 Research and Statistics | 3 |
| SPED 571 Methods for Teaching Students with MSD | 3 |
| SPED 573 ABA & Autism | 3 |
| SPED 565 Transition & Employment for Students with Disabilities | 3 |

**Total MEd ITL credit hours for Master degree PLUS recommendation for licensure: 30**

**Special Education Interventionist 6-12 Add-on Endorsement**

| | |
|---|---|
| SPED 530 Special Education and Law, Policies & Ethics | 3 |
| SPED 545 Methods of Literacy, Language & Communication | 3 |
| SPED 550 Managing Academic & Social Behavior | 3 |
| SPED 560 Screening, Assessment & Identification | 3 |
| SPED 565 Transition & Employment for Students with Disabilities | 3 |
| SPED 577 Responsive Teaching for Math & Literacy Instruction for Learners w/High Inc. Dis | 3 |
| **Total MEd ITL credit hours to be recommended for add-on licensure:** | **18** |

| | |
|---|---|
| EDUC 501 Foundations of American Education | 3 |
| EDUC 511 Educational Research and Statistics | 3 |
| SPED 571 Methods for Teaching Students with MSD | 3 |
| SPED 573 ABA in Autism | 3 |

**Total MED ITL credit hours for Master Degree PLUS recommendation for licensure: 30**

**Special Education Comprehensive K-12 Add-on Endorsement**

| | |
|---|---|
| SPED 530 Special Education and Law, Practice & Ethics | 3 |
| SPED 545 Methods of Literacy, Language & Communication | 3 |
| SPED 547 Systematic Instructional Procedures For Learners w/MSD | 3 |
| SPED 550 Managing Academic & Social Behavior | 3 |
| SPED 560 Screening, Assessment & Identification | 3 |
| SPED 565 Transition & Employment for Students with Disabilities | 3 |
| SPED 573 ABA in Autism | 3 |
| EDUC 578 Reading Diagnosis & Correction | 3 |

**Total MEd ITL credit hours to be recommended for add-on licensure: 24**

| | | |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |

**Total MEd ITL credit hours for Master Degree PLUS recommendation for licensure: 30**

**Special Education Interventionist K-8 Initial Licensure**

| | | |
|---|---|---|
| EDUC 570 | Introduction to Teaching and Learning | 6 |
| EDUC 571 | Extending and Refining the Knowledge of Teaching and Learning | 6 |
| SPED 530 | Special Education and Law, Practice & Ethics | 3 |
| SPED 545 | Methods of Literacy, Language & Communication | 3 |
| SPED 550 | Managing Academic & Social Behavior | 3 |
| SPED 560 | Screening, Assessment & Identification | 3 |
| SPED 577 | Responsive Teaching for Math & Literacy Instruction for Learners w/High Inc. Dis. | 3 |
| EDUC 578 | Reading Diagnosis & Correction | 3 |
| EDUC 591 | Enhanced Student Teaching | 6 |

**Total MEd ITL credit hours to be recommended for licensure: 36**

| | | |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Research and Statistics | 3 |

**Total MEd ITL credit hours for master degree PLUS recommendation for licensure: 42**

**Special Education Interventionist 6-12 Initial Licensure**

| | | |
|---|---|---|
| EDUC 570 | Introduction to Teaching and Learning | 6 |
| EDUC 571 | Extending and Refining the Knowledge of Teaching & Learning | 6 |
| SPED 530 | Special Education and Law, Policies & Ethics | 3 |
| SPED 545 | Methods of Literacy, Language & Communication | 3 |
| SPED 550 | Managing Academic & Social Behavior | 3 |
| SPED 560 | Screening, Assessment & Identification | 3 |
| SPED 565 | Transition & Employment for Students with Disabilities | 3 |
| SPED 577 | Responsive Teaching for Math & Literacy Instruction for Learners w/High Inc. Dis. | 3 |
| EDUC 591 | Enhanced Clinical Experience | 6 |

**Total MEdITL credit hours to be recommended for licensure: 36**

| | | |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Research and Statistics | 3 |

**Total MEd ITL credit hours for master degree PLUS recommendation for licensure: 42**

**Comprehensive K-12 Initial Licensure**

| | | |
|---|---|---|
| EDUC 570 | Introduction to Teaching and Learning | 6 |
| EDUC 571 | Extending and Refining the Knowledge of Teaching and Learning | 6 |
| SPED 530 | Special Education and Law, Practice & Ethics | 3 |
| SPED 545 | Methods of Literacy, Language and Communications | 3 |
| SPED 547 | Systematic Instructional Procedures for Learners with MSD | 3 |
| SPED 550 | Managing Academic & Social Behavior | 3 |
| SPED 560 | Screening, Assessment & Identification | 3 |
| SPED 565 | Transition & Employment for Students with Disabilities | 3 |
| SPED 573 | ABA in Autism | 3 |
| EDUC 578 | Reading Diagnosis & Correction | 3 |
| EDUC 591 | Enhanced Student Teaching | 6 |

**Total MEd ITL credit hours to be recommended for Licensure: 42**

| | | |
|---|---|---|
| EDUC 501 | Foundations of American Education | 3 |
| EDUC 511 | Educational Research and Statistics | 3 |

**Total MEd ITL credit hours for master degree PLUS recommendation for licensure: 48**

## Educational Specialist (EdS)

The Educational Specialist degree program is a 30-semester hour program designed to extend and expand the candidate's level of professional competence beyond that attained through the master's level program, to bring the candidate up to date on matters relevant to the field of specialization, to enable the candidate to read and understand research in the field of specialization, to apply relevant research findings to professional activities, to stimulate the candidate to assume a leadership role in the specialty, and to prepare the candidate in that role. Programs are available with the following concentrations:

- Curriculum and Instruction (Non-licensure)
- Instructional Leadership (Licensure)
- Educational Leadership (Non-licensure)

***Degree Application Procedures***

Admission for the EdS degree is a two-step process.

*Admission to Advanced Graduate Studies*

The candidate must submit:

1. the Application for Advanced Graduate Studies, with the required $50 application fee; and
2. one (1) official transcript of master's degree coursework from an accredited institution. (if student is asking for transfer credit of post master's degree coursework, one (1) official transcript of that

coursework must be provided from an accredited institution as well).

The program directors for the School of Education approves admission to Advanced Graduate Studies.

***Admission to Degree Candidacy***

Before the completion of three courses (9 semester hours), a degree-seeking candidate must apply for degree candidacy.

The candidate must submit:

1. application for Degree Candidacy for the Educational Specialist degree; and
2. Approved Program of Study.

Upon completion of these requirements, the candidate's credentials will be presented to the Program Director and/or Admissions Committee for consideration for admission to degree candidacy. LMU reserves the right to deny admission due to immoral conduct.

***Attendance Policy for Hybrid Cohorts***

Cooperative and group learning is the essence of the EdS program. When class absences occur, candidates can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow candidates' learning. Therefore, even with successful completion of make-up assignments, class absences, after the first, will cause a reduction in the final course grade. Two (2) absences will result in a reduction of one letter grade from whatever grade would have been earned. Three absences will result in a grade of "C" or lower. More than three absences will result in the grade of "F" for the course.

***Degree Requirements***

The basic requirement for an EdS degree is a planned and approved program of coursework and field experiences, for which credit is awarded beyond the master's degree. The candidate and the Program Faculty will discuss and outline the work to be completed. Candidates must take coursework and prove competence in one of the curricula offered. The required hours of credit indicated in each area of study and in the totals are the minimum requirements. Programs of Study include acceptable graduate credit earned beyond the master's degree. Program Faculty are charged with the evaluation of candidate competence and may prescribe work beyond those requirements.

***Evaluation***

All EdS candidates are required to complete the Graduating Student Survey and the EdS Exit Interview and Exit Survey. The exit interview is conducted with the candidate meeting with the program mentor and local school administrator. Documentation that the surveys have been completed will be submitted to the professors. Individual or group interviews will be conducted to assess program satisfaction and to solicit recommendation for program improvement.

Research groups will present their topic, process, and findings. It is the responsibility of the professor to ensure the academic integrity of the exit interview process.

***Concentration Areas***

Concentrations in Instructional Leadership (IL) leading to Initial Tennessee Leadership Licensure, Educational Leadership (EL), a non-licensure leadership program not leading to initial Tennessee Leadership Licensure, and Curriculum and Instruction (CI), not leading to Tennessee licensure, constitute the choices of the EdS program. The emphasis areas are designed primarily for practitioners in the public schools. Each concentration is a 30-semester hour program.

***Educational Specialist – Online Cohort***

***The EdS Online Cohort Program is a 30-semester hour program designed to extend and expand the candidate's level of professional competence beyond that attained at the master's level, to bring the candidate up to date on advanced level information relevant to the field of specialization, to stimulate the candidate to read and understand research in the field of specialization, and to prepare the candidate for leadership roles.***

## The Curriculum and Instruction (CI) Program of Study

**Program of Study**

| **Research and Assessment Core** | | **Credit Hours** |
|---|---|---|
| EDUC 665 Action Research | | 3 |
| EDUC 685 Capstone Electronic Portfolio | | 3 |
| **Subtotal** | | **6** |
| **Specialty Area Core** | | |
| CI 641 | World Class Education, Political, Economic, and Cultural Contexts | 3 |
| CI 642 | Practicum for World Class Education | 3 |
| CI 610 | Instructional Strategies for Diverse Learners Practicum | 3 |
| CI 612 | Practicum for Instructional Strategies for Diverse Learners | 3 |
| CI 661 | Instructional Design and Initiatives | 3 |
| **Subtotal** | | **15** |
| **Cognate Core** | | |
| IL 651 | Educational Law and Ethics | 3 |
| IL 652 | Leadership for Educational Programs | 3 |
| IL 611 | Assessment for School Improvement | 3 |
| Subtotal | | 9 |
| **TOTAL** | | **30** |

**All Clinical Courses are graded on a Pass/Fail basis*

## The Instructional Leadership (IL) Program Leading to Initial Tennessee Leadership Licensure

The program is designed to license school administrators based on Tennessee State Board policy and standards. In order to be eligible for the program, a

candidate must complete the **EdS Leadership Licensure Pre-Admissions Packet and Admission Portfolio**.

Applicants can obtain a copy of the packet from the Graduate Office, or the Admissions Packet can be found on the Graduate Education website at https://www.lmunet.edu/academics/graduate-professional/specialist-degrees/educational-specialist/admissions.php under Handbooks & Forms. The following documents must be attached to the **EdS Leadership Licensure Pre-Admissions Packet**:

- a valid Tennessee Teacher License;
- evidence of two years successful educational experience;
- a completed Recommendation for Consideration by a practicing TN administrator; and
- completed application process.

Upon receipt of the completed **EdS Leadership Licensure Pre-Admissions Packet**, applicants will receive the **IL Licensure Admission Portfolio Requirements**. The **IL Licensure Admission Portfolio** will then be evaluated by the IL faculty, and those accepted into the program will be invited for an interview.

## The Instructional Leadership (IL) Program of Study

| **Program of Study** | | |
|---|---|---|
| **Research and Assessment Core** | | **Credit Hours** |
| EDUC 665 | Action Research | 3 |
| IL 686 | Capstone Portfolio | 3 |
| IL 689 | School Leadership Licensure Assessment | 0 |
| **Subtotal** | | **6** |
| | | |
| **Specialty Area Core** | | |
| IL 652 | Leadership for Educational Programs | 3 |
| IL 653 | Clinical Practice for Instructional Leadership | 3 |
| IL 611 | Assessment for School Improvement | 3 |
| IL 612 | Clinical Practice for Assessment and School Improvement | 3 |
| IL 651 | Educational Law and Ethics | 3 |
| IL 661 | Finance and Human Resources | 3 |
| **Subtotal** | | **18** |
| **Cognate Core** | | |
| CI 641 | World Class Education, Political, Economic, and Cultural Contexts | 3 |
| CI 610 | Instructional Strategies for Diverse Learners | 3 |
| **Subtotal** | | **6** |
| **TOTAL** | | **30** |

**All Clinical Courses are graded on a Pass/Fail basis*. In order to receive degree conferral and be recommended for the Instructional Leader license in Tennessee, candidates must pass the School Leader Licensure Assessment Test, in addition to completing all program requirements.

## The Educational Leadership (EL) Program Not Leading to Initial Leadership Licensure

The EL does not lead to the initial Tennessee IL license. This program is suitable for: Out-of-state candidates, higher education personnel, candidates already holding Tennessee Leadership License, practitioners seeking knowledge of best practices in organizational leadership, or innovative practices in strategic educational improvement.

| **Program of Study** | | |
|---|---|---|
| **Research and Assessment Core** | | Semester Credit Hours |
| EDUC 665 | Action Research | 3 |
| EDUC 685 | Capstone Portfolio | 3 |
| **Subtotal** | | **6** |
| **Specialty Area Core** | | |
| IL 652 | Leadership for Educational Programs | 3 |
| IL 653 | Clinical Practice for Instructional Leadership | 3 |
| IL 611 | Assessment for School Improvement | 3 |
| IL 612 | Clinical Practice for Assessment and School Improvement | 3 |
| IL 651 | Educational Law and Ethics | 3 |
| IL 661 | Finance and Human Resources | 3 |
| **Sub Total** | | **18** |
| **Cognate Core** | | |
| CI 641 | World Class Education, Political, Economic, and Cultural Contexts | 3 |
| CI 610 | Instructional Strategies for Diverse Learners | 3 |
| **Subtotal** | | **6** |
| **TOTAL** | | **30** |

**All Clinical Courses are graded on a Pass/Fail basis.*

## EdS Research Track Option (RTO)

Within each of the three Program Concentrations there is a Research Track Option (RTO). The RTO is designed for the candidate contemplating further studies with the ultimate goal being the earning of a terminal degree, EdD. The RTO model is structured within the CI, EL, and IL concentrations. When registered in the RTO, candidates will follow the same core courses, but will substitute EDUC 670 – Research I for the corresponding Clinical Course and will substitute EDUC 671 - Research II for the EDUC 665 Action Research Course and will substitute EDUC 672 – Research III for the corresponding Clinical Practice Courses.

Upon successful completion of the RTO, each candidate will be prepared to enter into the scholastic realm of any Doctoral program with a base of knowledge and understanding by developing a solid hypothesis supported by multiple reviews of scholarly journals, articles, abstracts and other relevant literature, culminating in a rigorous survey of the methodologies in place in all dissertations and research publications.

# Doctor of Education

**Mission and Vision Statement**

***Mission***

The mission of the Doctor of Education (EdD) is to facilitate the development of investigative, individual, interpersonal, and innovative skills needed for leaders to address emerging issues in organizational settings. This is accomplished through academic experiences which challenge professionals to transform the institutions and communities they serve by advancing ethics, change, and social justice through the decision sciences.

***Vision***

To be a nationally recognized leader in the development of scholar-practitioners who serve to advance ethics, change, and social justice through the decision sciences.

**Doctor of Education Introduction**

Doctoral coursework is offered through once a month weekend class meeting or via twice a week early evening sessions. The program is designed to develop exemplary educational leaders accomplished through rigorous academic training which challenges practitioners to make a positive impact on this generation and the next. Candidates can earn a concentration in one of three areas: Curriculum & Instruction (CI), Instructional Leadership (IL), or Higher Education (HE).

The LMU doctoral program is an independent program requiring candidates to take appropriate and timely initiatives to meet program expectations and deadlines regarding coursework and dissertation completion. Candidates are provided guidance about the program design and dissertation requirements at the beginning of their journey. A program of study serves as a reference for candidate progress throughout the completion of the degree program.

An EdD is a research degree and the quality of the dissertation (content and form) is a reflection of the attributes of the researcher and the standards of the school, program and University.

**Program Design**

***Sixty-Three Hour Program.*** Applicants must possess a master's degree in a field that is related to the concentration that is selected for study – i.e., education for IL and C&I; and higher education for HE

The program consists of 63 credit hours including (a) 15 credit hours of doctoral core; (b) 18 credit hours in a primary concentration;(c) 15 credit hours in independent dissertation coursework; and (d) 15 credit hours in an alternate concentration. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates will graduate with an EdD in two concentrations.

***Forty-Eight Hour Program.*** Applicants must possess an educational specialist, or master's degree plus 30 hours minimum, in a field that is related to the concentration that is selected for study (i.e., education for IL and CI; and higher education for HE).

The program consists of 48 credit hours including (a) 15 credit hours of doctoral core; (b) 18 credit hours in a concentration; and (c) 15 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours (EDLC 899) dependent upon their progress in the program. Candidates may choose to enroll in 15 additional hours from the alternate concentration to graduate with a doctoral degree in two concentrations.

Candidates holding an Educational Specialist degree from Lincoln Memorial University can opt to complete a 48-hour program in one or two concentrations. The Program of Studies for each of these options can be found in a section presented later in this catalog.

***Thirty-Six Hour Program.*** Applicants must possess an Educational Specialist degree from Lincoln Memorial University and desire to continue their studies in the concentration that was selected for their EdS degree. Accordingly, this degree is offered in the concentrations of Instructional Leadership and Curriculum and Instruction. LMU EdS Graduates who qualify for admission into the LMU EdD program can apply 30 EdS credit hours toward the doctoral program when they pursue their EdS concentration within the EdD program. This means your total number of hours of coursework remaining after the EdS would be 36 credit hours.

**Application Process**

***Domestic Applicants***

Domestic applicants seeking admission to the doctoral program must meet the following criteria and submit required documentation as stipulated. Admission packages for membership in the fall cohort group must be submitted in completed form prior to February 1 for early consideration or before May 1 for final consideration of the year in which admission is being sought. The admissions process consists of two stages with the first being a paper-based document review and the second, a performance-based assessment that includes a writing sample and interview.

Paper-Based Document Review (Stage One)

1. Application Form
2. Application fee of $50 (USD), non-refundable
3. Examination Data
    a. Official score reports from the GRE depicting performance in the areas of quantitative reasoning; and verbal and analytic writing are required but provisional admission may be granted for a period of time during which the applicant prepares and registers for the examination.
    b. In the event an applicant has extant GRE data, these data must be less than

five (5) years old as of the date of application. Applicants must obtain a minimum combined verbal and quantitative score of 750 (or 285 if taken after August 1, 2011) and a minimum analytical writing score of 3.5.

4. Transcripts for all graduate level coursework
5. Three (3) recommendations from persons knowledgeable of applicant's professional experience and skills
6. Resume or Curriculum Vita

The Admissions Committee will review all documents and rate the applicants per their ability to successfully complete requirements within the doctoral program. In the event this review leads the Committee to make an affirmative decision, the applicant will advance to Stage Two of the application process. All decisions made by the Admissions Committee are final. In some cases, a conditional or provisional status may be granted with additional preparation required in order for an applicant to obtain full graduate status.

Performance-Based Assessment Component (Stage Two Review)

Those applicants recommended for additional consideration will be invited to complete the following assessments.

1. **Writing Sample**. In a proctored setting, applicants will have a specified period of time in which to respond in writing to a select number of essay questions.
2. **Structured Interview**. Applicants will participate in personal interviews with members of the doctoral program faculty. These interviews will be held at the Cedar Bluff campus in Knoxville, TN.
3. **Group Activity.** Applicants will participate in a group activity that is designed to assess their ability to diagnose and provide logical defense of their position on a given problem or issue.

The Admissions Committee will review all available data and forward a final recommendation for, or denial of, admission to the applicant. The decision of the Admissions Committee is final. Upon notice of acceptance, applicants will work with an assigned faculty member to complete a program of study appropriate to the degree program and concentration(s) she or he has selected. Admitted applicants are required to attend a program orientation before beginning their work in the program. Failure to do so may result in a deferred enrollment or re-assessment of the admittance decision.

***International Applicants***

Given that the application and admissions processes to the doctoral program require time, applicants should begin collecting and submitting required paperwork once a decision has been made to apply. All paperwork that is required within the first stage of the process is due before February 1 for early consideration or before May 1 for final consideration of the year in which application is being made. Under this timeline, applicants receive a decision regarding their admission by May 30 of the same year.

The admissions process to the doctoral program consists of two stages. The first stage is a paper-based examination of applicant data which is conducted by the Office of International Programs. The second stage is performance-based and is undertaken by the School of Education Doctoral Program. The two academic teams work together to implement these processes as follows:

- ***Stage One Review: Office of International Programs.*** The office of International Programs coordinates a review process with other personnel within the university to ensure the applicant is able to meet the criteria established by the U.S. Department of Homeland Security, United States Citizenship and Immigration Services, and other agencies, as required. This process includes but is not limited to: obtaining a copy of the applicant's passport; collecting data from standardized examinations; securing copies of evaluated transcripts; and other related actions. This information must be received before Stage Two. Upon the candidate's successful completion of the Stage One process, the office of International Programs will send verification of the applicant's eligibility to the School of Education Doctoral Program for continued review and consideration.

**Note:** The Office of International Programs reserves the right to undertake any identity verification procedures that it believes are required in order to validate the applicant's personal identity. Such procedures may include but are not limited to: direct contact with university faculty having personal knowledge of applicant; request for additional documentation; photographic identification; and other means as might be deemed necessary to authenticate the identity of applicant.

Should fraudulent identity be discovered:

- During the application process, the process shall be immediately terminated, and the School of Education shall have no obligation to return any monies or materials provided as part of the application process; and
- After admission has been granted, the applicant shall be immediately dismissed from the program and forfeit any and all rights to re-enrollment.

Entrance into candidacy within the doctoral program begins with the applicant's certification by the Office of International Programs. Please see the table below for an overview of the documents required in Stage One of the application process. Should the Office of International Programs determine that the applicant does not meet its requirements, the applicant shall not receive consideration for admission to the doctoral program.

**Stage One Screening Process (Office of International Programs)**

Initial Application Form and Non-Refundable Application Fee of $50.00 USD – completed on the University's website

Copy of the Passport Photo Page

**Standardized Examinations**

Applicants from Non-English-speaking countries:

a. In those cases where English is not the native language of the applicant, score reports from the *Test of English as a Foreign Language* (TOEFL)[2] **or** the *International English Language Testing System* (IELTS) are required for admission. In order to qualify for program admission, applicants are required to obtain a minimum TOEFL score of 71 (iBT), 197 (cBT) or 527 (paper-based) as determined by the type of examination that was taken. In the case of the IELTS, a minimum score of 6.0 is required for program admission.

b. International candidates seeking to transfer from other regionally accredited United States post-secondary institutions who have earned a minimum of thirty (30) college-level credit hours and who meet the aforementioned standards of academic proficiency will not be required to submit TOEFL or IELTS scores.

**Applicants from English-speaking countries:**

In those cases, in which English is the spoken language, official score reports from the Graduate Record Exam (GRE)[3] depicting performance in the areas of quantitative reasoning; verbal and analytic writing are required. These data must be less than five (5) years old as of the date of application. Applicants must obtain a minimum combined verbal and quantitative score of 750 (or 285 if taken after August 1, 2011) and a minimum analytical writing score of 3.5.

**Official Transcripts for all Graduate-Level Coursework**

Lincoln Memorial University (LMU) requires that all graduate-level transcripts for international candidates be evaluated and translated by an outside service. The official transcripts must be sent to World Education Services (www.wes.org, or www.jsilny.com) for a course-by-course evaluation and verification that the degree is equivalent to a master's degree issued from an institution of post-secondary education in the United States of America. The official WES report should be sent to LMU along with the application packet.

**Recommendation Forms**

Three (3) recommendations from persons knowledgeable of the applicant's professional knowledge and skills need to be completed and submitted.

**Resume or Curriculum Vitae**

A copy of the applicant's resume or curriculum vitae is required and should be submitted.

**Additional Documents** - Additional documents as requested by the Office of International Admissions at the time of application.

*[2] TOEFL scores are non-negotiable – applicants failing to perform at the stipulated level shall not be considered for admission to the program*

*[3] The GRE scores may be waived for applicants with an acceptable TOEFL or IELTS score*

**Stage Two Screening Process (School of Education Doctoral Program)**

**Writing Sample**

Applicants will submit a copy of a thesis or a formal paper that they completed as part of their master's degree program. Applicants may also be required to submit their philosophy of education and research interests.

**Structured Interview** Applicants will participate in an online or in-person structured interview with members of the doctoral program faculty.

**Topical Presentation**

Applicants may be asked to provide a five (5) minute presentation on a current topic of their interest. This presentation may be delivered in-person or via the Internet.

- ***Stage Two Review: School of Education Doctoral Program.*** Following notification from the Office of International Programs that an applicant has passed the Stage One review, the admissions representative for the doctoral program will deliver the information collected by this office to the faculty Admissions Committee. This Committee will review the data and make a determination regarding the applicant's level of preparation and likelihood of success in completing the degree requirements. In the event these data lead the Committee to make an affirmative decision, the applicant will advance to Stage Two of the admissions process. At this point in time, any information requested from the applicant should be submitted as follows: *Attention: Doctor of Education Program, Carter & Moyers School of Education, Lincoln Memorial University Cedar Bluff, 421 Park 40 North Blvd., Knoxville, TN 37923.*

International applicants recommended for Stage Two consideration will be asked to fulfill the requirements listed.

Admission packages for membership in the fall cohort must be submitted in completed form prior to 31 May of the year in which admission is being sought.

The Admissions Committee will review all available data and forward a final recommendation for, or denial of, admission to the applicant. The decision of the Admissions Committee is final. Candidates who are granted admission to Lincoln Memorial University will receive a letter of acceptance - a copy of which will be provided to the Office of International Programs for use in working with the candidate to complete all remaining processes. This letter, along with the I-20 form furnished by the University, must be presented to the Consular Office of the United States to which the candidate applies for a student visa. Those applicants accepted into the program will be required to complete, sign, and return related documents (e.g., Affidavit of Support and Certification of Finances form) and pay the Candidate and Exchange Visitor Information System (SEVIS 901) fee (see

www.fmjfee.com.) These final steps in the admissions process are coordinated and directed by the Office of International Programs.

Upon notice of acceptance, applicants will work with an assigned faculty member to complete a program of study appropriate to the degree program and concentration(s) they have selected. Sample program of studies plans are posted and available for review within the Graduate Education Catalog.

Applicants who are accepted for candidacy in the doctoral program will be expected to participate in an all-day orientation program which is offered one week in advance of the onset of fall term courses.

**Program Degree Concentrations**

Each of these concentrations has been designed to develop leaders who are scholars; have outstanding personal qualities; are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership; learn the art of effective collaboration; and can, and will, translate theory into practice. In addition to completing all of the required coursework successfully, candidates must complete a dissertation in order to earn the education doctorate. The dissertation must be a work that reflects a high-level of quality and represents an original and significant contribution to the discipline.

Most candidates will take 15 hours of doctoral core classes in the following areas:

- Leadership: Historical and Contemporary Perspectives
- Quantitative Research Procedures
- Qualitative Research: Theory and Design
- Organizational Landscapes
- Dissertation Research and Design

**Doctor of Education—Concentration in Curriculum & Instruction (CI)[4]**

Educators who are interested in pursuing leadership positions in PK-16 settings will find this concentration provides a rich curriculum capable of preparing them for careers they may want to undertake. Successful completion of the coursework and research will enable them to develop the skills, confidence, and knowledge required to become leaders in positions at the Director and/or Central Office level in curriculum and instruction; at the state level with a focus on curriculum and instruction; and other types of organizations that demand knowledge in the area of curriculum and instruction.

*[4] Available at Lincoln Memorial University's Cedar Bluff Campus, Knoxville, TN*

Course Curriculum provides:

- access to current research and practice pertaining to the design, delivery, and assessment of instructional programs;
- direction on how to ensure the appropriate inclusion of information and other digital systems into organizational processes;
- exposure to instructional strategies, learning styles, human cognition, and diversity-related issues; and
- knowledge and skill growth in understanding, conducting, and applying research in the field of curriculum and instruction in the context of developing a deep appreciation of, and ability to, implement constructivist principles in all aspects of instructional programs.

**Courses in this concentration include:** Trends and Issues in Educational Technology; Curricula for Literacy; Curriculum Leadership at the District Level; Perspective and Strategies in Teaching and Learning; Teacher Leadership and Critical Inquiry and Research Design.

**Curriculum and Instruction Concentration: 48-Hour Program of Studies[5]**

The following presents the requirements for completing the **48-Hour Doctoral Program of Studies**[6] for candidates who wish to complete a concentration in Curriculum and Instruction. The list is appropriate for those candidates entering the program with a master's degree plus 30 hours or an EdS degree outside of LMU. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

| | | |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDLC 702 | Ethical and Social Considerations | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDCI 869 | Curriculum Leadership at the District Level | 3 |
| EDCI 872 | Trends and Issues in Educational Technology and Literacy | 3 |
| EDCI 873 | Perspectives and Strategies in Teaching and Learning | 3 |
| EDCI 874 | Curricula for Literacy | 3 |
| EDCI 875 | Poverty, Gender, and Cultural Background in Education | 3 |
| EDCI 877 | Teacher Leadership | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **48** |

*[5] Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)*

*[6] The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

**Doctor of Education—63-Hour Program of Studies[7]**
**Concentration in Curriculum and Instruction Primary**

The following presents a typical strategy for completing the requirements within **LMU's 63-Hour Doctoral Program of Studies,[8]** which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

| | | |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDLC 702 | Ethical and Social Considerations | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDLC 821 | Organizational Landscapes | 3 |
| EDCI 869 | Curriculum Leadership at the District Level | 3 |
| EDCI 872 | Trends and Issues in Educational Technology and Literacy | 3 |
| EDCI 873 | Perspectives and Strategies in Teaching and Learning | 3 |
| EDCI 874 | Curricula for Literacy | 3 |
| EDCI 877 | Teacher Leadership | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **48** |

*From the above courses, plus 15 hours of coursework in one of the following secondary concentrations*

**Higher Education (EDHE)**

| | | |
|---|---|---|
| EDHE 851 | Higher Education: Theory, Foundations and Principles | 3 |
| EDHE 852 | College Candidate Development Theory | 3 |
| EDHE 855 | Law in Higher Education | 3 |
| EDHE 854 | Governance, Administration, and Politics | 3 |
| EDHE 856 | Higher Education Finance | 3 |

**Instructional Leadership (EDIL)**

| | | |
|---|---|---|
| EDIL 860 | Group Methods and Processes | 3 |
| EDIL 861 | Educational Finance | 3 |
| EDIL 866 | Ethical Leadership and Decision Making | 3 |
| EDIL 867 | Political Structures and Governance | 3 |
| EDIL 876 | Advanced Educational Law: A Legal Perspective in Specific Areas of Need | 3 |

*[7] Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)*
*[8] The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

**Doctor of Education—Concentration in Instructional Leadership (IL)[9]**

This concentration affords those educators who want to enhance their opportunities in PK-16 settings as principals, assistant principals, superintendents, directors, or in related leadership roles at local, regional, state, or even national positions that demand skilled leadership and a comprehensive knowledge base. This concentration provides multiple opportunities to acquire the knowledge needed to pursue such positions but is not an initial IL licensure program.

Course Curriculum provides:

- acquisition of expertise in evolving leadership and organizational theories;
- practice in the identification of issues surrounding financial stewardship;
- employment of predictive leadership models to address emerging educational issues;
- development of the skills required to analyze and reflect critically upon contemporary issues facing education;
- learning on how to engage inquiry in decision-making processes; and
- opportunities for candidates to acquire a deeper understanding of the application and conduct of research in the field of leadership and administration in education.

***Courses in this concentration include:*** Ethical Leadership and Decision Making; Group Methods and Processes; Educational Finance; Advanced Educational Law: A Legal Perspective in Specific Areas of Need; Political Structures and Governance; and Critical Inquiry and Research Design. Within this concentration, the program also offers a 42-credit hour degree for those in the area of IL who have completed the National Institute for School Leadership (NISL) curriculum.

*[9] IBID*

**Instructional Leadership Concentration: Forty-Two Hour Program of Studies (NISL)**

The following presents a typical strategy for completing the requirements within LMU's **42-Hour Doctoral Program of Studies**[10] NISL graduates with an EdS and NISL certification are eligible for the 42-hour program in the Instructional Leadership concentration. Please note NISL graduate who have an EdS from LMU and opt to pursue the 33-hour program cannot apply NISL certification. This plan should be used with advice from the candidate's major professor and is not an initial instructional leadership licensure program. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

| | | Credit Hours |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |

| | | |
|---|---|---|
| EDLC 702 | Ethical and Social Considerations | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDIL 876 | Advanced Educational Law: A Legal Perspective in Specific Areas of Need | 3 |
| EDIL 861 | Educational Finance | 3 |
| EDIL 860 | Group Methods and Processes | 3 |
| EDIL 866 | Ethical Leadership and Decision Making | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **42** |

*[10] The program of studies includes 15 hours of core coursework (3 hours of granted credit and 12 hours of LMU coursework); 18 hours in a given concentration (3 hours of granted credit and 15 hours of LMU coursework); and a minimum of 15 hours of research related to completion of the candidate's dissertation; coursework granted under the NISL option includes EDLC 821 and EDIL 867*

**Instructional Leadership Concentration: 48-Hour Program of Studies[11]**

The following presents a typical strategy for completing the requirements within **LMU's 48-Hour Doctoral Program of Studies,[12]** which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree outside of LMU. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

| | | |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDIL 860 | Group Methods and Processes | 3 |
| EDIL 861 | Educational Finance | 3 |
| EDIL 866 | Ethical Leadership and Decision-Making | 3 |
| EDIL 867 | Political Structures and Governance | 3 |
| EDIL 869 | Curriculum Leadership at the District Level | 3 |
| EDIL 876 | Advanced Educational Law | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **48** |

*[11] Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)*
*[12]The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

**Doctor of Education: 63-Hour Program of Studies[13]**
**Concentration in Instructional Leadership**

The following presents a typical strategy for completing the requirements within **LMU's 63-Hour Doctoral Program of Studies,[14]** which is designed for those candidates entering the program with a master's degree plus 30 hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

| | | |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDLC 702 | Ethical and Social Considerations | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDLC 821 | Organizational Landscapes | 3 |
| EDIL 860 | Group Methods and Processes | 3 |
| EDIL 861 | Educational Finance | 3 |
| EDIL 866 | Ethical Leadership and Decision Making | 3 |
| EDIL 867 | Political Structures and Governance | 3 |
| EDIL 876 | Advanced Educational Law: A Legal Perspective in Specific Areas | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS** | | **48** |

*[13] Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)*
*[14] The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

**Curriculum and Instruction (EDCI)**

| | | |
|---|---|---|
| EDCI 869 | Curriculum Leadership at the District Level | 3 |
| EDCI 872 | Trends and Issues in Educational Technology and Literacy | 3 |
| EDCI 873 | Perspective and Strategies in Teaching and Learning | 3 |
| EDCI 874 | Curricula for Literacy | 3 |
| EDCI 877 | Teacher Leadership | 3 |

**Higher Education (EDHE)**

| | | |
|---|---|---|
| EDHE 851 | Higher Education: Theory, Foundations and Principles | 3 |
| EDHE 852 | College Candidate Development Theory | 3 |
| EDHE 855 | Law in Higher Education | 3 |
| EDHE 854 | Governance, Administration and Politics | 3 |
| EDHE 856 | Higher Education Finance | 3 |

**Higher Education Concentration (HE)[20]**

The Higher Education concentration will help candidates acquire the knowledge and skills they will need to assume leadership roles in institutions of higher education (public and private); liberal arts and research-

based sites; community colleges; and related academic entities.

Course Curriculum Provides:

- experience in conducting and publishing research which answers meaningful questions and makes a difference to campus practice and/or to the fields of higher education;
- preparation to effect change at site and organizational levels through creative interventions and program design;
- exposure to, and familiarization with, pertinent laws, regulations, policies; accrediting agencies; and standards of governing;
- strategies for relating to, and working with, diverse populations;
- skill development in how to communicate competently in a global and multicultural context; and
- strategies for appropriately confronting personal and institutional injustice and marginalization in higher education.

**Courses in this concentration include:** Higher Education: Theory, Foundations, and Principles; Higher Education Finance; College Candidate Development Theory; Policy Development and Analysis; and Governance Administration and Politics; and Critical Inquiry and Research Design.

*[20] Available at LMU's Cedar Bluff Campus, Knoxville, TN*

**Higher Education Concentration: 48-Hour Program of Studies[21]**

The following presents a typical strategy for completing the requirements within **LMU's 48-Hour Doctoral Program of Studies[22]** which are designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used in conjunction with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

| | | Credit Hours |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDHE 851 | Higher Education: Theory, Foundations, and Principles | 3 |
| EDHE 852 | College Candidate Development Theory | 3 |
| EDHE 853 | Policy Development and Analysis | 3 |
| EDHE 855 | Law in Higher Education | 3 |
| EDHE 854 | Governance, Administration, and Politics | 3 |
| EDHE 856 | Higher Education Finance | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **48** |

*21 Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)*
*22 The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

**Higher Education Primary Concentration: 63-Hour Program of Studies [24]**

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies[25]** which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

| | | Credit Hours |
|---|---|---|
| EDLC 701 | Leadership: Historical and Contemporary Perspectives | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDHE 851 | Higher Education: Theory, Foundations, and Principles | 3 |
| EDHE 852 | College Candidate Development Theory | 3 |
| EDHE 853 | Policy Development and Analysis | 3 |
| EDHE 855 | Law in Higher Education | |
| EDHE 854 | Governance, Administration, and Politics | 3 |
| EDHE 856 | Higher Education Finance | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **48** |

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

**Curriculum and Instruction (EDCI)**

| | | |
|---|---|---|
| EDCI 869 | Curriculum Leadership at the District Level | 3 |
| EDCI 872 | Trends and Issues in Educational Technology and Literacy | 3 |
| EDCI 873 | Perspectives and Strategies in Teaching and Learning | 3 |
| EDCI 874 | Curricula for Literacy | 3 |
| EDCI 877 | Teacher Leadership | 3 |

**Instructional Leadership (EDIL)**

| | | |
|---|---|---|
| EDIL 860 | Group Methods and Processes | 3 |
| EDIL 861 | Educational Finance | 3 |
| EDIL 866 | Ethical Leadership and Decision Making | 3 |
| EDIL 867 | Political Structures and Governance | 3 |
| EDIL 876 | Advanced Educational Law: A Legal Perspective in Specific Areas of Need | 3 |

*[24] Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)*
*[25]The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

**36-Hour Program of Studies for LMU EdS Graduates (CI,IL)**

***Curriculum and Instruction***

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's **Thirty-Six Hour Doctoral Program of Studies**[26] which are designed for those candidates entering the program with an educational specialist degree from Lincoln Memorial University in the concentration of curriculum and instruction. This plan should be used in conjunction with the Ed.D. Handbook, LMU's Graduate Catalog, and with advice from the candidate's Major Professor. As the EdS hours that are being accepted for transfer will have been taken in a given concentration (IL or CI), doctoral degree work must be in this same area of study. Any candidate interested in two concentrations rather than one, can select the 48-Hour Program. Courses on the plan may differ and/or be scheduled during terms other those indicated – the depiction below is only a representation of one possible design. This plan reflects required core, research, and primary concentration coursework.

| | | Credit Hours |
|---|---|---|
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDCI 862 | Research Trends in Curriculum and Instruction | 3 |
| EDCI 869 | Curriculum Leadership at the District Level | 3 |
| EDCI 874 | Curricula for Literacy | 3 |
| EDCI 875 | Poverty, Gender, and Cultural Background in Education | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **36** |

*[26] The program of studies includes 9 hours of core coursework; 12 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation*

***Instructional Leadership***

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's Thirty-Three Hour Doctoral Program of Studies which is designed for those candidates entering the program with an educational specialist degree from Lincoln Memorial University in the concentration of Instructional Leadership. This plan should be used in conjunction with the Ed.D. Handbook, LMU's Graduate Catalog, and with advice from the candidate's Major Professor. As the EdS hours that are being accepted for credit will have been taken in a given concentration (IL or CI), doctoral degree work must be in this same area of study. Any candidate interested in two concentrations rather than one, can select the 48-Hour Program. Courses on the plan may differ and/or be scheduled during terms other those indicated – the depiction below is only a representation of one possible design. This plan reflects required core, research, and primary concentration coursework.

| | | Credit Hours |
|---|---|---|
| EDEC 751 | Quantitative Research Procedures I | 3 |
| EDEC 752 | Qualitative Research: Theory and Design | 3 |
| EDEC 755 | Dissertation Research and Design | 3 |
| EDIL 862 | Research Trends in Instructional Leadership | 3 |
| EDIL 867 | Political Structures and Governance | 3 |
| EDIL 866 | Ethical Leadership and Decision Making | 3 |
| EDIL 869 | Curriculum Leadership at The District Level | 3 |
| EDLC 899 | Independent Dissertation Research | 15 |
| **TOTAL HOURS:** | | **36** |

***Course Delivery***

The doctoral program operates on a cohort group model. However, prospective candidates and interested others may elect to enroll in individual courses as may be beneficial to their making a decision to pursue program admission and/or for their personal edification.

New cohort groups affiliated with all four concentrations begin during each fall term. In some instances, one or more cohort groups are merged for the delivery of core coursework this allowing for rich inter-disciplinary discussions and opportunities for professional networking that may yield long-term benefits for all concerned.

During each term (summer, fall, spring) two courses are offered for candidate enrollment and three courses for those international candidates participating in the program.

Each term's course schedule is designed to leverage delivery of the program of studies that is aligned to completion of the degree; however, given the number of variables that must be factored into schedule development, there may be occasions when it is impossible to provide access to a specific course and/or access to a given course at a specific time.

***Attendance Policy***

At the graduate level, direct interaction with the course instructor and with other candidates is integral to each candidate's ability to acquire, integrate, and obtain a better context for, the knowledge and skills that the course is designed to deliver. Therefore, each candidate is expected to attend each class and to interact with the instructor and other candidates as appropriate during, as well as outside of, class hours throughout the term. As we only meet five times per semester, each class constitutes 20% of your attendance and is critical to your successful completion of the requirements. Candidates should immediately "block off" teaching weekends in their calendars and, on the first day of class or before, inform the instructor if s/he has an unavoidable conflict. If, in such instances, you are unable to attend a regular class session due to circumstances beyond your control, your instructor may ask you to meet outside scheduled class hours, to ascertain the extent to which you have met your obligations

as if you would have attended the missed class and to make up for your absence as your instructor deems appropriate. Candidates are also highly encouraged to collaborate with each other to ensure they are covered in the event of an absence. Candidates who miss any part of one class will not be eligible to receive full credit for class participation; candidates who miss any part of two or more classes will need to repeat the course. Finally, candidates must attend the final class weekend to receive a passing grade. A passing course grade is a B- or above, except in the class of EDLC-899, where a B- represents inadequate progress.

***Academic Misconduct***

Academic misconduct is a serious offense that jeopardizes a candidate's academic, career, and personal success. Candidates may be dismissed from the Doctoral Program for academic misconduct (including plagiarism). If that occurs, the candidate will receive an email and a letter indicating the infraction and effective date of dismissal. Candidates who are dismissed will not be readmitted to the Program.

***Comprehensive Examination***

When a candidate has completed all core and primary concentration coursework, he or she will be assessed on a comprehensive exam in the core and primary concentration coursework. Candidates who do not pass the comprehensive exam will be permitted one re-take of the exam. If candidates do not pass the Comprehensive Exam (either concentration and/or core areas), they will be required to address all questions related to the specific area, and Comprehensive Exam retake prompts and questions may be different from first attempt prompt and questions. Candidates who do not pass the comprehensive exam on their second attempt will be dismissed from the program. Candidates who do not submit a response to the Comprehensive Exam (either concentration and/or core areas) during the appropriate administration period will receive a failing score.

**Incomplete Policy**

Instructors may assign a grade of Incomplete (I) only in cases where a candidate has a documented emergency. Candidates must satisfy all course requirements, including outstanding assignments, within six weeks of the end of the term (the day in which final course grades are posted) in which he or she receives an incomplete.

***Enrollment in EDLC 899 and Selection of Dissertation Chair and Committee Members***

Candidates may enroll in EDLC 899 Independent Dissertation Research hours at their discretion and in accordance with their respective Program of Study. Before enrolling in EDLC 899, a candidate must have an eligible LMU employee who has agreed to serve as dissertation chair. The criteria for serving as dissertation chair is as follows: eligible chairs are full-time employees of LMU who possess a terminal degree in a social science field in which the employee has published dissertation in a social science field. If a candidate would like to select a chair who does not meet this criteria, a formal request to the program director outlining his or her rationale for working with the chair; as part of the formal request, the candidate must provide the resume and a copy of the requested chair's dissertation for consideration. Once a candidate has a dissertation chair who has agreed to serve, he or she must enroll in the correct course synonym number associated with the specific course section of the chair. Selection of dissertation committee members should be done in consultation with a candidate's dissertation chair. The dissertation chair should approve all committee members prior to asking them to join. If a candidate would like to ask a person to be on their committee outside of the university, the candidate must submit the person's CV and a copy of their dissertation to be approved by the dissertation chair and program director. Additionally, the candidate should not consult with anyone outside of their committee about their dissertation without the dissertation chair's knowledge. Consulting with someone outside of the committee without the dissertation's chair knowledge is considered academic misconduct.

***EDLC 899 Adequate Progress***

The candidates will meet with his or her chair within the first three weeks of the term and complete the Form 12 - 899 Planning Form to agree upon adequate progress goals and work products for the term. Candidates will upload their co-signed 899 Planning Form to the portal within the first three weeks of each term, after the candidate and chair have met. Candidates cannot have more than one term of inadequate progress while enrolled in EDLC-899/Independent Dissertation Research hours. Adequate progress will be marked by a grade of A. Inadequate progress at the end of the term will be marked by a grade of B-; after the first term in which a candidate is marked with a B- in EDLC-899, the candidate must, in addition to completing the 899 Planning form, write a memorandum articulating in detail his or her understanding of what each goal entails, and what he or she expects to submit to meet each goal. A second term of inadequate progress shall be marked by C and result in a candidate's dismissal from the program. No other grades shall be used for EDLC-899/Independent Dissertation Research coursework.

***Dissertation Requirements***

Candidates who have successfully completed coursework within their program of studies and passed the comprehensive examination will enroll in the appropriate section of EDLC-899: Independent Dissertation Research during each consecutive term until they have successfully written and defended their dissertation. A dissertation will not be accepted by the University until it is approved by the candidate's dissertation committee with no more required revisions and signed by the Director and the Dean. The quality of the dissertation will supersede any artificial graduation deadlines a candidate might have or expect.

Until final graduation approval has been given, candidates will continue to enroll in in the section of EDLC-899 that is designated for the chair of their dissertation committee. In the event candidates successfully complete all degree requirements (including the approval of

the dissertation) during a given term but have not met the required deadlines for graduation, they will officially graduate in either May or December and do not need to pay tuition for any terms between their date of completion and graduation ceremonies. Candidates will have five (5) years from the time of initial enrollment to complete all requirements for dissertation approval. A university reviewer shall review all dissertations before final approval.

Dissertations must exhibit original research by the candidate; however, this does not preclude doctoral candidates from including secondary analysis of existing data.

***Policies Related to Dissertation Production***

*Publication, and Distribution.* With respect to theses and dissertations, a University candidate must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute, including by technologies now known or developed in the future, on a non-commercial basis, copies of the thesis or dissertation. (*LMU Faculty Staff Manual Intellectual Property policy IV.10).* Candidates who live in the greater Knoxville area must pick up the copies of their dissertation within three months of it being published. After three months, the university is no longer responsible for the copies. Additionally, no copies will be mailed to candidates living in the greater Knoxville area.

Following consultation with the Doctoral Program Director, the Dean of the Carter & Moyers School of Education may elect to enforce the following policy: The University is not responsible for any opinions expressed in works that are created through the independent efforts of candidates, faculty and/or staff, which opinions shall be the sole responsibility of each individual creator. The University reserves the right to require an appropriately worded and displayed disclaimer to that effect to accompany any publication of a work that arises from the independent efforts of its candidates, faculty and/or staff. Further, the name of the University or reference to the University shall not be used in any form of publicity without prior written approval from the University.

*LMU Faculty Staff Manual Intellectual Property policy III.3*

***Adherence to Established Program Deadlines***

The following table presents the deadlines for completion of doctoral candidates' dissertation work. Please note that there is a distinction between deadline dates for participation in graduation exercises and deadlines for completing work prior to the end of a given term.

**Deadline Dates for Participation in the Spring and Fall Graduation Ceremonies**

**Spring:** Dissertation has been approved by the Dean by March 31 for a May graduation (Intent to Graduate forms due March 1)

**Fall:** Dissertation has been approved by the Dean by October 31 for a December graduation (Intent to Graduate forms due October 1)

**Summer:** Dissertation has been approved by the Dean by June for a Summer degree conferral (Intent to Graduate forms due June 15). No commencement services are held in the summer so Summer graduates will walk in December but will have degrees conferred in July.

**Deadline Dates for Completing Work Prior to the End of a Given Term**

**Spring:** To avoid registering for the summer term, dissertation has been approved by the Dean by April 30

**Summer:** To avoid registering for the fall term, dissertation has been approved by the Dean by July 31

**Fall:** To avoid registering for the spring term, dissertation has been approved by the Dean by November 30

***Criteria for Taking Comprehensive Examination***

Candidate must have successfully completed all coursework (i.e. B- or above) for which he/she is being assessed on the comprehensive exam.

***Criteria for Scheduling a Proposal Defense***

Candidates must have successfully completed all coursework in their primary concentration and passed their comprehensive exam in the core and primary concentration. Completed Chapters 1-3 must be approved by the committee Chair (Form 2), and, after Chair approval, sent to all committee members at least two weeks prior to Proposal Defense date.

***Criteria for Submitting an IRB Application***

Candidates must meet all criteria to schedule a Proposal Defense and must have successfully passed their Proposal Defense. Candidates must upload a completed and signed Form 3 to the Portal.

***Criteria for Scheduling a Dissertation Defense***

Candidates must have completed Chapters 1-5 approved by committee Chair, and after Chair approval, sent to all committee members at least two weeks prior to the Dissertation Defense date. Candidates must have a valid (non-expired) active IRB approval. Candidates must have completed and signed Form 5 and Form 6 submitted to the Academic Support Assistant.

***Criteria for Graduation***

Candidates must have filed completed and signed Form 9 - Intent to Graduate; form must be filed to the registrar by October 1st for December graduates and March 1st for May graduates. Candidates who have not successfully passed their Dissertation Defense may not file an Intent to Graduate Form. Candidates must have successfully completed their Program of Study, successfully passed their Dissertation Defense, and be in good standing with the university

Candidates must have completed all final revisions, closed out the study with the IRB, submitted the dissertation to ProQuest, and have completed and signed Form 11 with all necessary signatures completed and turned into the EdD Program Office by October 31st, March 31st, and June 30th.

***Leave of Absence***

A candidate who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. A candidate who is

current with his or her degree requirements is eligible for a personal leave after satisfactory completion of at least one term of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the candidate must complete the appropriate form explaining the reasons for the leave, stating both the proposed start and end dates of the leave, and the address at which the candidate can be reached during the period of the leave. A copy of this form is available on the Dissertation Portal. Upon program re-entry, the candidate must schedule a meeting with the Program Director and complete a re-enrollment form a copy of which will be sent to the LMU Registrar.

The following information further explicates the leave of absence process.

1. The Dean, on the recommendation of the Doctoral Program Director, must approve all leaves of absence.
2. Candidates in doctoral program may be granted a leave for up to one (1) academic year (three terms). The expected last date of registration will be adjusted by one term for each term of the leave.
3. Candidates on leave may complete outstanding work in courses for which they have been granted approved incompletes. They may not, however, fulfill any other degree requirements during the time on leave.
4. A leave of absence does not exempt the candidate from meeting the tuition requirement or payment of fees already accrued.
5. A candidate on leave of absence is not eligible for financial aid, including loans; and in most cases, candidate loans are not deferred during periods of non-enrollment.
6. Candidates should consult the University Financial Aid Office to ascertain financial aid implications prior to applying for a leave of absence.
7. A candidate on leave of absence is not eligible for the use of any University facilities normally available to enrolled candidates.
8. Candidates on leave of absence must file a formal application for readmission and submit it to the doctoral program office. The doctoral program office will forward a copy of the application to the Registrar. Such notification should be given at least four weeks prior to the end of the approved leave.
9. Candidates who fail to register for the term following the end of the approved leave will be administratively withdrawn from the doctoral program.
10. Candidates who do not apply for a personal leave of absence, or whose application for a personal leave is denied, and who do not register for any term, will be administratively withdrawn from the doctoral program.

***Time Limitation and Continuous Enrollment***

Candidates in the doctoral program are subject to the following policies:

1. A candidate has five (5) years from the date of admission to the doctoral program to complete the dissertation and the doctoral degree. A candidate who does not maintain continuous enrollment without a leave of absence is considered dropped from the doctoral program. Because a candidate is considered dropped from the program, a candidate would have applied to the EdD program and participate in the admission cycle again as a new candidate. Additionally, any coursework previously taken would be evaluated by program director to determine if any of the previous coursework would apply to the new program of study.
2. Candidates enrolling in EDLC 899 Independent Dissertation Research credit hours must register on or before the Registrar's published registration deadlines. Failure to comply with this requirement shall result in administrative withdrawal.
3. Candidates may not reenroll in the program following an administrative withdrawal.

Candidates need to complete the requirements for their degree within five (5) years from their enrollment date in the doctoral program. Candidates who do not complete their degree within this timeframe are subject of being administratively withdrawn from the program.

# DeBusk College of Osteopathic Medicine

## Master of Science

## Mission Statement

The Master of Science (MS) program at LMU is dedicated to providing advanced academic learning in the life sciences through graduate coursework, professional training, and research. Graduates from this degree program are able to independently explore an area of the primary literature of the life sciences, analyze and critique published research reports, and communicate about life sciences in formal oral and written modalities.

This academic program seeks to enhance the learning of three mission-related graduate populations of students:

- Those seeking doctoral-level education in the health-related professions
- Those seeking in-depth and focused study of human anatomy
- Those seeking to complete a thesis research project prior to a dissertation research project in the life sciences

This LMU degree program is a collaborative effort among the School of Mathematics and Sciences, the DeBusk College of Osteopathic Medicine (DCOM), and the College of Veterinary Medicine (CVM). Faculty from these areas work together to provide students with graduate courses and research opportunities.

## Program Overview

The Master of Science (MS) program is a 35-36(AS and BMS) graduate hour minimum full-time program of study designed for college graduates who want to pursue further studies in the realm of life science. With the normal academic credit load and no deficiency courses, this program may be completed in two semesters. For students lacking pre-requisite courses (deficiencies) or for whom the Admissions Committee determines their need to repeat specific courses (deficiencies), this program may require more than two semesters to complete. Students who gain acceptance into DCOM, may complete required or additional graduate courses during their first year of medical school.

Four majors are offered in LMU's MS program:

- **Anatomical Sciences**
- **Biomedical Sciences**
- **Life Sciences Research**

Each of these majors within the degree program is focused to help you as a student make the most of your graduate education. The programs have experienced oversight which is maintained by the MS Administrative Dean, the MS Graduate Council, and admission committees consisting of faculty in the related departments. Courses for your program of study in the MS program are assigned by these committees on an individual student basis considering your academic record and performance in the MS program; the be most beneficial to the student regarding his or her future academic/career goals. In some cases, very specific deficiency courses are required and in other cases the student may have a choice. Enrollment in the DCOM courses is limited by the standards set forth by the MS program and its policies. These are detailed in this catalog.

**Biomedical Sciences (BMS)**

This program is designed to offer students a structured route to future entry into professional school. Among the four MS majors, BMS offers the most tailored route for students whose aspirations include medical school. Throughout the year of study, students will enroll in graduate courses along with specific medical school classes at the DeBusk College of Osteopathic Medicine (DCOM). These medical school courses may include Medical Gross Anatomy, Histology and Neuroanatomy if the prerequisites are met and there is sufficient capacity in the courses. These courses will be taken alongside first year DCOM students.

Other significant aspects of the program include the following:

- Conditional Acceptance: Tier 1
    - Students who maintain a cumulative 3.4 graduate GPA or higher in the fall semester, has a MCAT score of 499 (by end of fall semester), and completes their American Association of Osteopathic Medicine Application Service (AACOMAS) application are given conditional acceptance at LMU-DCOM pending a satisfactory interview.
    - If a student drops at least one of the professional school courses (ANAT 701 and ANAT 714) during the fall semester then he/she will not be granted the interview for the guaranteed acceptance tier.
- Guaranteed Interview: Tier 2
    - Students who maintain a cumulative 3.0 graduate GPA or higher in the fall semester and complete their American Association of Osteopathic Medicine Application Service (AACOMAS) application are guaranteed an interview at LMU-DCOM in the spring semester.
    - If a student drops at least one of the professional school courses (ANAT 701 and ANAT 714) during the fall semester then he/she will not be granted the interview.

- Both Tiers
    - Grades of B or above in professional school courses will be applied to your future transcripts at LMU-LMU-DCOM if accepted.
    - Before the actual interview, an interview workshop is provided along with an individual mock interview with faculty/staff in MS program.
    - Many of the students in the program, will learn about their acceptance into LMU-DCOM before the end of the spring semester.
    - A grade of "C" or lower in a spring semester course may result in a rescinded acceptance to LMU-DCOM.

**Anatomical Sciences (AS)**

The Anatomical Sciences (AS) major is designed to assist students who foresee a future that involves working in the anatomy discipline. This can include working alongside an anatomist, teaching anatomy related courses at a community college, or pursing a medical degree. Students will also be prepared to pursue advanced graduate study in anatomy.

LMU's Hamilton Mathematics and Sciences Building houses the Neal Cross Memorial Anatomy Laboratory and model room. This is a state-of-the art human gross anatomy teaching suite. Donor programs allow MS students to have access to study anatomy and take part in graduate research projects such as detailed dissections and plastination's. Additional research and teaching opportunities are also available to students in this major.

Other significant aspects of the program include the following:

- Conditional Acceptance: Tier 1
    - Students who maintain a cumulative 3.4 graduate GPA or higher in the fall semester, has a MCAT score of 499 (by end of fall semester), and completes their American Association of Osteopathic Medicine Application Service (AACOMAS) application are given conditional acceptance at LMU-DCOM pending a satisfactory interview.
    - If a student drops at least one of the professional school courses (ANAT 714 or LSCI 501) during the fall semester then he/she will not be granted the interview for the guaranteed acceptance tier.
- Guaranteed Interview: Tier 2
    - Students who maintain a cumulative 3.0 graduate GPA or higher in the fall semester and complete their American Association of Osteopathic Medicine Application Service (AACOMAS) application are guaranteed an interview at LMU-DCOM in the spring semester.
    - If a student drops at least one of the professional school courses (ANAT 714 or LSCI 501) during the fall semester then he/she will not be granted the interview.
- Both Tiers
    - Grades of B or above in professional school courses will be applied to your future transcripts at LMU-LMU-DCOM if accepted.
    - Before the actual interview, an interview workshop is provided along with an individual mock interview with faculty/staff in MS program.
    - Many of the students in the program, will learn about their acceptance into LMU-DCOM before the end of the spring semester.
    - A grade of "C" or lower in a spring semester course may result in a rescinded acceptance to LMU-DCOM.

**Life Science Research (LSR)**

The Life Sciences Research major is designed for students who wish to earn a PhD or enter the workforce as researchers. Throughout the program students will work on a research project to complete their MS thesis. Core coursework includes Colloquial Principles of Life Science, Research Design & Analysis, and Scholarly Writing in the Life Sciences. Elective courses provide a selection of theory and technique courses to support student thesis research. A Supervisory Committee is appointed to guide the student through this thesis research and to advise on the course selections for the student who selects this major.

## Admission Requirements & Procedures

Generally, policies will follow existing LMU policies for undergraduate and/or master's degree programs with any differences for this degree program noted in this catalog. Any specific differences among the four major tracks of this Master's degree are included below.

Former DCOM students who seek admission must submit two additional letters from faculty members of that specific LMU professional college. These must be submitted in the complete and normal Master of Science admissions process.

Each applicant is evaluated holistically by considering each required element of the application package including telephone interview, science course GPA, cumulative GPA, letters of recommendation and standardized test scores.

**Admission Requirements and Standards**

***A.*** ***A completed bachelor's degree from an institution with regional accreditation or equivalent verification in the case of international degrees.*** Degrees from foreign countries must follow LMU's policies for certifying international degrees and/or credit.
Minimum undergraduate course work in the natural sciences and mathematics:

- Mathematics 6 credit hours at the College Algebra level or higher
- Biological Sciences 16 credit hours with labs
- Chemistry 16 credit hours including 8 credits of Organic Chemistry and labs
- Physics 8 credit hours of algebra- or calculus-based with labs

Recommended undergraduate course work (these are pre-requisite courses for certain graduate courses):

- Probability & Statistics (for LSCI 604 Graduate Life Sciences Research Design and Analysis)
- Physiology (for LSCI 611 Principles of Pharmacology)

***B. Standard Test Scores and Grades***

Grade point averages are computed by including courses from all transcripts. All applicants must submit standardized test scores for their application file to be considered by the admissions committee for their selected program.

Scores from the following standardized tests will be considered for admission to the LMU Master of Science Program but it is the applicant's responsibility to take the appropriate entrance exam and to achieve a competitive score for their target professional or graduate program.

Medical College Admissions Test (MCAT), Graduate Record Examination (GRE), Dental Admission Test (DAT),
Optometry Admission Test (OAT), Pharmacy College Admission Test (PCAT)

**A typical applicant** who is accepted to the LMU Master of Science program meets or exceeds the following:

| | |
|---|---|
| MCAT (2017 version) | 492 and above |
| GRE | 292 and above with a writing score of 3.5 and above |
| DAT | 17 and above |

Scores from the Optometry Admission Test (OAT) and the Pharmacy College Admission Test (PCAT) will also be considered.

Science course GPA > 3.0 OR
Cumulative GPA > 3.0

**OR**

Evidence of a trajectory of improved academic performance, especially in science course work

If English is not the applicant's native language, the international student must submit her/his official score report from the Test of English as a Foreign Language (TOEFL). This score will also be considered holistically along with the other elements of the application package. The applicant must also display proficiency in spoken English during the telephone interview.

***C. Letters of Evaluation***

*Biomedical Sciences, Anatomical Sciences, Life Science Research:*

Two letters of evaluation from the applicant's instructors or one committee letter from a health professions advisory committee. At least one letter must be from a natural science instructor.

***D. Telephone interview and personal statement***

The telephone interview will allow admissions committee members to assess your fit for your selected program
The personal statement should professionally articulate how the Master of Science program will benefit your educational and career goals.

***E. Transfer credit***

A maximum of 6 relevant graduate credit hours only by approval of the program-specific
Master of Science Admissions Committee may be granted. The request for transfer of courses MUST be submitted before the first day of classes of the student's first semester.

**Program Acceptance**

Admissions Committees are established for the four Master of Science majors. When reviewing application files, the committee looks at numerous applicant criteria including standardized test score(s), undergraduate coursework, letters of recommendation, personal statement, and any other pertinent materials that may be included with the file. Upon acceptance into the Master of Science program, applicants will receive an official packet of materials including an acceptance letter, and any other items that may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

**Acceptance Deposits**

In order to secure your seat in the program, you must submit a deposit. For students living off campus a deposit of $250 is required. For students who opt to live in university housing a deposit of $500 is required.

- If you choose to live in LMU housing, you are responsible for the submission of an LMU Housing Application and for timely communication with LMU Residence Life Staff.

All deposits may be submitted by telephone by calling the Cashier's Office at 423.869.6315 or 423-869- 6336. Students may also submit their deposit via mail at the following address:
Lincoln Memorial University
Master of Science Program
6965 Cumberland Gap Parkway Harrogate, TN 37752

**Tuition and Fees**

Tuition for the Master of Science (MS) program in the 2019-2020 academic year is $1,030 per credit hour. The rate for Life Science Research is $475 per credit hour. The per credit hour tuition rate for deficiency courses is $960. Students previously enrolled in the Master of Science degree program who become new OMS-1 DCOM students

may complete MS courses toward the MS degree at no additional tuition charge above tuition paid for their OMS-1 year as long as the total credits in courses for both programs do not exceed the maximum number in the typical OMS-1 schedule. Master of Science students who return to complete the degree will be charged the tuition rate in force when they return to complete the required courses for the degree. Students desiring to complete the MS degree in OMS 2 or later will be charged the tuition rate in force when taking the courses.

**Course Load**

Full-time status of a Master of Science graduate student is a minimum of 9 graduate credits in a fall or spring semester or 6 during a summer session. Many Master of Science program students enroll in a total course credit load of 12-19 credits which may include deficiency courses.

**Orientations**

As an MS student you will be required to attend multiple orientations. The MS Orientation will include program familiarization, establishing your fall schedule, finalizing your financial aid and completing the registration process. The second mandatory orientation is for students participating in Gross Anatomy alongside DCOM OMS-1 students.

**Academic Standards**

The academic standards of MS are clearly defined and bulleted below. These standards are designed to ensure that students are successful in their studies, both in MS and in their future graduate or professional school experiences. **They are strictly enforced and will not be compromised**.

- No students will be able to enroll in any Master of Business Administration Courses while taking MS courses. Students accepted into the DO-MBA program must take the MBA courses in the summer following their first two MS semesters.
- Failure to achieve a cumulative **3.0 or higher GPA** in the fall semester may result in the loss of your DCOM interview.

**Students who do not maintain a 3.0 GPA in the fall semester will be placed on academic Probation.**

**Deficiency Courses**

Required undergraduate deficiency coursework is determined by the designated MS program Admissions Committee at the time of admission. This coursework will include courses in order to complete any deficiencies or pre-requisites. Key science courses in which the student previously earned grades of C or D are typically required to be repeated in order to improve the academic portfolio of the student and to provide a foundation for the subsequent courses in the MS curriculum. Again, completing required deficiency courses will extend the time required to complete the MS degree. The student may complete deficiency courses prior to beginning the MS program as long as transcripts are submitted which demonstrate the deficiency has been filled.

***Potential Deficiency Coursework***

BIOL 315 Molecular Genetics 3 credit hours
BIOL 441 Biochemistry 4 credit hours
MATH 270 Probability & Statistics 3 credit hours
PHYS 211 General Physics I and lab 4 credit hours
PHYS 212 General Physics II and lab 4 credit hours
CHEM 221 Organic Chemistry 1 and lab 4 credit hours
CHEM 222 Organic Chemistry II and lab 4 credit hours

**Employment while a Graduate Student**

The curriculum of the MS at LMU is designed to enhance a student's academic qualifications. All classes are preparatory coursework for professional school and other post-graduate goals. It is strongly recommended that students are not employed during the duration of the program. This ensures that they will be able to focus 100% upon their studies.

**Grading Scale for Master of Science Courses**

**A = 89.5 - 100%;** expected student learning outcomes were demonstrated by superior quality student work in all aspects of the course

**B = 79.5 – 89.4%;** expected student learning outcomes were demonstrated by better than average quality of student work in the course

**C = 69.5 – 79.4%;** expected student learning outcomes were demonstrated in student work

**F = Below 69.5 %,** expected student learning outcomes were not demonstrated in student work

## Standing Oversight Committees

**Master of Science Graduate Council**

The MS Graduate Council is the policy making and recommending body for the Master of Science degree program. It is composed of the Program Directors and the MS Administrative Dean. The Director of Admissions and Student Services for the MS program is an ex officio member. It meets regularly to review program function, admissions status, student academic progress, proposed academic changes, and policy effectiveness. It also serves as the primary appeals committee. Programmatic recommendations flow from this council to the collaborating school or college councils before being considered by the University Academic Council, University Cabinet, University President, or Board of Trustees.

**Admissions Committees**

Admissions Committees – These committees consist of faculty and administration members from the collaborating programs.

For admission to the ***Biomedical Sciences majo***r: two faculty members from DCOM Basic Biomedical Sciences, the Program Director, and two faculty members from the Department of Biology.

For admission to the ***Anatomical Science major***, two faculty members from DCOM Department of Anatomy and the Program Director.

For admission to the ***Life Science Research major***: a research faculty from DCOM, a research faculty member from CVM, the Program Director, and a research faculty member from the Department of Biology.

**Thesis Supervisory Committees**

The appointment of all Supervisory Committee members is made by the MS Administrative Dean upon recommendation of the graduate faculty members and agreement by the graduate student.

***Life Science Research Major***

The student focused committees' function to provide course work and thesis project direction and approval for each individual graduate student in the Life Sciences Research major. Each committee conducts a comprehensive review of the student's academic performance after their first semester, reviews and approves the thesis project proposal, reviews and approves the completed thesis document, and conducts the final oral defense of the thesis project.

The supervisory committee membership will be:

- Chair – LMU graduate faculty member with direct research supervision responsibility and expertise related to the student's research topic
- Member Two – graduate faculty with relevant expertise to support the student research topic
- Member Three – graduate faculty selected to complement the knowledge of the other members
- Additional members may be appropriate

**Appeals Committee**

This committee exists to resolve any academic matter that arises in the Master of Science program. Members of this committee will be the Master of Science Graduate Council which consists of the MS Administrative Dean, each MS Program Director, and a representative from each MS major. Each of these Program Directors holds their position as confirmed by the VPAA, and respective deans. One faculty member from each entity will serve with an alternate member appointed in cases of conflict of interests. Academic appeal decisions are based upon overall academic performance while in the MS program.

Note: The need to repeat a course is not looked upon favorably by professional schools. Granted remediation of a course does NOT guarantee consideration or admission to either school even if significantly improved grades are earned upon a second attempt.

Fall 2020

Last day to appeal to repeat a fall 2020 Master of Science graduate course December 26

Last day to appeal a fall 2020 Master of Science graduate course grade December 28

Spring 2021

Last day to appeal to repeat a spring 2020 Master of Science graduate course May 29

Last day to appeal a spring 2020 Master of Science graduate course grade May 31

## MS General Policies and Standards

Students must earn and maintain a cumulative grade point average (cumGPA) of 3.0 or more. Failing to reach this standard will result in academic probation. Successful completion of the degree program requires a 2.85 GPA. For students in the Life Science Research major, the supervisory committee will review the academic record on a semester-by-semester basis. The supervisory committee also will review thesis project progress each semester. The supervisory committee has the authority to recommend removal of the student from the program. The MS Administrative Dean will provide official notification in such cases.

If the student is completing deficiency courses, the 2.85 GPA performance level includes graduate and undergraduate courses. However, calculation of cumGPA for graduation from the MS degree program does not include undergraduate courses. Participation in elective courses is competitive and students will be selected based on professional and academic performance.

**Appeals –** In the event that a student wishes to submit an appeal regarding and academic matter, a formal written appeal must be submitted within the specified timeframe. Deadlines for these appeals are published for each academic year. Appeals must be submitted to the MS Administrative Dean or via the Director of Admissions and Student Services for the MS program. Appeals for inclusion of graduate transfer credit must be submitted to the Admissions Committee for the selected major program. In cases other than for repetition of a course, a disputed course grade, or consideration of graduate transfer credit, the appeals committee is expected to collect information from all parties to the matter in question, hold a hearing in which parties to the appeal will be invited and notified with at least 48 hours advanced notice, and reach a decision on the matter within 24 hours of the hearing. In the eventuality that more investigation is needed after the hearing, all parties to the matter will be notified of the timeline for reaching a conclusion for the matter. A decision must be reached by no more than one week after the initial hearing. Decisions of this committee will be communicated to the party making the appeal as well as any individuals named in the appeal along with the relevant Deans and the Vice President for Academic Affairs. Final decisions will be communicated no more than 1 week after a hearing. A log of matters and copies of all communication related to an appeal will be maintained by the MS Administrative Dean's Office.

**Attendance** - Graduate students in the Master of Science degree program are required to follow the attendance policies of each of the courses in which they are registered.

**Medical Leave of Absence** – A student may petition to their Program Director, for a medical leave of absence from a Master of Science major program of study in event of a medical condition which prevents normal participation in the required activities of the degree program for more than one week. For a student in the Life Science Research

major, the petition should be supported by the supervisory committee affirming that the student is at a stage in their program where they may return and continue the approved thesis research or will be allowed to propose another research topic on return to active status in the program. If the supervisory committee is not supportive of continuation after the medical leave of absence, the student will need to request a different supervisory committee on return to active student status. If a supervisory committee cannot be assembled for the student, the student will be advised to complete a different major in the program or discontinue the Master of Science.

**Master of Science Satisfactory Academic Progress Policy**

At the end of the first semester in the Master of Science program and each subsequent semester if applicable, the student's grades from graduate course work will be evaluated to determine whether attaining the required 2.85 or higher cumulative grade point average (cumulative GPA) needed for graduation is possible. If it is determined to be numerically impossible to reach this required cumulative GPA level, even with earning the highest grades possible in subsequent course work, the student will be dismissed from the program. This will be calculated based on the typical situation of at least 36 total graduate credit hours to complete the degree. This policy shall not super cede university- wide policies except in defining the manner in which sufficient academic progress is determined in this academic program.

**Change of Major**

At the end of the first semester after admission to the Master of Science degree program, a student may apply to change their major within the degree program. The student needs to recognize and understand that such a change may require additional course work and thus time to complete the degree. Changes at other points in the program must first be discussed with the Administrative Dean.

***Process:***

- Submit a Master of Science Change of Major form to the Director of Admissions and Student Services for the MS program.
- Review and action by the Master of Science Graduate Council.
- The Admissions Committee for the proposed major will review the academic record and stated reasoning of the student applying to change their major. This committee will make a decision to either accept the student into the major or not. Capacity is limited in certain majors so this may be competitive.
- The Admissions Committee will notify the Director of Admissions and Student Services for the MS program, who will assist the student in any changes to their planned course of student and/or registration for the spring semester.
- If the change of major is not approved, the student will receive notification and explanation and should continue their course of study or seek other educational programs that will better meet their needs.
- Appeals of the decisions will be handled through the Master of Science Graduate Council acting as the Appeals Committee.

**Dual Major**

Although atypical, a student may desire to earn more than one major in the Master of Science program. To earn the second major, the MS student must complete an additional 15 graduate credit hours not duplicating any required courses for the first major. These additional credit hours must include all additional required courses for the second major plus any non-duplicative elective courses.
Application must be made before the first day of classes of the second semester in the MS program. The Admissions Committee of the second major will review and act on the application immediately. Students already in medical school may not select the dual major option as insufficient time is available to complete the additional courses.

**Course Repetition**

A course in which the student earns a failing grade may be repeated only one time. A request to repeat form must be submitted by the deadline published in the MS Catalog. The MS Graduate Council will review the request, make a decision, and may forward the request to the department offering the course. The department offering the course will determine capacity in making its final decision. The purpose of repeating a course is to replace the previously earned grade in calculation of the cumulative GPA in order to remove the probationary status and/or determine graduation eligibility. The original grade continues to be reported on the transcript and should also be reported by the student to avoid the consequences of false reporting to any other educational institution.

**Participation in DCOM courses**

Participation in DCOM courses is dependent on past academic performance, capacity, and adhering to ethical and behavioral standards. Pre-requisites must be met by the student and sufficient capacity must exist to accommodate the student in the course. Students with superior grades have an obvious advantage when being considered for this privilege. As communicated in the course descriptions of this catalog there are certain courses for which enrollment requires the student to be in a specific degree seeking program and are not open to any other students.

**Participation in Research Courses**

Capacity for students to participate in research projects is limited by the number and workload of supervisory faculty members in the several departments. Although past scholarly work is a desirable characteristic of a medical school or residency applicant, it is not a requirement. Master of Science students must take advantage of the opportunities to become familiar with faculty expertise and current research activities. The student should request a short meeting to discuss becoming part of these ongoing efforts and then reach a mutual decision to contribute to

that faculty member's research team. Depending on the amount of research effort, variable academic credit is available. Students may need to conduct research activities during the summer in order to complete the requirements. Students must realize that scholarly activity is time intensive and that it demands an investment beyond the typical time devoted to lecture or lab courses.

**Research Awards**

Students may submit their own application, or they may nominate another MS student for an LMU MS Research Award. These awards will be given based on the merit of the scholarship completed and may be used to defray expenses of traveling to a regional, national, or international meeting to present the completed scholarly work of the student or team of students. Deadlines and award dates are published in the Academic Calendar of this Catalog. A single award will be made for a team project. The team may decide to send a representative or split the award among the members allowing more than one member to participate in the target professional meeting. The students should record the award on their CV.

To be considered for an LMU MS Research Award, the student must summit an abstract of the work that has been completed, a letter of evaluation from a graduate faculty member familiar with the work, and information on the meeting for which the student(s) plan to present the work. The Master of Science Graduate Council, or its assignees, will review all applicants and make the awards. Awards may be granted multiple times each budget year depending on available funds.

**General Graduation Requirements**

A minimum of 35 (AS and BMS) credit hours graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Science degree. The student must complete the degree program with a minimum cumulative G.P.A. of 2.85 or greater to be awarded the degree unless otherwise required to be higher. Students in the Anatomical Science and Life Science Research majors must present their work at a regional professional meeting at a minimum. Publication or presentation in a national or international context is encouraged.

The student must maintain a cumulative G.P.A. of 2.85 or be placed on academic probation. Failure to meet or exceed this standard of academic progress in the subsequent semester will result in dismissal from the program. Students are also required to complete all program and university assessments and surveys.

**Maximum Timeframe for Program Completion:**

Students who enter the Master of Science program in the Anatomical Sciences and Biomedical Sciences majors must complete their studies for the graduate degree within 2 years after initial registration. Students in the Life Science Research major must complete all requirements within 3 years full-time enrollment or 5 years part-time enrollment after initial registration. A request for an extension requires the approval of the Master of Science Graduate Council and the Administrative Dean.

## MS Curriculum & Standards

## Master of Science Programs of Study

***Anatomical Sciences Major (minimum 35 – 36 total credit hours)***

*Required Courses*

| | |
|---|---|
| ANAT 604 | Intro to Radiographic Anat. & Clinical Imaging (3) |
| ANAT 624 | Human Embryology (3) |
| ANAT 699 | Medical Gross Anatomy Dissection (3) |
| ANAT 714 | Medical Histology (4) |
| LSCI 604 | Grad. Life Sci. Research Design & Analysis (3) |
| LSCI 501 | Gross Anatomy (5) |
| LSCI 510 | Principles of Physiology 3) |
| LSCI 611 | Principles of Pharmacology (3) |

*The Elective Curriculum consists of 15 - 16 graduate credits. Students must select one class from each section.*

*Section 1 – Select 1 course from this section (3 credits)*

| | |
|---|---|
| LSCI 610 | Advanced Immunology (3) |
| LSCI 612 | Bacteriology and Virology (3) |

*Section 2 – Select 1 course from this section (3 credits)*

| | |
|---|---|
| BCHM 503 | Advanced Cellular Biochemistry (3) |
| LSCI 503 | Advanced Molecular Genetics and Cell Bio (3) |

*Section 3 – Select 3 courses from this section (9-10 credits)*

| | |
|---|---|
| ANAT 714 | Medical Histology (4) |
| ANAT 715 | Medical Neuroanatomy (3) |
| LSCI 506 | Microscopic Img Thry and Techn (3) |
| LSCI 604 | Research Design and Analysis (3) |
| LSCI 606 | Applied Ethics in Biomedical Sciences (3) |
| LSCI 614 | Principles of Infectious Disease and Epidemiology (3) |
| LSCI 653 | Special Topics (3) |
| LSCI 683 | Graduate Research Project (1-6) |

***Biomedical Sciences Major (minimum 35 - 36 total credit hours)***

*Required Courses*

| | |
|---|---|
| ANAT 501 | Gross Anatomy (5) |
| BCHM 503 | Advanced Cellular Biochemistry (3) |
| LSCI 503 | Advanced Molecular Genetics and Cell Biology (3) |
| LSCI 510 | Principles of Physiology (3) |
| LSCI 610 | Advanced Immunology (3) |
| LSCI 611 | Principles of Pharmacology (3) |

*The Elective Curriculum consists of 15 - 16 graduate credits. Students must select one class from each section.*

*Section 1- Select 2 courses from this section (6 credits)*

| | |
|---|---|
| LSCI 506 | Microscopic Img Thry and Techn (3) |
| LSCI 604 | Research Design and Analysis (3) |
| LSCI 606 | Applied Ethics in Biomedical Science (3) |
| LSCI 614 | Principles of Infectious Disease and Epidemiology (3) |
| LSCI 653 | Special Topics (3) |
| LSCI 683 | Life Science Graduate Research Project (1-6) |

*Section 2 – Select 3 courses from this section (9-10 credits)*

| | |
|---|---|
| ANAT 604 | Intr to Radiographic Ant CI Imag (3) |
| ANAT 624 | Human Embryology (3) |
| ANAT 714 | Medical Histology (4) |
| ANAT 715 | Neuroanatomy (3) |
| ANAT 699 | Medical Gross Dissection (3) |
| LSCI 612 | Bacteriology and Virology (3) |

***Life Science Research Major (minimum 30 total credit hours)***

*Required Courses*

| | |
|---|---|
| LSCI 603 | Colloquial Principles of Life Sci. (1) |
| LSCI 604 | Grad. Life Sci. Research Design & Analysis (3) |
| LSCI 613 | Case Studies in Life Sciences (1) |
| LSCI 605 | Scholarly Writing in Life Science (2) |
| LSCI 693 | Life Science Thesis Research (1 - 9) |

*Supervisory committee will determine exact courses for each student.*

*Elective Courses*

| | |
|---|---|
| ANAT 714 | Medical Histology (4) |
| BCHM 503 | Advanced Cellular Biochemistry (3) |
| LSCI 503 | Adv. Molecular Genetics & Cell Biol. (3) |
| LSCI 504 | Adv. Techniques for Molecular Biology (2) |
| LSCI 505 | Advanced Ecology & Field Biology (3) |
| LSCI 506 | Microscopic Imaging Theory & Tech. (3) |
| LSCI 507 | Life Sci. Research Instrumentation (2) |
| LSCI 508 | Tech. of Physiological Research (2) |
| LSCI 606 | Applied Ethics in Biomedical Sci. (3) |
| LSCI 510 | Principles of Physiology (3) |
| LSCI 610 | Advanced Immunology (3) |
| LSCI 611 | Principles of Pharmacology (3) |
| LSCI 612 | Bacteriology and Virology (3) |
| LSCI 613 | Case Studies in Life Sciences (1) |
| LSCI 653 | Special Topics in Life Science (3) |
| LSCI 653 | Life Science Graduate Special Topics (1-3) |
| LSCI 693 | Life Science Thesis Research (1-9) |

*†The thesis option will follow the guidelines, or their subsequent revisions as detailed in the LMU MS Supervisory Committee Guidebook and as listed in this Master of Science Graduate Catalog pertaining to supervisory committees, proposal approval, thesis format, and thesis defense. This option may be continued in parallel while pursuing the Doctor of Veterinary Medicine degree.*

# College of Veterinary Medicine

## Master of Veterinary Biomedical Science

### Mission Statement

The Master of Veterinary Biomedical Science (VBMS) program at LMU is dedicated to providing advanced academic learning in the life sciences through graduate coursework, professional training, and research. Graduates from this degree program are able to independently explore an area of the primary literature of the life sciences, analyze and critique published research reports, and communicate about life sciences in formal oral and written modalities. This academic program seeks to enhance the learning of three mission-related graduate populations of students:

- Those seeking doctoral-level education in the health-related professions Those seeking in-depth and focused study of veterinary biomedical science
- Those seeking to complete a thesis research project prior to a dissertation research project in the life sciences

This LMU degree program is a collaborative effort among the School of Mathematics and Sciences, the DeBusk College of Osteopathic Medicine (DCOM), and the College of Veterinary Medicine (CVM). Faculty from these areas work together to provide students with graduate courses and research opportunities.

### Program Overview

The Master of Veterinary Biomedical Science (VBMS) program is a 30 graduate hour minimum full-time program of study designed for college graduates who want to pursue further studies in the realm of veterinary biomedical science. With the normal academic credit load and no deficiency courses, this program may be completed in two semesters. For students lacking pre-requisite courses (deficiencies) or for whom the Admissions Committee determines their need to repeat specific courses (deficiencies), this program may require more than two semesters to complete. Students who gain acceptance into CVM, may complete required or additional graduate courses during their first year of veterinary school.

The program is administered by the CVM Associate Dean of Academic Affairs and VBMS Program Director. Courses for your program of study in the MS program are assigned on an individual student basis considering your academic record and performance in the MS program; the schedule of classes is based on which specific courses will be most beneficial to the student regarding his or her future academic/career goals. In some cases, very specific deficiency courses are required and in other cases the student may have a choice. Enrollment in the CVM courses is limited by the standards set forth by the VBMS program and its policies. These are detailed in this catalog.

This program is designed to offer students a structured route to future entry into professional program of study such as a College of Veterinary Medicine, doctoral-level education in a health-related profession or biomedical research. Students will have the opportunity to enroll in Veterinary Anatomy I and II alongside first-year CVM students.

Other significant aspects of this track include the following:

- If a grade of "B" or above is earned in LMU-CVM courses, students who are accepted into the veterinary school will not have to repeat the classes during their first year at the LMU-CVM. This will allow students who are accepted into the LMU-CVM to enter with up to 10 earned credits. During their first year in the CVM they may apply to be considered as Veterinary Teaching Assistants.
- Students who maintain a cumulative 3.0 graduate GPA or higher in the fall semester of the VBMS major and complete their Veterinary Medical College Application Services (VMCAS) application and apply to LMU-CVM will be granted an interview with the LMU-CVM in the spring semester. Before the official interview mock interviews will be conducted with faculty and staff in order to help prepare students for the interviews.
- Students may elect to continue their graduate research project as a thesis research project which should result in a scholarly research publication or presentation. If this pathway is selected the student may continue to pursue the research during the summers as approved by their Supervisory Committee.

### Admission Requirements & Procedures

Generally, policies will follow existing LMU policies for undergraduate and/or master's degree programs with any differences for this degree program noted in this catalog. Former CVM students who seek admission must submit two additional letters from faculty members of that specific LMU professional college. These must be submitted in the complete and normal Master of Science admissions process.

Each applicant is evaluated holistically by considering each required element of the application package including telephone interview, science course GPA, cumulative GPA, letters of recommendation and standardized test scores.

**Admission Requirements and Standards**

***A. A completed bachelor's degree from an institution with regional accreditation or equivalent verification in the case of international degrees.*** Degrees from foreign countries must follow LMU's policies for certifying international degrees and/or credit.

Minimum undergraduate course work in the natural sciences and mathematics:

- Mathematics: 6 credit hours at the College Algebra level or higher
- Biological Sciences: 16 credit hours with labs

- Chemistry: 16 credit hours including 8 credits of Organic Chemistry and labs
- Physics: 4 credit hours of algebra- or calculus-based with labs

Recommended undergraduate course work (these are pre-requisite courses for certain graduate courses):

- Probability & Statistics (for LSCI 604 Graduate Life Sciences Research Design and Analysis)

***B. Standard Test Scores and Grades***

Grade point averages are computed by including courses from all transcripts. All applicants must submit standardized test scores for their application file to be considered by the admissions committee for their selected program.

Scores from the following standardized tests will be considered for admission to the LMU Master of Veterinary Biomedical Science Program:

Graduate Record Examination (GRE)

**A typical applicant** who is accepted to the LMU Master of Science program meets or exceeds the following:

GRE > 292 with a writing score of > 3.5

Science course GPA > 3.0 OR

Cumulative GPA > 3.0

**OR**

Evidence of a trajectory of improved academic performance, especially in science course work

If English is not the applicant's native language, the international student must submit her/his official score report from the Test of English as a Foreign Language (TOEFL). This score will also be considered holistically along with the other elements of the application package. The applicant must also display proficiency in spoken English during the telephone interview.

***C. Letters of Evaluation***

Two letters of evaluation from the applicant's instructors or one committee letter from a health professions advisory committee. At least one letter must be from a natural science instructor.

***D. Telephone interview and personal statement***

The telephone interview will allow admissions committee members to assess your fit for your selected program The personal statement should professionally articulate how the Master of Science program will benefit your educational and career goals.

***E. Transfer credit***

A maximum of 6 relevant graduate credit hours only by approval of the program-specific Master of Veterinary Biomedical Science Admissions Committee may be granted. The request for transfer of courses MUST be submitted before the first day of classes of the student's first semester.

**Program Acceptance**

The Admission Committee consist of faculty from the LMU-CVM. When reviewing application files the committee looks at numerous applicant criteria including standardized test score(s), undergraduate coursework, letters of recommendation, personal statement, and any other pertinent materials that may be included with the file. Upon acceptance into the Master of Veterinary Biomedical Science program, applicants will receive an official packet of materials including an acceptance letter, and any other items that may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

**Acceptance Deposits**

In order to secure your seat in the program, you must submit a deposit. For students living off campus a deposit of $250 is required. For students who opt to live in university housing a deposit of $500 is required.

- If you choose to live in LMU housing, you are responsible for the submission of an LMU Housing Application and for timely communication with LMU Residence Life Staff.

All deposits may be submitted by telephone by calling the Cashier's Office at 423.869.6315 or 423-869- 6336. Students may also submit their deposit via mail at the following address:
Lincoln Memorial University
Master of Science Program
6965 Cumberland Gap Parkway Harrogate, TN 37752

**Tuition and Fees**

Tuition for the Master of Veterinary Biomedical Science (MS) program in the 2019-2020 academic year is $1,030 per credit hour. The per credit hour tuition rate for deficiency courses is $960. Master of Veterinary Biomedical Science students who return to complete the degree will be charged the tuition rate in force when they return to complete the required courses for the degree. Students previously enrolled in the Master of Veterinary Biomedical Science degree program who become new CVM-1 students may complete MS courses toward the MS degree at no additional tuition charge above tuition paid for their CVM year as long as the total credits in courses for both programs do not exceed the maximum number in the typical CVM-1 schedule (See CVM Course Catalog for Credit Hours). Master of Veterinary Biomedical Science students who return to complete the degree at any time will be charged the tuition rate in force when they return to complete the required courses for the degree. Students desiring to complete the MS degree in CVM-2 or later will be charged the tuition rate in force when taking the courses. *After completing the core, required courses for the VBMS Thesis track, the tuition rate for VBMS Thesis Research course credits shall be the same as for the VBMS which is $1,030 per credit hour.*

**Course Load**
Full-time status of a Master of Veterinary Biomedical Science graduate student is a minimum of 9 graduate credits in a fall or spring semester or 6 during a summer session. Many Master of Veterinary Biomedical Science program students enroll in a total course credit load of 12-19 credits, which may include deficiency courses.

**Orientations**
As an VBMS student you will be required to attend multiple orientations. The orientation will include program familiarization, establishing your fall schedule, finalizing your financial aid and completing the registration process. An orientation for library resources will occur in the first semester of the LSCI 603 course. The third mandatory orientation is for students participating in Veterinary Anatomy alongside CVM students.

**Academic Standards**
The academic standards of VBMS are clearly defined and bulleted below. These standards are designed to ensure that students are successful in their studies, both in MS and in their future graduate or professional school experiences. **They are strictly enforced and will not be compromised**.

- No students will be able to enroll in any Master of Business Administration Courses while taking MS courses. Students accepted into the DVM-MBA program must take the MBA courses in the summer following their first two MS semesters.
- Failure to achieve a cumulative **3.0 or higher GPA** in the fall semester may result in the loss of your LMU-CVM interview.

**Students who do not maintain a 3.0 GPA in the fall semester will be placed on academic Probation.**

**Deficiency Courses**
Required undergraduate deficiency coursework is determined by the designated VBMS program Admissions Committee at the time of admission. This coursework will include courses in order to complete any deficiencies or pre-requisites. Key science courses in which the student previously earned grades of C or D are typically required to be repeated in order to improve the academic portfolio of the student and to provide a foundation for the subsequent courses in the MS curriculum. Again, completing required deficiency courses will extend the time required to complete the VBMS degree. The student may complete deficiency courses prior to beginning the VBMS program as long as transcripts are submitted that demonstrate the deficiency has been filled.

***Potential Deficiency Coursework***
BIOL 315 Molecular Genetics 3 credit hours
BIOL 441 Biochemistry 4 credit hours
MATH 270 Probability & Statistics 3 credit hours
PHYS 211 General Physics I and lab 4 credit hours
PHYS 212 General Physics II and lab 4 credit hours
CHEM 221 Organic Chemistry 1 and lab 4 credit hours
CHEM 222 Organic Chemistry II and lab 4 credit hours

**Employment while a Graduate Student**
The curriculum of the VBMS at LMU is designed to enhance a student's academic qualifications. All classes are preparatory coursework for professional school and other post-graduate goals. It is strongly recommended that students are not employed during the duration of the program. This ensures that they will be able to focus 100% upon their studies.

**Grading Scale for Master of Science Courses**
**A = 89.5 - 100%;** expected student learning outcomes were demonstrated by superior quality student work in all aspects of the course

**B = 79.5 – 89.4%;** expected student learning outcomes were demonstrated by better than average quality of student work in the course

**C = 69.5 – 79.4%;** expected student learning outcomes were demonstrated in student work

**F = Below 69.5 %,** expected student learning outcomes were not demonstrated in student work

## Standing Oversight Committees

**Master of Veterinary Biomedical Science Graduate Council**
The VBMS Graduate Council is the policy making and recommending body for the Master of Veterinary Biomedical Science degree program. It is composed of the Program Director, the Associate Dean of Academic Affairs (ADAA), the Assistant Dean of Student Success (ADSS), and up to 3 other CVM faculty members appointed by the ADAA. The Director of Admissions and Student Services for the MS program is an ex officio member. It meets regularly to review program function, admissions status, student academic progress, proposed academic changes, and policy effectiveness. It also serves as the primary appeals committee. Programmatic recommendations flow from this council to the Executive Committee of the College of Veterinary Medicine before being considered by the University Academic Council, University Cabinet, University President, or Board of Trustees.

**Admissions Committees**
Admissions Committees – These committees consist of faculty and administration members from the collaborating programs.
For admission to the ***Veterinary Biomedical Science major***: two faculty members from LMU-CVM, the Program Director, and one faculty member from the Department of Biology.

**Thesis Supervisory Committees**
The appointment of all Supervisory Committee members is made by the CVM ADAA upon recommendation of the VBMS Graduate Council and agreement by the graduate student.

**Appeals Committee**

This committee exists to resolve any academic matter that arises in the Master of Veterinary Biomedical Science program. Members of this committee will be the Master of Science Graduate Council which consists of the MS Administrative Dean and each MS Program Director. Each of these Program Directors holds their position as confirmed by the VPAA, and respective deans. One faculty member from each entity will serve with an alternate member appointed in cases of conflict of interests. Academic appeal decisions are based upon overall academic performance while in the MS program.

Note: The need to repeat a course is not looked upon favorably by professional schools. Granted remediation of a course does NOT guarantee consideration or admission to either school even if significantly improved grades are earned upon a second attempt.

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**Medical Leave of Absence** – A student may petition to their Program Director, for a medical leave of absence from a Master of Science major program of study in event of a medical condition which prevents normal participation in the required activities of the degree program for more than one week. For a student in the thesis option, the petition should be supported by the supervisory committee affirming that the student is at a stage in their program where they may return and continue the approved thesis research or will be allowed to propose another research topic on return to active status in the program. If the supervisory committee is not supportive of continuation after the medical leave of absence, the student will need to request a different supervisory committee on return to active student status. If a supervisory committee cannot be assembled for the student, the student will be advised to complete a different major in the program or discontinue the Master of Science.

**Master of Veterinary Biomedical Science Satisfactory Academic Progress Policy**

At the end of the first semester in the Master of Veterinary Biomedical Science program and each subsequent semester if applicable, the student's grades from graduate course work will be evaluated to determine whether attaining the required 3.0 or higher cumulative grade point average (cumulative GPA) needed for graduation is possible. If it is determined to be numerically impossible to reach this required cumulative GPA level, even with earning the highest grades possible in subsequent course work, the student will be dismissed from the program. This will be calculated based on the typical situation of at least 30 total graduate credit hours to complete the degree. This policy shall not super cede university- wide policies except in defining the manner in which sufficient academic progress is determined in this academic program.

**Change of Major**

At the end of the first semester after admission to the Master of Veterinary Biomedical Science degree program, a student may apply to change their major within the degree program. The student needs to recognize and understand that such a change may require additional course work and

thus time to complete the degree. Changes at other points in the program must first be discussed with the Administrative Dean.

***Process:***

- Submit a Master of Science Change of Major form to the Director of Admissions and Student Services for the MS program
- Review and action by the Master of Science Graduate Council.
- The Admissions Committee for the proposed major will review the academic record and stated reasoning of the student applying to change their major. This committee will make a decision to either accept the student into the major or not. Capacity is limited in certain majors so this may be competitive.
- The Admissions Committee will notify the Director of Admissions and Student Services for the MS program, who will assist the student in any changes to their planned course of student and/or registration for the spring semester.
- If the change of major is not approved, the student will receive notification and explanation and should continue their course of study or seek other educational programs that will better meet their needs.
- Appeals of the decisions will be handled through the Master of Science Graduate Council acting as the Appeals Committee.

**Dual Major**

Although atypical, a student may desire to earn more than one major in the Master of Science program. To earn the second major, the MS student must complete an additional 15 graduate credit hours not duplicating any required courses for the first major. These additional credit hours must include all additional required courses for the second major plus any non-duplicative elective courses. Application must be made before the first day of classes of the second semester in the MS program. The Admissions Committee of the second major will review and act on the application immediately. Students already in medical school may not select the dual major option as insufficient time is available to complete the additional courses.

**Course Repetition**

A course in which the student earns a failing grade may be repeated only one time. A request to repeat form must be submitted by the deadline published in the MS Catalog. The VBMS Graduate Council will review the request, make a decision, and may forward the request to the department offering the course. The department offering the course will determine capacity in making its final decision. The purpose of repeating a course is to replace the previously earned grade in calculation of the cumulative GPA in order to remove the probationary status and/or determine graduation eligibility. The original grade continues to be reported on the transcript and should also be reported by the student to avoid the consequences of false reporting to any other educational institution. A student may only repeat 2 courses.

**Participation in Research Courses**

Capacity for students to participate in research projects is limited by the number and workload of supervisory faculty members in the several departments. Although past scholarly work is a desirable characteristic of a veterinary school or residency applicant, it is not a requirement. Master of Veterinary Biomedical Science students must take advantage of the opportunities to become familiar with faculty expertise and current research activities. The student should request a short meeting to discuss becoming part of these ongoing efforts and then reach a mutual decision to contribute to that faculty member's research team. Depending on the amount of research effort, variable academic credit is available. Students may need to conduct research activities during the summer in order to complete the requirements. Students must realize that scholarly activity is time intensive and that it demands an investment beyond the typical time devoted to lecture or lab courses.

**Participation in CVM Courses**

Participation in College of Veterinary Medicine courses is dependent on past academic performance, capacity, and adhering to ethical and behavioral standards. Pre-requisites must be met by the student and sufficient capacity must exist to accommodate the student in the course. Students with superior grades have an obvious advantage when being considered for this privilege. As communicated in the course descriptions of this catalog there are certain courses for which enrollment requires the student to be in a specific degree seeking program and are not open to any other students.

**Research Awards**

Students may submit their own application, or they may nominate another MS student for an LMU MS Research Award. These awards will be given based on the merit of the scholarship completed and may be used to defray expenses of traveling to a regional, national, or international meeting to present the completed scholarly work of the student or team of students. Deadlines and award dates are published in the Academic Calendar of this Catalog. A single award will be made for a team project. The team may decide to send a representative or split the award among the members allowing more than one member to participate in the target professional meeting. The students should record the award on their CV.

To be considered for an LMU MS Research Award, the student must summit an abstract of the work that has been completed, a letter of evaluation from a graduate faculty member familiar with the work, and information on the meeting for which the student(s) plan to present the work. The Master of Science Graduate Council, or its assignees, will review all applicants and make the awards. Awards may be granted multiple times each budget year depending on available funds.

**General Graduation Requirements**

A minimum of 30 (VBS) credit hours graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Science degree. The student must complete the degree program with a minimum cumulative G.P.A. of 2.85 or greater to be awarded the degree unless otherwise required to be higher.

The student must maintain a cumulative G.P.A. of 3.0 or be placed on academic probation. The student must meet the **Master of Veterinary Biomedical Science Satisfactory Academic Progress Policy** or be dismissed from the program. Failure to meet or exceed this standard of academic progress in the subsequent semester will result in dismissal from the program.

Students are also required to complete all program and university assessments and surveys.

**Maximum Timeframe for Program Completion:**

Students who enter the Master of Veterinary Biomedical Science program must complete their studies for the graduate degree within 2 years after initial registration, unless they are dually enrolled in a professional program. A request for an extension requires the approval of the VBMS Graduate Council and the ADAA.

## VBMS Curriculum & Standards
## Programs of Study

***(nonminimum 30 total credit hours)***

***Required Courses***

BCHM 503 Advanced Cellular Biochemistry (3)
LSCI 503 Adv. Molecular Genetics & Cell Biology (3)
LSCI 510 Advanced Vertebrate Physiology (3)
LSCI 603 Colloquial Principles of Life Science (1) x 2
LSCI 604 Grad. Life Sci. Research Design & Analysis (3)
LSCI 683 Graduate Research Project (3)
VANT 710 Veterinary Anatomy I (5)
VANT 720 Veterinary Anatomy II (5)

***Elective Courses***

BCHM 503 Advanced Biochemistry (3)
LSCI 503 Adv. Molecular Genetics & Cell Biology (3)
LSCI 504 Advanced Techniques for Molecular Biology (2)
LSCI 506 Microscopic Imaging Theory and Techniques (3)
LSCI 507 Life Science Research Instrumentation (2)
LSCI 508 Techniques in Physiological Research (2)
LSCI 510 Principles of Physiology (3)
LSCI 606 Applied Ethics in Biomedical Sciences (3)
LSCI 610 Advanced Immunology (3)
LSCI 611 Principles of Pharmacology (3)
LSCI 612 Bacteriology and Virology (3)
LSCI 613 Case Studies in Life Sciences (1)
LSCI 653 Special Topics in Life Science (3)
LSCI 653 Life Science Graduate Special Topics (1-3)
LSCI 693 Life Science Thesis Research (1-9)
STAT 683 Applied Statistical Analysis (1)
VANT 712 Veterinary Histology (1)

***†Thesis Option, Required Courses***

LSCI 603 Colloquial Principles of Life Science (1) x 2
LSCI 604 Research Design & Analysis (3)
LSCI 605 Scholarly Writing in Life Science (2)
LSCI 683 Life Science Graduate Research Project (3)
LSCI 693 Life Science Thesis Research (6)
VANT 710 Veterinary Anatomy I (5)
VANT 720 Veterinary Anatomy II (5)

***Elective Courses***

BCHM 503 Advanced Biochemistry (3)
LSCI 503 Adv. Molecular Genetics & Cell Biology (3)
LSCI 504 Advanced Techniques for Molecular Biology (2)
LSCI 506 Microscopic Imaging Theory and Techniques (3)
LSCI 507 Life Science Research Instrumentation (2)
LSCI 508 Techniques in Physiological Research (2)
LSCI 510 Principles of Physiology (3)
LSCI 606 Applied Ethics in Biomedical Sciences (3)
LSCI 610 Advanced Immunology (3)
LSCI 611 Principles of Pharmacology (3)
LSCI 612 Bacteriology and Virology (3)
LSCI 613 Case Studies in Life Sciences (1)
LSCI 653 Special Topics in Life Science (3)
LSCI 653 Life Science Graduate Special Topics (1-3)
LSCI 693 Life Science Thesis Research (1-9)
STAT 683 Applied Statistical Analysis (1)
VANT 712 Veterinary Histology (1

*†The thesis option will follow the guidelines, or their subsequent revisions as detailed in the LMU MS Supervisory Committee Guidebook and as listed in this Master of Science Graduate Catalog pertaining to supervisory committees, proposal approval, thesis format, and thesis defense. This option may be continued in parallel while pursuing the Doctor of Veterinary Medicine degree.*

*The student must declare their intention to pursue this option by the end of their first semester in the Master of Veterinary Biomedical Science program and have their thesis proposal written and approved by their thesis supervisory committee by the end of their first spring before summer research. Electives will be determined by the Supervisory Committee*

# Caylor School of Nursing

## Nursing Program History

In response to the University's mission, Nursing was established as a major in 1974 with the Associate of Science in Nursing (ASN) Degree. Because of the growing health care needs of the region, Nursing expanded the ASN program to off-campus sites and initiated the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program in 1987. In fall 2010, the BSN generic option commenced in response to state and community needs. The Caylor School of Nursing's mission "seeks to respond to the needs of nursing education and health care in the surrounding communities by preparing nurses at multiple levels." Therefore, the Master of Science in Nursing (MSN) degree was established in 2006 and the online post-master's Doctor of Nursing Practice (DNP) degree was established in 2015. Both the MSN and the DNP degrees offer professional nurses extended educational options and provide surrounding and distant communities with advanced practice nurses to meet the dynamic health care needs within the specific area. Presently, the Caylor School of Nursing (CSON) offers MSN concentrations as a Family Nurse Practitioner, Nurse Anesthetist, Family Psychiatric & Mental Health Nurse Practitioner, and Nursing Administration. For further information on the school's MSN or DNP programs, please contact the Director of CSON Enrollment, Sherry Pearman (sherry.pearman@lmunet.edu).

## Nursing Program Accreditation/Approvals

TENNESSEE/KENTUCKY Programs:

The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) degree programs are approved by the Tennessee Board of Nursing. The ASN program offered in Kentucky is approved by the Kentucky Board of Nursing. Furthermore, the ASN, BSN, MSN, and DNP programs in Tennessee are accredited with the Accreditation Commission for Education in Nursing, Inc. (ACEN) which includes the off-campus site in Corbin, Kentucky.

FLORIDA Programs:

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing. Furthermore, the ASN and BSN degree programs in Tampa, Florida are accredited by ACEN.

ACEN is officially recognized as a national accrediting agency for nursing education by the Council on Higher Education Accreditation (CHEA) and by the U.S. Department of Education. ACEN, may be contacted at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326 or call 404-975-5000 or visit www.acenursing.org.

## Academic Information

The Caylor School of Nursing at LMU offers the advanced practice nurse (APN) master's concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and Nursing Administration (ADMN).Students who successfully complete the graduate nursing program will receive the Master of Science in Nursing (MSN) degree. Family Nurse Practitioner students will meet the eligibility criteria for both the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP) certification examinations. The Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) students will meet the eligibility criteria for the American Nurses Credentialing Center (ANCC). Nurse Anesthesia students will meet the eligibility criteria for the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) Certification Exam. Nursing Administration (ADMN) students will meet eligibility criteria for American Nurse Credentialing Center (ANCC) Nurse Executive Certification Exam and the American Organization of Nurse Executives (AONE) Nurse Management and Leader and/or the Executive Nursing Practice Certification Examinations provided students have met the practice requirements for the examinations.

The DNP at LMU is a terminal degree and is a post-master's certificate program (PMC), which requires a Master's Degree in Nursing from a nationally accredited Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission on Education in Nursing, Inc (ACEN) program. The student must have national certification as an Advanced Practice Registered Nurse or a minimum of one year of experience in a nursing administration role.

Upon admission to the graduate program, a faculty advisor is assigned to the student to help advise the student. However, the ultimate responsibility for meeting deadlines and knowing graduate program and individual state/agency requirements, rests with the student. It is particularly important that if, upon graduation, the student intends to re-locate and practice in a state other than Tennessee, Kentucky, or Virginia the student become familiar with the requirements for advanced practice in that state.

**Applicable Catalog**

The student must meet the requirements of the LMU Caylor School of Nursing section of the *Graduate and Professional Catalog* in effect at the time of entry into the program and any applicable Lincoln Memorial University Catalog requirements in place at the time of entry into the program. In no case will a student be permitted to meet the requirements of a catalog in effect prior to initial graduate program enrollment.

**Graduate Degree Time Restriction/Limitations**

All requirements for graduate degrees must be completed in no less than one (1) year and within seven (7) years of initial graduate enrollment. Exceptions to graduate requirements require approval of the Dean of the Caylor School of Nursing.

**Transfer of Credit:**

***MSN Students:*** No credit may be transferred into the Nurse Anesthesia concentration. Six (6) credit hours may

be transferred in to the Family Nurse Practitioner (FNP), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and Nursing Administration (ADMN) concentrations from accredited institutions offering the graduate nursing degree. Transfer of additional course work will be at the discretion of the Program/Concentration Director.

Transferred courses must have been taken for graduate credit and must not have been applied towards a previous degree. All transferred course work must carry a grade of "B" or higher. Advanced pharmacology and advanced health assessment must be taken within one year prior to beginning the initial clinical practicum in the concentration. No credit will be given for advanced pharmacology and advanced health assessment taken at another institution. No credit will be given for an advanced pathophysiology course that is greater than two (2) years old at the time of admission. No credit for other graduate nursing courses earned more than five (5) years ago can be transferred.

If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of having attained a grade of "B" or higher in the course. Course equivalency will be evaluated by the faculty currently teaching the LMU version of the course. The designated faculty will make a recommendation to the appropriate program director regarding substitution. All transfer credit into the MSN program must be approved by the appropriate director or the Dean of the Caylor School of Nursing.

***DNP Students:*** Students entering the DNP program may transfer up to six (6) credit hours from accredited institutions offering the graduate degree. Transferred courses must have been taken for graduate credit and must not have been applied toward a previous degree. All transferred course work must carry a grade of "B" or higher. No credit for other graduate nursing courses earned more than five (5) years previously may be transferred. If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of attainment of a grade of "B" or higher in the course. Course equivalency will be evaluated by faculty currently teaching the LMU equivalent of the course. Designated faculty will make recommendations to the DNP Program Director regarding course substitutions. All transfer credit into the DNP program must be approved by both the DNP Program Director and/or the Dean of the Caylor School of Nursing.

A minimum of 1000 practice hours are required for the DNP program. Practice hours from previous practice courses may be considered for transfer credit. A maximum of 500 practice hours may be transferred into the student's program as determined by the accrediting entity. Practice hours considered for transfer will be reviewed and approved by the DNP Program Director.

**Request for MSN Concentration Transfer:**

Students requesting to transfer to another concentration from their current program of study in the MSN program must submit an admission application to the Graduate Nursing Office. Transfer to another concentration is not guaranteed and will be reviewed by the admissions committee. The student must be in good standing in his/her current program of study and a formal letter should also be included with the admission application on why the student is requesting to transfer to another concentration.

## Evaluation Methods

Mastery of didactic content will be evaluated by a combination of in-class exams, on-line exams, application of content in graded case studies, oral and web-based presentations, as well as written papers and protocols. The combination of evaluative methods will vary from course to course and will be clearly explicated in course syllabi. The evaluative strategies of individual courses are designed to measure students' attainment of course objectives. Criteria for evaluation of written assignments appear in the syllabus for each course.

Assignments will be returned to students in a timely fashion. Students will receive individualized feedback to facilitate improvement and progress. Each student's progress is reviewed periodically during, and at the end of, each semester. Evaluation is based on the student's performance on examinations, other assignments, and in the practice or laboratory setting. If a student's performance is judged to be borderline or failing during a course, the faculty member will discuss this with the student and advise the student regarding how to remediate.

**Attendance Requirement**

Attendance is mandatory for any lecture, lab, practice, and online activities. Refer to the individual course syllabus for additional information.

**Grading Scale:**

The LMU grading system is based on a four-point scale. The grading scale for the Graduate Programs MSN and DNP Programs is as follows:

| Points* | Grade | Four-Point Scale |
|---|---|---|
| A | 93-100 | 4.00 quality points |
| B+ | 89-92 | 3.33 quality points |
| B | 83-88 | 3.00 quality points |
| C+ | 79-82 | 2.33 quality points |
| C | 73-78 | 2.00 quality points |
| D+ | 69-72 | 1.33 quality points |
| D | 63-68 | 1.00 quality points |
| F | 63-00 | 0.00 quality points* |

Partial points will be rounded to the nearest full point; for example, 88.49=88 leads to a grade of B; and 88.50=89 leads to a grade of B+.

***Incompletes:*** A grade of Incomplete ("I") may be given in circumstances where the student has successfully completed the majority of the coursework and the instructor determines that exceptional circumstances warrant extending the time for the student to complete the required work. In order to receive an "I", the student and course instructor must negotiate a contract containing a timeline specifying the date(s) by which remaining coursework will be completed (including deficit practice hours) and

specifying the written assignments or examinations to be completed. The form for documenting a contract for an "I" is found in *the MSN Student Handbook* Section III: Forms. It is the responsibility of the student to monitor progress towards completion of the contract to remove the Incomplete and to arrange for make-up assignments, exams, labs, or practice hours.

If a grade change request has not been submitted by the instructor by the required date, the "I" grade automatically becomes an "F" on the student's transcript.

In general, an "I" grade in any sequential nursing course must be removed by the end of the first six weeks of the next semester in order for the student to continue enrollment in the next nursing course in the sequence. Refer to MSN Student Handbook for additional information.

**Practice Evaluation Methods**

Students and faculty maintain ongoing dialog regarding practice experiences and individual performance. Dialog may occur in class, via practice logs or journals, via web-based communications, or in individual meetings as appropriate. Formal evaluations will occur in each practice course. Practice evaluation tools (student version, faculty version, and preceptor/facilitator version) are used to structure the formal evaluations. Some written assignments will be based on current practice data or cases (with all identifying data removed). Feedback regarding the development of diagnostic reasoning and practice management skills will be provided. Practice performance is graded individually, and should a student fail a practice course, the student will be dismissed from the program.
***Practice Failure:*** The instructor will seek input on practice performance from the preceptor/ facilitator; however, final responsibility for the student's grade is retained by the LMU-CSON faculty.

**Repeating NURS Courses**

Graduate nursing students must maintain a "B" (3.0) cumulative grade point average (GPA) to remain in good academic standing. Each course syllabus clearly outlines the criteria for successful course completion.
***MSN Program – FNP, FPMHNP and Admin*** FNP, FPMHNP, and Admin students may repeat only one of the following nursing courses: NURS 500, NURS 510, NURS 520, NURS 530, NURS 580, NURS 590. A "C" or "C+" for the course requires an advisement session and a revised plan of study for the student by the academic advisor and approval of the change from the Concentration Director. The student must present a plan for success as part of the advisement session. **The student will not continue with other nursing coursework until the course is repeated successfully**. The student must repeat the course for which a "C" or "C+" was earned and earn at least a "B" for the second attempt. The student must complete courses at the campus for which they were accepted and enrolled. Only the most recent grade will be used in computing the cumulative GPA. All attempts will remain part of the student's permanent academic record. The following courses require a "B" or higher and cannot be repeated: NURS 561, NURS 561A, NURS 562, NURS 562A, NURS 564, NURS 564A, NURS 563, NURS 563A, NURS 565, NURS 535, NURS 541, NURS 541A, NURS 543, and NURS 543A.
***Nurse Anesthesia students*** - **No MSN NURS course may be repeated**.
***DNP Program*** - Students may repeat a maximum of one DNP nursing core course if a "C" or "C+" was earned for the course. If a DNP student desires to repeat a course that they have not achieved a grade of "B" or higher, he/she is required to submit a DNP readmission form. Readmission is not guaranteed. **The student will not be permitted to progress in the program until the course is repeated** successfully. If the DNP student does not complete the course which they were unsuccessful within 18 months, the student will be released from the program. If an individual desires to be admitted to the DNP program at a later date they must reapply. If two grades below a "B" are earned in any DNP course, whether in the same or different semesters, the student becomes ineligible for admission, readmission, and/or progression in the DNP program and will be dismissed from the program.

**Academic Advisement**

Each student is assigned an academic advisor according to his/her chosen concentration of study. The academic advisor assists the student in selecting appropriate courses for each academic semester. The student bears ultimate responsibility for effective planning, progression and completion of all requirements for the chosen degree, but the academic advisor can give valuable direction and encouragement. The MSN student and the academic advisor are responsible for making sure that the student has completed all the nursing coursework to sit for the MSN Comprehensive Exam for the concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP). The DNP student should meet with the academic advisor a minimum of once each semester to update and review the plan of progression through the established curriculum.

## Graduate Tuition Information for Nursing

**Tuition and Fees**

The tuition cost to attend Lincoln Memorial University is substantially below the national average. The amounts included in the cost of each semester's registration are placed on the student's account in the Finance Office. Interest charges are added to unpaid balances at the end of each month. All charges are subject to audit and verification. The University reserves the right to correct any error by appropriate additional charges or credits. Tuition and fees are adjusted annually. The following are effective Fall Semester 2020 for the Family Nurse Practitioner (FNP), Nurse Anesthetist (NA), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP),-Nursing Administration (ADMN) and Doctor of Nursing Practice (DNP).

| | |
|---|---|
| FNP Tuition: | $ 800 per hour |
| NA Tuition: | $ 10,400 per semester |
| FPMHNP Tuition: | $ 800 per hour |
| Admin Tuition: | $ 530 per hour |
| DNP | $ 715 per hour |

***Additional fees:***

| | |
|---|---|
| Change of Schedule Fee | $15 per course, not to exceed $100 |
| Late Registration Fee | $100 |
| Directed/Independent Study Fee | $25 per class plus course tuition |
| Graduation Fee | $100 |
| Activity Fee | $25 per semester |
| Comprehensive Fee | $200 Harrogate site |
| Comprehensive Fee | $150 Extended-site |
| Online Fee | $10 per credit hour |

(Online students are not charged a comprehensive fee)
Student Health Insurance: Graduate students are responsible for maintaining health insurance throughout the program.

There is no out-of-state tuition differential. Failure to pay tuition and fees may lead to professional collection agency efforts to enforce payment. In such cases the student is responsible for all collection costs and expenses incurred by the University, including reasonable attorney fees.

## MSN Program

The MSN Program offers the Master of Science in Nursing (MSN) degree in the advanced practice nurse concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and Nursing Administration (ADMN). Admission requirements and curriculum plans for the concentrations follow.

**MSN End-of-Program Student Learning Outcomes**

The graduates of the Master of Science in Nursing (MSN) program will be able to:

1. Apply knowledge from science and related disciplines, including principles of evidence-based practice to improve care delivery and health outcomes.
2. Apply knowledge of organizational and leadership theories with an emphasis on ethical and critical decision making, to improve quality, manage risks, and provide cost-effective care using a systems perspective.
3. Improve quality, manage risks, and provide cost-effective care through the application of quality improvement methods and tools, performance measures, and best practice standards.
4. Demonstrate analytic techniques used to appraise the quality of existing evidence for best clinical practices, determine and evaluate outcomes, identify gaps in nursing science, and contribute to the dissemination of nursing knowledge.
5. Demonstrate technological and informational literacy in evaluating data management systems, healthcare information systems, consumer health information sources and patient care technology to improve the effective and ethical use of information to improve health outcomes.
6. Advocate for ethical health care policies at the system level that ensure equity, stewardship of resources, and improvement of health outcomes.
7. Demonstrate effective communication and interprofessional collaboration, employing consultative and leadership skills to manage and coordinate care and improve health outcomes.
8. Analyze and apply scientific data to develop and implement culturally appropriate interventions to promote health, address disparities, reduce risk, and manage disease trajectories to improve health outcomes of individuals, communities, populations, and systems.
9. Apply advanced nursing knowledge and competencies to assess health and illness parameters, design, implement, and evaluate interventions to improve care delivery and health outcomes, while seeking life-long learning, and the promotion of practice excellence.

**MSN Admission Requirements**

Admission requirements for Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and Nursing Administration (ADMN) concentrations are provided in this catalog. See also the *LMU CSON MSN Student Handbook* for details regarding additional requirements for admitted students including things such as health status forms, proof of health insurance, current immunizations, CPR certification, drug screens, and criminal background checks.

**Undergraduate (BSN) Degree Conferral and RN Licensure Policy**

Exceptional students will be considered for conditional acceptance to the Family Nurse Practitioner (FNP), the Family Psychiatric Mental Health Nurse Practitioner (FPMHNP), or the Nursing Administration (ADMIN) MSN Concentrations prior to undergraduate degree (BSN) completion and Registered Nurse (RN) licensure.

Admission to the MSN program including the FNP, FPMHNP or Nursing Administration Concentrations will not be granted if an official transcript with the conferral of the Bachelor of Science degree in Nursing (BSN) is not received on or before the first day of class.

Proof of an unencumbered registered nurse (RN) license will be required. If the student has not received RN licensure by the withdrawal date with a WD published in the academic calendar each semester, the student will be administratively withdrawn from the MSN program for failure to meet full admission criteria.

***Family Nurse Practitioner Concentration***

Admission requirements for the Family Nurse Practitioner concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistics and basic computer skills.
4. Completion of the Graduate Record Examination (GRE) is not required but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals with an MSN or higher; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the FNP concentration.
10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to the LMU-CSON Family Nurse Practitioner concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

***Nurse Anesthesia Concentration***

Admission requirements for the MSN Nurse Anesthesia concentration were developed to meet the Standards for Accreditation of Nurse Anesthesia Educational Programs. Admission requirements include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have basic understanding of statistics and basic computer skills.
4. Competitive GRE scores on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are required.
5. Minimum of three recommendations including one from faculty of the candidate's baccalaureate nursing program or immediate supervisor in a critical care setting and one from another professional in a related healthcare field (examples may include: Clinical Nurse Specialist, RN, CRNA, Anesthesiologist, Surgeon, or Intensivist).
6. Two undergraduate chemistry courses, at least one of which has a laboratory component.
7. A statement of professional goals.
8. An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum will require licensure in additional states including Kentucky, Georgia, and Virginia and any other states where students might obtain clinical experience.
9. A minimum of one-year experience as a Registered Nurse in critical care; adult critical care experience preferred.
10. The Nurse Anesthesia concentration is a full-time program. Students may only request full-time status.
11. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Life Support must be current through December of the year in which the application is submitted.
12. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
13. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
14. Proof of health insurance at all times when enrolled in the program.

Students dismissed from a nurse anesthesia or other advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to LMU-CSON Nurse Anesthesia concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew when they were in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

***Family Psychiatric & Mental Health Nurse Practitioner Concentration***

Admission requirements for the Family Psychiatric & Mental Health Nurse Practitioner concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistic and basic computer skills.
4. Completion of the Graduate Record Exam (GRE) is not required but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the FPMHNP concentration.
10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to LMU-CSON Family Psychiatric & Mental Health Nurse Practitioner Concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

***MSN Nursing Administration Concentration***

Admission requirements for the Nursing Administration concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistics and basic computer skills.
4. Completion of the Graduate Record Examination (GRE) is not required but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals with an MSN or higher; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the FNP concentration.
10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to the LMU-CSON Nursing Administration concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

**MSN Concentration Curriculum Plans**

***Family Nurse Practitioner Concentration***

Lincoln Memorial University's MSN degree program, Family Nurse Practitioner concentration, prepares nurses in an advanced practice role with competencies in family health promotion and culturally competent clinical management of common conditions across the life span to promote adaptation. Clinical courses have a 1:4 credit hour to clinical hour ratio. The seventeen-month program requires 43 semester hours of graduate course work including 660 clinical hours. A Comprehensive Exam is required during the final semester. The Post-Master's Certificate (PMC) option is available.

Students may request full or part-time status for the FNP concentration. The part-time option is only offered on a space available basis. Students wishing a part-time option must first discuss this with Dr. Jennifer Savage (Jennifer.savage@lmunet.edu), FNP Concentration Director. Part-time FNP students must meet with their advisor to plan an individualized progression plan. This individualized plan helps to ensure that course prerequisites are met and future course availability. A change in status from part-time to full-time or vice versa must be approved by the FNP concentration and a new curriculum plan must be designed with the faculty advisor.

The full-time FNP curriculum plan is provided below. This concentration is offered at the Harrogate, Cedar Bluff, and Kingsport sites.

***FNP Request for Site Transfer***

Students will not be allowed to transfer between campuses once admitted to a site for the family nurse practitioner concentration. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to the Graduate Nursing Office. Readmission to the MSN program is not guaranteed.

*Sample Family Nurse Practitioner Curriculum*

**1st Semester**

| Course | | Credit Hours |
|---|---|---|
| NURS 510 | Advanced Pathophysiology | 3 |
| NURS 520 | Advanced Health Assessment | 3 |
| NURS 530 | Advanced Pharmacology and Therapeutics | 4 |
| | | **10** |

**2nd Semester**

| | | |
|---|---|---|
| NURS 500 | Theoretical Foundations and Research Methods | 4 |
| NURS 561 | Young and Middle Adults | 4 |
| NURS 561A | Young and Middle Adult Practicum | 3 |
| | | **11** |

**3rd Semester**

| | | |
|---|---|---|
| NURS 562 | Pediatrics | 2 |
| NURS 562A | Pediatrics Practicum | 1 |
| NURS 564 | Women's Health | 2 |
| NURS 564 | Women's Health Practicum | 1 |
| NURS 566 | Family Nurse Practitioner Internship I | 2 |
| NURS 580 | Contemporary Roles and Issues for APN | 4 |
| | | **12** |

**4th Semester**

| | | |
|---|---|---|
| NURS 563 | Lifespan of Older Adults | 2 |
| NURS 563A | Lifespan of Older Adults Practicum | 2 |
| NURS 567 | Family Nurse Practitioner Internship II* | 3 |
| NURS 590 | Directed Scholarly Inquiry | 3 |
| | | **10** |
| | **TOTAL CREDITS** | **43** |

*Comprehensive Exam Course

***Nurse Anesthesia Concentration***

Lincoln Memorial University's MSN degree program, Nurse Anesthesia concentration, prepares nurses in an advanced practice role with competencies in nurse anesthesia. The 28 month, 7 semesters, program requires 81 semester hours of graduate work including five (5) semesters of clinical practicum. Clinical courses have a 1:5 credit hour to clinical hour ratio.

A written Comprehensive Exam is required during the final semester. The Nurse Anesthesia concentration does not offer a part- time option. The full-time curriculum plan is listed below.

*Sample Nurse Anesthesia Curriculum*

| Course | | Credit Hours |
|---|---|---|
| Year 1 | Fall I | |
| NURS 501 | Advanced Anatomy & Physiology | 4 |
| NURS 520 | Advanced Health Assessment | 3 |
| NURS 530 | Advanced Pharmacology and Therapeutics | 4 |
| NURS 581 | Principles of Anesthesia I | 3 |
| NURS 581A | Principles of Anesthesia I-Lab | 1 |
| | | **15** |
| Spring I | | |
| NURS 511 | Advanced Pathophysiology I | 4 |
| NURS 531 | Anesthesia Pharmacology I | 3 |
| NURS 582 | Principles of Anesthesia II | 3 |
| NURS 582A | Principles of Anesthesia II-Lab | 1 |
| NURS 583 | Biochemistry/ Physics | 2 |
| | | **13** |
| Summer I | | |
| NURS 512 | Advanced Pathophysiology II | 2 |
| NURS 571 | Clinical Practicum I | 5 |
| NURS 500 | Theoretical Foundations and Research Methods | 4 |
| | | **11** |
| Year 2 | Fall II | |
| NURS 584 | Principles of Anesthesia III | 3 |
| NURS 584A | Principles of Anesthesia III Lab | 1 |
| NURS 532 | Anesthesia Pharmacology II | 2 |
| NURS 572 | Clinical Practicum II | 6 |
| | | **12** |
| | Spring II | |
| NURS 573 | Clinical Practicum III | 6 |
| NURS 580 | Contemporary Roles and Issues for APN | 4 |
| NURS 585 | Advanced Anesthesia Concepts I | 1 |
| | | **11** |
| | Summer II | |
| NURS 577 | Clinical Practicum IV | 6 |
| NURS 590 | Directed Scholarly Inquiry | 3 |
| NURS 586 | Advanced Anesthesia Concepts II | 1 |
| | | **10** |
| Year 3 | Fall III | |
| NURS 578 | Clinical Practicum V | 6 |
| NURS 589 | Synthesis Seminar* | 3 |
| | | **9** |
| * Comprehensive Exam course | **TOTAL CREDITS** | **81** |

***Family Psychiatric &Mental Health Nurse Practitioner Concentration***

Lincoln Memorial University's MSN degree program, Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentration prepares nurses in an advanced practice role with competencies in mental health promotion and culturally competent care of common conditions with persons, groups, and families across the lifespan.

The FPMHNP concentration at LMU can be completed in 17 months of full-time study and requires 44 credit hours of graduate course work including a minimum of 660 clinical hours. Clinical courses have a 1:4 credit hour to clinical hour ratio. A Comprehensive Exam is required during the final semester. The Post-Master's Certificate (PMC) option is available. The concentration is offered at the Cedar Bluff site.

Students may request full or part-time status for the FPMHNP concentration. Students wishing a part-time option in the FPMHNP concentration must first discuss this with Dr. Lisa Pullen (lisa.pullen@lmunet.edu), Concentration Director. Part-time FPMHNP students must meet with their advisor to plan an individualized progression plan. This will help to ensure that course prerequisites are met and future course availability. A change in status from part- time to full-time or vice versa must be approved by the Director and a new curriculum

plan must be designed with the faculty advisor. The full-time curriculum plan follows.

*Sample Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Curriculum*

| Spring I | Course | Credit Hours |
|---|---|---|
| NURS 510 | Advanced Pathophysiology | 3 |
| NURS 520 | Advanced Health Assessment | 3 |
| NURS 530 | Advanced Pharmacology and Therapeutics | 4 |
| | Total | **10** |
| Summer I | | |
| NURS 500 | Theoretical Foundations & Research Methods | 4 |
| NURS 535 | Psychopharmacology | 2 |
| NURS 541 | FPMHNP I | 3 |
| NURS 541A | FPMHNP I Practicum | 2 |
| | Total | **11** |
| Fall I | | |
| NURS 542 | FPMHNP II | 4 |
| NURS 542A | FPMHNP II Practicum | 4 |
| NURS 580 | Contemporary Roles & Issues for APN | 4 |
| | Total | **12** |
| Spring II | | |
| NURS 543 | FPMHNP III | 3 |
| NURS 543A | FPMHNP III Practicum* | 5 |
| NURS 590 | Directed Scholarly Inquiry | 3 |
| | Total | **11** |
| *Comprehensive Exam Course | **TOTAL CREDITS** | **44** |

***Nursing Administration Concentration***

Lincoln Memorial University's MSN degree program, Nursing Administration (ADMN)concentration prepares nurses with a core inclusive of finance, budgeting, marketing, and analytics for healthcare strategy. The nurse acquires critical leadership, communication, health policy, and cultural competency that prepares them for complex healthcare nursing administrative positions locally, nationally, and globally.

The ADMN concentration post-baccalaureate option can be completed in 17-months of full-time study and requires 36 semester hours of graduate course work including a minimum of 360 clinical hours. Clinical courses have a 1:4 credit hour to clinical hour ratio making 360 clock hours for the program. Students also complete a directed scholarly inquiry.

*Sample Nursing Administration Curriculum*

| Course | | Credit Hours |
|---|---|---|
| Fall I Semester | | |
| NURS 521 | Human resource Management and Business Strategy (Full semester course) | 4 |
| NURS 522 | Organizational and Leadership Theory (Half semester course) | 3 |
| NURS 529 | Nursing Administration Seminar (Half semester course) | 2 |
| | Total | **9** |
| Spring I Semester | | |
| NURS 500 | Theoretical Foundations and Research Methods (Full semester course) | 4 |
| NURS 533 | Finance and Budget for Strategic Decision Making (Full semester course) | 4 |
| NURS 534 | Healthcare Informatics, Data Analysis, and Technology (Half semester course) | 2 |
| | Total | **10** |
| Summer Semester | | |
| NURS 580 | Contemporary Roles and Issues (Full semester course) | 4 |
| NURS 587A | Nursing Administration Practicum I (Full semester course: Students earn 135 hours of practicum credit) | 3 |
| | Total | **7** |
| Fall II Semester | | |
| NURS 579 | Leadership Synthesis for the Nursing Administrator (Half semester course) | 4 |
| NURS 587B | Nursing Administration Practicum II (Full semester course: Students earn 135 hours of practicum credit) | 3 |
| NURS 590 | Directed Scholarly Inquiry (Full semester course) | 3 |
| | Total | **10** |
| | **TOTAL CREDITS** | **36** |

## DNP Program Overview

**Program Description**

The Doctor of Nursing Practice (DNP) is a doctoral degree in the CSON that can be completed in six semesters of full-time study; part-time study options are available. The DNP program at LMU will prepare graduates as visionary leaders in the practice of nursing and delivery of healthcare locally, regionally and nationally in all settings. The program prepares graduates to demonstrate advanced competencies in areas including advanced practice skills, prevention and population health, organizational and systems leadership, practice scholarship and analytical methods, information systems/technology for transformation of healthcare, leadership in healthcare policy, and inter-professional collaboration and population outcomes. The DNP program will prepare graduates to fully implement emerging science and practice innovation in health care.

**Goal**

The DNP program provides the opportunity for nurses to earn a practice doctorate as practice scholars and expert clinicians in innovative healthcare that translates research into evidence in practice, measures patient outcomes, advances nursing roles in practice and nursing leadership, and transforms policy at all levels in healthcare systems to ensure quality and safety.

**DNP End-of-Program Student Learning Outcomes**

The outcomes of the DNP program are to prepare students as practice scholars in practice-oriented community-based roles that reflect translation of research into practice by incorporation of health policy, principles of epidemiology, information technology, evidence-based practice, business principles, collaboration, and health systems.

DNP Student Learning Outcomes

Upon completion of the DNP program students will be able to:

1. Synthesize knowledge from nursing science and related disciplines and apply principles of evidenced-based practice to improve health outcomes.

2. Apply knowledge of systems and organizational theories to lead the development of initiatives to improve quality, manage risks, and provide cost-effective patient care.
3. Demonstrate advanced analytic techniques in the appraisal of the quality of existing evidence to determine best clinical practices, design and implement plans to evaluate clinical outcomes, analyze data from practice in order to identify gaps in nursing science, and contribute to the generation and dissemination of nursing knowledge.
4. Evaluate data management systems, healthcare information systems, consumer health information sources and patient care technology to improve the ethical and effective use of information to improve health outcomes.
5. Advocate for ethical health care policies that ensure equity, stewardship of resources, and improvement of health outcomes at local, regional, federal and or international levels.
6. Demonstrate interprofessional collaboration, employing consultative and leadership skills to effectively improve health outcomes.
7. Analyze and apply scientific data to develop and implement interventions to promote health, address disparities, reduce risk, and manage disease trajectory to improve health outcomes of individuals, communities, populations, and systems.
8. Apply advanced nursing practice knowledge and competencies to assess health and illness parameters, design, implement, and evaluate interventions to improve health outcomes and serve as a leader, life-long learner, and mentor in the promotion of practice excellence.

**Doctor of Nursing Practice Admission Criteria/Requirements**

1. Earned Masters of Science in Nursing (MSN) from a nationally accredited CCNE or ACEN program.
2. Certification (for Advanced Practice concentration) as Nurse Practitioner, Certified Nurse-Midwife, Clinical Nurse Specialist, or Certified Registered Nurse Anesthetist

   OR

   MSN with an Administration concentration and/or at least one year of experience in a nursing administration role

   OR

   An earned MSN in a different specialty than above will be considered on an individual basis. Note: a longer program of study and/or additional requirements may be required to fulfill required practice hours and consideration is not a guarantee of admission
3. Unencumbered licensure in the United States as a registered nurse. Practice will dictate specific state licensure.
4. At least two years of full-time work experience (or equivalent) in nursing as a registered nurse.
5. GPA 3.0 or above on a 4.0 scale.
6. Graduate Record Exam (GRE) scores for applicants with cumulative grade point average less than 3.4 as reported by the MSN institution.
7. Basic statistics course.
8. A completed application packet includes:
   a. Completed DNP application form.
   b. Official GRE scores (If applicable).
   c. A current resume which includes employment history, military service, academic scholarships, awards and/or honors, professional memberships and awards, professional presentations or publication, and community service activities.
   d. A three-page typewritten letter discussing the applicant's goals and personal reasons to undertake doctoral education. The letter should indicate the applicant's career plans upon program completion.
   e. Three letters of reference pertaining to academic ability, professional proficiency, and personal integrity: one from the applicant's current supervisor, one from a faculty member who has worked with the applicant during previous academic study, and one professional reference selected by the applicant.
   f. Official transcripts from each college, university, or nursing program attended.
9. An optional telephone or in-person interview as part of the admission process.
10. International students must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.
11. International students must submit official transcripts for evaluation to one of the following services: World Education Services (www.wes.org) or Josef Silny & Associates (www.jsilny.com).

**Additional Information**

Prospective students who have been enrolled or are still enrolled in another program may be considered for admission to the Caylor School of Nursing DNP program.

Student dismissed from another DNP program for academic, practice, or behavioral reasons will not be admitted to the Caylor School of Nursing DNP program. The prospective student must have a letter from the program director stating that the prospective student is currently enrolled or withdrew when they were in good standing.

Applicants are reviewed for the graduate program upon completion of all admission requirements. The applicant can be admitted as full-time or part-time student. If a student chooses to interrupt the NURS course sequence for any reason an admission application must be resubmitted to Graduate Nursing Office. Readmission to the DNP program is not guaranteed.

Accepted students must submit a completed medical profile form, immunization record, background check and urine screen prior to matriculation. Students must have and maintain for the duration of the program: unencumbered RN license, current infant, children, and adult CPR certification, health insurance, current immunization according to the CDC guidelines, negative drug screen, and background check. See DNP student handbook for detail.

*Sample Full-Time Post-Master's Accelerated DNP Curriculum*

| Course | Credit Hours |
|---|---|
| Spring I | |
| NURS 700 Knowledge Development in Nursing Science | 3 |
| NURS 740 Collaboration, Health Policy; Organizational Systems | 4 |
| **Total** | **7** |
| Summer I | |
| NURS 705 Informational Systems; Technology Applications | 2 |
| NURS 710 Biostatistics | 3 |
| **Total** | **5** |
| Fall I | |
| NURS 781 DNP Project I | 2 |
| NURS 720 Translational Research for Evidence-Based Practice | 4 |
| **Total** | **6** |
| Spring II | |
| NURS 741 Adaptive Leadership | 4 |
| NURS 782 DNP Project II | 2 |
| NURS 760 DNP Practice I | 3 |
| **Total** | **9** |
| Summer II | |
| NURS 730 Epidemiology and Population Health | 3 |
| NURS 761 DNP Practice II | 3 |
| **Total** | **6** |
| Fall II | |
| NURS 742 Strategic Systems Thinking | 4 |
| NURS 783 DNP Project III | 2 |
| **Total** | **6** |
| **TOTAL PROGRAM CREDIT HOURS** | **39** |

* NURS 795 DNP Project or Practice DNP Completion (if needed) with approval of DNP Program Director.

** Practice hours may be started with the approval of the DNP Program Director.

| Program Credit Hours | Pre and/or Co-requisites |
|---|---|
| DNP Core = 19 credits | NURS 700 is a prerequisite for NURS 720 |
| DNP Practice = 6 credits | NURS 710 is a prerequisite for NURS 730 |
| DNP Cognate = 8 credits | NURS 781 is a prerequisite for NURS 782 |
| DNP Project = 6 credits | NURS 782 is a prerequisite for NURS 783 |
| Total= 39 credits | NURS 760 is a prerequisite for NURS 761 |

# Course Descriptions

**ANAT 603 Methods of Curriculum Development and Teaching Human Gross Anatomy (3 cr. hrs.)**
This course provides an analysis of curriculum development and methods for aligning course content to goals and evaluation procedures. The philosophical, historical, and psychological foundations of curriculum will be explored to help students better understand how curriculum models might be utilized in an ever changing and emerging educational environment. Topics will include Gross/Developmental, microscopic and neuroanatomy. Pre-requisites: ANAT 701. Spring

**ANAT 604 Introduction to Radiographic Anatomy and Clinical Imaging (3 cr. hrs.)**
This unit provides an understanding of the basic anatomy of the head and neck, thorax, abdomen and pelvis, as well as the limbs. Radiographic images, cross-sectional imaging software, and diagrams are used to support the learning process. Co-Requisite: ANAT 701. Fall.

**ANAT 614 Evolutionary and Comparative Anatomy (3 cr. hrs.)**
This course will explore hypotheses that attempt to explain how arboreal apes evolved into terrestrial humans, and how the earliest hominins (human ancestors) evolved into modern H. sapiens. Special emphasis will be placed upon anatomical structures that are especially clinically relevant so that students begin to understand evolution's relevance to medicine. Content will be delivered through traditional lectures and textbook readings that are supplemented with readings from the peer-reviewed original literature, as well as hands-on laboratory exercises. Pre-Requisite: ANAT 701

**ANAT 624 Human Embryology (3 cr. hrs.)**
This course focuses on clinically oriented human development from gametogenesis to birth. The first section of the course emphasizes developmental processes and early development of the embryo and fetus. The second section of the course emphasizes organ system development. Both sections will incorporate developmental genetics and clinical case vignettes to explain normal and abnormal development. Emphasis is placed on anatomical change with discussion of developmental mechanisms and physiology. This in-depth look at embryology will provide a more profound understanding of human anatomy. Pre-requisite: ANAT 701. Spring

**ANAT 653 Special Topics in Clinical Anatomy (1-3 cr. hrs.)**
This course is an independent study in which the student will conduct readings and engage in weekly conferences with a specified faculty member. Depending on the topic, students may complete a course project. This course may be repeated with a different topic. Faculty permission required. Prerequisite: admission to the Master of Science program and any additional specific requirements for the topic.

**ANAT 683 Graduate Anatomy Project (1 - 6 cr. hrs.)**
The graduate student conducts anatomical research under the supervision of a graduate research mentor. A written research report is required to complete the course. May be repeated for credit. Pre- Requisites: LSCI 604

**ANAT 699 Medical Gross Anatomy Dissection (3 cr. hrs.)**
A graduate level course designed for the continued study of medical gross anatomy by method of full human dissection. Students will begin with basic dissection techniques and advance to more detailed methods. All sections of human anatomy will be covered i.e. musculoskeletal, thorax, abdomen, pelvis, neck and head. Evaluation will be based on a performance grading rubric. Pre-Requisite: Completion of ANAT 701 with a final grade of "B" or higher. Spring.

**ANAT 701 Medical Gross Anatomy (7 cr. hrs.)**
Medical Gross Anatomy is the study of the body's structure. The course is organized by the four major body regions: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck.
Laboratory prosections and dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional, radiological and live (palpatory) anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and five laboratory practical exams. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Fall.

**ANAT 714 Medical Histology (4 cr. hrs.)**
Medical Histology I is designed to give students a foundation of the basic structural and functional organization of cells and tissues in the human body. Histology I focuses on the histologic study and microscopic anatomy of basic tissue types. This course is taken during the first semester of the first year of medical school. The understanding of the normal histology presented in this course is critical for the student's ability to: (1) envision the cellular/tissue structures associated with the biochemical and physiological processes explained in other courses, and (2) identify and comprehend the abnormal histology presented in Pathology. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Offered as an elective when available.

**ANAT 715 Neuroanatomy (3 cr. hrs.)**
This course provides a survey of the neuroanatomy and systems physiology of the central, peripheral and autonomic nervous systems. There are two major goals for this course. By the end of the course, using knowledge of neuroanatomy and neurophysiology, the student will be

able to: 1) explain the reasoning for each step of the neurological exam, and 2) explain the mechanisms underlying a neurological patient's signs and symptoms. Course available to Master of Science degree-seeking students only. Pre-Requisites: Successful completion (grade of B or higher) of ANAT 701 Medical Gross Anatomy. Spring.

**BCHM 503 Advanced Cellular Biochemistry (3 cr. hrs.)**
This course will provide an advanced focus on 1) biomolecules (amino acids, protein structure and folding, protein function with emphasis on hemoglobin and myoglobin, carbohydrate, lipid and membrane structure and function); 2) enzyme kinetics and regulation of enzyme activity; and 3) metabolism of carbohydrates, lipids, amino acids and nucleotides. Each will be related to theme of regulation and integration of these metabolic pathways and how they differ in the muscle and the liver. Students are expected to present and discuss at least one recent paper from the primary literature relevant to the course topics. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an upper-level undergraduate biochemistry course.

**BUSN 701 Leadership in Organizations: Theory & Practice (3 cr. hrs.)**
This course will introduce students to theoretical and practical foundations of leadership in organizations. Topics will include classical management theories, human relations approaches, systems perspectives and critical theories. An emphasis will be placed upon understanding these theories and their implications on modern business organizations.

**BUSN 702 Global Perspectives & Implications on Business (3 cr. hrs.)**
Globalization continues to have a monumental effect on business both domestic and international. This course will examine the opportunities and demands presented to leaders and business professionals in the global marketplace. Implications on today's business environment will be examined through research and discussion.

**BUSN 703 Business Synthesis & Integration for Competitive Advantage (3 cr. hrs.)**
This is a discussion/seminar course centered around business strategy focused on business level and corporate level organizations. Current research and events will be incorporated into the class discussion.

**BUSN 801 Doctoral Statistics (3 cr. hrs.)**
Doctoral statistics is a course in applied statistics. It assumes students have a fundamental knowledge of statistical methodologies. Topics such as hypothesis testing, measures of central tendency, measures of variability, analysis of variance and regression analysis will be reviewed.

**BUSN 802 Research Methods I (3 cr. hrs.)**
This course will introduce students to the fundamental principles and theoretical foundations underlying social and behavioral research methods applied to the study of business organizations. Dissertation design and format will be covered.

**BUSN 803 Research Methods II (3 cr. hrs.)**
This course will continue to build upon the foundation of research methods presented in DBA702. Students will learn how to critique and evaluate existing research using a variety of theoretical and methodological perspectives. Students will learn how to design and justify defensible research proposals. Components of dissertation structure will be reviewed including article review, IRB process and approval, and preparing an oral defense.

**CG 501 Orientation and Ethics in Counseling (3 cr. hrs.)**
An introduction and orientation to the counseling profession, including an overview of the theories, professional roles, training and credentialing standards of the profession, problems, issues, trends and ethical responsibilities in the field of counseling, and multiple approaches to service provision with diverse populations

**CG 508 Foundations of School Counseling (3 cr. hrs.)**
This course studies the history and trends of the modern school guidance and counseling movement and examines the challenges and situations the school counselor faces in the school setting. Curriculum development and teaching methods utilizing best practices for the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized. Ethical and legal standards, as well as organizations governing the profession of school counseling are addressed.

**CG 509 Foundations of Mental Health Counseling (3 cr. hrs.)**
This course provides an overview of the history, philosophy, and current trends in clinical mental health counseling. Attention is paid to the role and scope of practice of the mental health counselor, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed.

**CG 521 Career Counseling (3 cr. hrs.)**
This course studies the various theories, practices, methods, and processes of career development and educational planning and provides information on the interpretation and utilization of current data pertaining to career development and counseling.

**CG 531 Social and Cultural Aspects of Counseling (3 cr. hrs.)**
This course will highlight the importance of diverse cultural factors on the counseling relationship. It provides a study of social changes and trends in sex roles stereotyping, societal subgroups, and diverse lifestyles. Attention is given to how stereotyping and personal world views may influence counselors' judgments and dynamics within the counseling relationship.

**CG 541 Counseling Skills (3 cr. hrs.)**
This course provides an understanding of the philosophical bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core

counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

**CG 551 Personality and Mental Health Issues in Counseling (3 cr. hrs.)**

This course provides an overview of the personality theories with application to counseling and education and includes adjustment issues and various perspectives of mental health with application to education and counseling settings.

**CG 581 Human Growth and Development (3 cr. hrs.)**

This course emphasizes the study of the psychological, intellectual, moral, social, and physical development of the individual across the life span and analysis of current research with diverse populations.

**CG 593 Counseling Practicum and Seminar (3-6 cr. hrs.)**

The practicum is a field-based experience consisting of 100 supervised clock hours which provide candidates with opportunities to put into practice the knowledge and skills developed in their program of counseling study. Pass/Fail grade.

**CG 595 Topics in Counseling (1-3 cr. hrs.)**

This course is a special topic developed by a member of the graduate faculty to enrich the existing course offerings and to afford expanded learning and experiences for candidates. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.

**CG 602 Classroom Behavior Management for Counselors (3 cr. hrs.)**

This course focuses on the understanding and application of behavioral principles to the management of candidate behavior in a classroom setting. Particular emphasis will be placed on issues and techniques related to the management of difficult or at-risk students consistent with research-tested theory and practice.

**CG 611 Counseling Theories (3 cr. hrs.)**

The didactic phase of the course includes study of various theoretical orientations used in counseling. The experiential part of the course gives candidates practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

**CG 621 Crisis Intervention and Consultation (3 cr. hrs.)**

The purpose of this course is to highlight the importance of crisis intervention and disaster relief counseling woven into the consultation models and processes needed to provide candidates in the human services areas knowledge and skills to be successful as consultants in school and mental health settings.

**CG 631 Group Counseling (3 cr. hrs.)**

The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

**CG 651 Evidence-Based Treatment and Treatment Planning (3 cr. hrs.)**

This course is designed to assist clinical mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Candidates completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluation for client progress.

**CG 654 Populations in Mental Health Counseling (3 cr. hrs.)**

The course covers the rationale, scope, and nature of providing counseling services to a range of populations in community mental health settings. Populations, groups, and their unique counseling needs will be explored, with topics such as homelessness, addiction and recovery, military veterans, and crisis stabilization explored in depth in both the classroom seminar setting, and in extensive seminars, tours and discussions with licensed mental health clinicians at remote sites. The course will explore the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. A primary focus of course will be the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

**CG 662 Psychopathology (3 cr. hrs.)**

This course studies disorders and pathologies that affect children, adolescents, and adults. Etiologies and the current diagnostic criteria (DSM IVTR) are analyzed along with treatments and interventions appropriate for these disorders.

**CG 669 Psychopharmacology for Counselors (3 cr. hrs.)**

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities.

**CG 671 Assessment in Counseling (3 cr. hrs.)**

Individual assessment of cognitive, affective, motor, and academic performance. Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Candidates will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales, and an integrated assessment report.

**CG 677 Legal & Ethical Issues in Professional Counseling (3 cr. hrs.)**
The course surveys moral, ethical and legal codes that govern and influence behavior and decision making in professional counseling. The students will learn key statutes and case law that pertain to counseling practice as well as how that relates to the American Counseling Association Code of Ethics. Special focus of attention will be paid to HIPAA, Privacy and Limitations, Tennessee Licensure Statues for Professional Counseling

**CG 681 Children and Families (3 cr. hrs.)**
This course provides for the study of family dynamics and key issues and addresses the related needs of children. Emphasis is on using insights from family systems thinking, basic concepts of marriage and family counseling, and solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

**CG 687 Foundations of Marriage & Family Counseling (3cr. hrs.)**
The Foundations of Marriage and Family Therapy course serves as an initial exposure of the foundations, contextual dimensions and practical applications of approaches in relationship counseling. Along with an historical review of family relationships in multiple cultures and a survey of assessments utilized in practice, the course compares current trends in therapy such as the Gottman Approach and EFT.

**CG 698 Internship and Seminar in School Counseling (3-6 cr. hrs.)**
The internship is a capstone experience designed to provide school counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on role(s) of a guidance counselor at their school site(s). They will engage in a full range of activities including student planning, implementation of a guidance curriculum, individual and group counseling, services for the disabled, and staff development. Six hundred on-site clock hours are required; and supervision is provided through scheduled professional seminars and field supervision on the school site. Pass/ Fail grade.

**CG 699 Internship/Seminar in Mental Health Counseling (3 cr. hrs.)**
This internship is a capstone experience designed to provide clinical mental health counseling degree candidate's opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Six hundred on- site clock hours are required, and weekly faculty super-vision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.

**CI 501 Curriculum, Instruction, and Assessment (3 cr. hrs.)**
This course focuses on systematic processes of instruction, assessment, and evaluation. Candidates will examine research-based best practices for implementing a rigorous and relevant curriculum, to include literacy and numeracy principles.

**CI 509 Content Literacy (3 cr. hrs.)**
This course focuses on exploring, applying, and adjusting literacy strategies to meet the Common Core Standards. Major emphasis is given to gauging text complexity, constructing theme-based units, and gathering and citing evidence from the text.

**CI 510 Supervision and Content Literacy Action Research Project (3 cr. hrs.)**
This course is the field experience companion to CI 509, Content Literacy. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for content literacy related specifically to the Common Core Standards. Candidates will design, implement, and evaluate content literacy strategies in their teaching situations. Pass/Fail.

**CI 511 Content Literacy and Research (3 cr. hrs.)**
This course covers reading and writing in content areas and emphasizes instructional strategies on how to teach content areas based in research to adult learners. This course focuses upon reading, writing, research, and instructional strategies used in discipline-specific curriculum, specifically to adult learners.

**CI 512 Educational Practice and Innovation (3 cr. hrs.)**
This course focuses on current innovations in educational practice. Students will investigate practices, such as the flipped classroom, STEM, and problem-based learning. Candidates will identify benefits and challenges of the innovative practices and make appropriate application to their own practice.

**CI 513 Educational Practice and Innovation Field Experience (3 cr. hrs.)**
This course is the companion field experience to CI 512, Educational Practice and Innovation. Candidates will design and implement innovative teaching strategies related specifically to their teaching situation.
Candidates will then implement and assess those strategies. A collection of artifacts and reflection of activities will be documented in the candidate's electronic portfolio. Pass/Fail.

**CI 514 Educational Practice and Innovation (3 cr. hrs.)**
This course focuses on current innovations in educational practice for adult learners. Candidates will investigate practices such as transformational learning, experiential learning, and self-directed learning.

**CI 516 Motivational Theory and Classroom Management (3 cr. hrs.)**
Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student

achievement. Candidates will engage in reading, collaboration, examining current practice and implementation, and assessment of strategies.

**CI 517 Motivational Theory and Classroom Management Field Experience and Electronic Portfolio (3 cr. hrs.)**

This course is the companion field experience to CI 516, Motivational Theory and Classroom Management. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for student engagement related specifically to their teaching situation. Candidates will then implement and assess those strategies. Students will also initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on, critical competencies and practices that improve instruction and enhance student learning. Pass/Fail.

**CI 542 World Class Education, Political, Economic, and Cultural Contexts (3 cr. hrs.)**

Today's students will be working in a global marketplace. This course requires candidates to glean best practices from high achieving nations and to translate those practices into practical strategies to better prepare students for the knowledge, skills, and perspectives that will best serve them in the 21st Century.

**CI 555 Adult Learning Field Experience (1 cr. hr.)**

Candidates will observe various teaching strategies utilized within four disciplines:

a. Media Communications
b. Biology
c. Health, Physical Education, and Exercise Science
d. Mathematics

Candidates will use an observational rubric developed from Marzano and Pickering's Dimensions of Learning.

**CI 556 Adult Learning Field Experience (1 cr. hr.)**

Candidates will observe various teaching strategies utilized within four disciplines:

a. Veterinary Health Science
b. Finance
c. English
d. Chemistry

Candidates will use an observational rubric developed from Marzano and Pickering's Dimensions of Learning.

**CI 557 Adult Learning Field Experience (1 cr. hr.)**

Candidates will observe various teaching strategies utilized within four disciplines:

a. Elementary Education
b. Medical Laboratory Science
c. Psychology
d. Marketing

Candidates will use an observational rubric developed from Marzano and Pickering's Dimensions of Learning.

**CI 595 Topics in Curriculum and Instruction (1-3 cr. hrs.)**

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

**CI 610 Instructional Strategies for Diverse Learners (3 cr. hrs.)**

This course explores research-based strategies to increase student achievement in diverse student populations. Topics include students in poverty, diverse cultural and social groups, English language learners, and special needs learners. EdS-level course

**CI 612 Practicum for Instructional Strategies for Diverse Learners (2 cr. hrs.)**

This course is the companion practicum for CI 610, Instructional Strategies for Diverse Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions. Corequisite: CI 610; EdS-level course Pass/Fail.

**CI 641 World Class Education, Political, Economic, and Cultural Contexts (3 cr. hrs.)**

Today's students will be working in a global marketplace. This course requires candidates to glean best practices from high achieving nations, with an emphasis on literacy practices, and to translate those practices into practical strategies to better prepare students for the knowledge, skills, and perspectives that will best serve them in the 21st Century.

**CI 642 Practicum for World Class Education (3 cr. hrs.)**

This course is the companion practicum for CI 641, World Class Education. Candidates will design and implement strategies to increase student achievement. Co-requisite: CI 641; EdS-level course Pass/Fail.

**CI 661 Instructional Design and Initiatives (3 cr. hrs.)**

This course takes an in-depth look at current instructional topics with emphasis on instructional design and initiatives. Candidates will evaluate and construct assignments, assessments, and activities aligned to current instructional standards. Emphasis will be placed on research-based instructional approaches and 21st century high-impact practices. EdS core requirement.

**CRIM 505 Theories of Crime and Criminal Justice (3 cr. hrs.)**

This course is a comprehensive examination of prevalent theoretical perspectives in criminology and criminal justice with an emphasis on contemporary innovations in theoretical perspectives, policy implications, and scholarly research.

**CRIM 506 Ethics and Issues in Criminal Justice (3 cr. hrs.)**

This course would be an in-depth examination of critical issues within criminal justice. The class would also require students to explore the key ideologies and ethical foundations of the justice system.

**CRIM 510 Crime and Public Policy Analysis (3 cr. hrs.)**
This course is an in-depth examination of critical issues within criminal justice. The course requires students to explore the key ideologies and ethical foundations of the justice system with an emphasis on critically evaluating the effectiveness of criminal justice policies and the impact of these policies on citizens in society.

**CRIM 511 Criminal Justice Research Methods (3 cr. hrs.)**
This course is a comprehensive examination of the scientific research process including research ethics, research design, and various research techniques with a focus on quantitative research methods including survey research, regression analysis, and use of quantitative research software. This course requires students to complete a research proposal that includes a comprehensive literature review and a research design that can be used for the student's thesis project.

**CRIM 512 Justice Administration and Leadership (3cr hrs.)**
This course will prepare students for leadership roles within a criminal justice agency (police, courts, corrections) or similar organization. Topics include organizational management, personnel issues, and leadership ethics.

*12 hours elective credit:*

**CRIM 605 Homeland Security and Emergency Management (3cr. hrs.)**
Since September 11, 2001 public safety professionals have seen a qualitative shift in the scope of their work that places a great emphasis on addressing threats posed by terrorism and natural disasters. This course will examine the changing face of public safety in the United States with an emphasis on the legal, ethical, and policy-related issues associated with the focus on "homeland security" and the "war on terror".

**CRIM 615 International Crime and Policy (3 cr. hrs.)**
This course will explore international crime and international policy related to criminal activity that extends beyond the boundaries of the United States. Topics will include international crime trends, international law, and comparative analysis of criminal justice policy.

**CRIM 620 Victimology (3 cr. hrs.)**
This course is an examination of victimization, including the role of victims in the criminal event, challenges faced by crime victims in relation to social institutions, and criminal justice policies related to helping crime victims. Focus will be placed on policy alternatives related to aiding crime victims including restorative justice.

**CRIM 625 Juvenile Justice (3 cr. hrs.)**
This course is an examination of juvenile crime, the juvenile justice system, and theories of juvenile offending including life-course perspectives, developmental theories, and childhood intervention programs.

**CRIM 630 Community Corrections and Offender Reentry (3 cr. hrs.)**
This course is a critical examination of community corrections policy and offender reentry programs. Special focus will be given to examining factors related to offender recidivism and alternative public policy options that may improve successful offender reentry.

**CRIM 635 Crimes of the Powerful (3 cr. hrs.)**
This course is an examination of crimes committed by the powerful, including corporate crime, white-collar crime, governments, and other types of elite deviance. The course will examine theoretical explanations with a particular focus on critical perspectives and how the influence of powerful agents in society contributes to this category of crime.

**CRIM 640 Race, Gender, Class and Crime (3 cr. hrs.)**
This course provides an in-depth examination of crime with a focus on the role of race, gender, and social class and critical evaluation of criminal justice policy. Special emphasis will be placed on critical theories of race, gender, and social class.

**CRIM 645 Rural Criminal Justice (3 cr. hrs.)**
This course will examine the challenges faced by criminal justice agencies in rural areas including personnel issues, resource management, crime trends in rural areas, and other special concerns related to the administration of justice in a rural community. Special attention will be given to Appalachia.

**CRIM 650 Qualitative Research Methods (3 cr. hrs.)**
This course is a comprehensive examination of the scientific research process including research ethics and research design with a focus on qualitative research methods including content analysis, narrative criminology, archival research, and use of qualitative research software. This course requires the student to complete a qualitative research project that demonstrates the ability to use qualitative methods.

**CRIM 695 Special Topics Seminar (1-3 cr. hrs.)**
This seminar will be used to provide students and faculty the opportunity to devote in-depth study toward a particular topic of interest that is not available through other coursework. The individual faculty member conducting the seminar will determine the course content.

**CRIM 696 Independent Study (1-3 cr. hrs.)**
The independent study is an opportunity for the student to conduct in-depth study on a topic of particular interest for the student and/or to provide the opportunity to work closely with a faculty member on a research project. Students must have successfully completed provisional admission requirements and obtain instructor approval. Students are limited to 6 credit hours of Independent Study credit towards elective requirements.

**CRIM 697 Thesis Research (1-6 cr. hrs.)**
Students may complete a thesis research project that demonstrates an exceptional level of knowledge and expertise in their chosen topic of study including scholarly research skill. The project must include a substantial literature review component and analysis of a research question chosen by the student and approved by the thesis advisor and committee. Student must successfully defend the research to the thesis committee.

**DBA 899A Dissertation (3 cr. hrs.)**
This course is reserved for DBA dissertation work completed by students.
**DBA 899B Dissertation (3 cr. hrs.)**
This course is reserved for DBA dissertation work completed by students.
**DBA 899C Dissertation (3 cr. hrs.)**
This course is reserved for DBA dissertation work completed by students.
**DBA 899D Dissertation (3 cr. hrs.)**
This course is reserved for DBA dissertation work completed by students.
**EDCI 862 Research Trends in Curriculum & Instruction (3cr. Hrs.)**: In this course, candidates will be able use the knowledge and methods learned in EDEC 751 Quantitative Research, EDEC 752 Qualitative Research, and EDEC 755 Dissertation Research and Design to examine the research methods and trends related to Curriculum and Instruction. Candidates will be able to engage with literature to learn more about research methods, trends, and issues related to curriculum and instruction.
Prerequisites: EDEC 751, EDEC 752, EDEC 755
**EDCI 869 Curriculum Leadership at the District Level (3 cr. hrs.)**
Curriculum leadership includes at least six functions: staff selection and recruitment; principal selection; supervision and evaluation; establishing clear instructional and curricular goals; monitoring learning and curricular improvement activities; and financial planning for instruction. Candidates will conduct an action research project, experience case studies, access the latest research on learning assessment, and learn about the latest trends in professional development.
**EDCI 872 Trends and Issues in Educational Technology and Literacy (3 cr. hrs.)**
This course will explore the evolution of educational technology and conduct a researched exploration into the related needs of today's classroom teachers. This will result in a repository of resources for educating and assisting teachers in the technology/literacy arena. Candidates will design and develop digital-age learning activities and assessments, engage in professional growth and leadership, and understand avenues in which these tools can be used in the promotion of literacy throughout the curriculum.
**EDCI 873 Perspective and Strategies in Teaching and Learning (3 cr. hrs.)**
The symbiotic relationship between teaching and learning will be examined in the framework of K-12 schooling. Various research-based strategies will be discussed and modeled. Theories regarding the nature of these strategies will be discussed, as well as debates surrounding their use in the public school system.
**EDCI 874 Curricula for Literacy (3 cr. hrs.)**
This course examines the planning, philosophy, standards, content, implementation, and evaluation of established curricular options. Relevant practices and their relationship to literacy will be critiqued. Current federal and state mandates will be discussed, as well as the testing associated with them.
**EDCI 875 Poverty, Gender, and Cultural Background in Education (3 cr. hrs.)**
This course will involve an overview of various inequities in our society which affect public education. Concepts and discourse around discrimination and inequity in the school system will be examined, as well as best practice and research-based methodology in combating it.
**EDCI 877 Teacher Leadership (3 cr. hrs.)**
This course involves the examination of methods whereby conditions for change may be created, planned for, implemented, and sustained. Theories of leadership will also be studied for their relative effectiveness.
**EDEC 742 Diversity and Equity in Education (3 cr. hrs.)**
This course will examine issues relevant to diversity and equity in education. Prominent sociological and anthropological works on race, class, gender and their intersectionality in educational contexts will be discussed. Discussions will center on how these constructs impact equality and equity in educational environments. Extant research and theoretical frameworks specific to diversity and equity in education will be examined and critiqued.
**EDEC 751 Quantitative Research Procedures I (3 cr. hrs.)**
This course will provide candidates with an introduction to different types of quantitative research methods and statistical techniques. The course will be divided into two sections: 1) methods for quantitative research and, 2) quantitative statistical techniques for analyzing data. The course begins with a focus on defining research problems, theory testing, data identification and classification, causal inference, and designing research instruments. Then, the class will explore a range of statistical techniques and methods that are available for empirical research. Candidates will work in teams to explore research methods that may be applicable to their individual dissertation including: Primary and Secondary Data Analysis, Sampling, Survey Design, and Experimental Designs. Topics in quantitative techniques include Descriptive and Inferential statistics. Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.
**EDEC 752 Qualitative Research: Theory and Design (3 cr. hrs.)**
This course focuses on the application of advanced qualitative research methods. Course topics may be related to data collection (e.g., interviews, focus-groups, observations, field logs, document analysis), sampling (e.g., maximum variation, snowball, convenience, quota), validity (e.g., member checks, inter-rater reliability, auditing, bracketing, triangulation), and other important topics (e.g., rapport, ethical considerations, epistemology, ontology, coding techniques). Emphasis is placed on practical usage of qualitative methods and sufficient theoretical knowledge needed for data interpretation.

**EDEC 753 Quantitative Research Procedures II (3 cr. hrs.)**
This course focuses on the identification and classification of data and the application of quantitative research methods designed to answer specific questions of interest identified by the candidates as applicable to the development of their dissertation. Candidates will have the opportunity to identify a research problem, develop appropriate question(s), select the methodology for answering the question(s), conduct the analysis on dummy data, and interpret the results. Course topics may include: correlation, regression, effect size, analysis of variance, analysis of covariance, and multiple analyses of variance. In this course, candidates will run and quantitative research using various software applications.
Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

**EDEC 754 Introduction to Qualitative Research and Policy Analysis (3 cr. hrs.)**
This course provides the foundation for the understanding of various types of qualitative research, including ethnography, case study, grounded theory, narrative analysis, and phenomenology. This course also focuses on the development, implementation, and evaluation of public policy at the national, state, and local level. The course is designed for candidates to learn about the craft of interpretive policy analysis as conducted by educational researchers. Frameworks and methods for analyzing policy are presented. The course is organized to help one understand and discuss current thinking about the nature of policy analysis, analyze one or more actual policy issues, and produce and present policy recommendations based on evidence produced through systematic research. Critical thinking methods regarding the interpretation of educational policies will also be presented.

**EDEC 755 Dissertation Research and Design (3 cr. hrs.)**
This course is designed to provide a springboard from which candidates' will successfully plan, write, defend, and complete an EdD dissertation. The instructor will guide candidates through the construction of research questions, the theoretical framework, and the problem statement sections of their dissertations. The instructor will also teach candidates dissertation format standards, psychological and time management demands, committee formation, Institutional Review Board (IRB) process, and project management. Prerequisites: EDEC-751 and EDEC-752

**EDHE 851 Higher Education: Theory, Foundations and Principles (3 cr. hrs.)**
This course examines the historical, theoretical, and philosophical foundations of higher education. Candidates will investigate the origins of higher education in the United States beginning with early theological institutions. Building from this base, the course will trace the expansion of higher education to include multiple institutional types including the American Community College; Liberal Arts Colleges and Universities; Land Grant Institutions; Research Universities; Teaching Universities; Minority Serving Institutions (HSIs, HBCUs, TCUs); and the emergence of For-Profit Universities. The philosophical underpinning of these institutional types will be discussed as well as current issues and trends relevant to their mission and structure.

**EDHE 852 College Candidate Development Theory (3 cr. hrs.)**
This course examines a wide array of theories and models relevant to candidate development and learning during college. Psychosocial and cognitive theories and models examined may include Experiential Learning Theory, Intellectual Development, Feminine and Masculine Development, Racial Identity Development, Cognitive Structural Development, and Moral Development. The applicability of student development theories to student and academic affairs practices will be discussed. Policies, programs, and practices that enhance the practitioner's understanding and application of theories, including processes of student learning, growth, and development during the college years will also be discussed.

**EDHE 853 Policy Development and Analysis (3 cr. hrs.)**
This course is designed to strengthen candidates' leadership and administrative skills by enhancing their historical, contextual, moral, and theoretical understanding of the policy-making process. This course involves the analysis of contemporary policy issues confronting public and private higher education in the United States. Candidates will consider the proposed solutions of competing interest groups, alternative solutions, and implications for primary stakeholders such as faculty, candidates, administrators, donors / investors, employers and others. Current policy issues affecting higher education will also be discussed, including: access, affordability, accountability, accreditation, and finance. Candidates will be expected to become familiar with higher education policy organizations such as the American Council on Education (ACE) and the American Association of University Professors (UUAP).

**EDHE 854 Governance, Administration and Politics (3 cr. hrs.)**
This course examines the governance structures used in higher education. Specific attention will be directed toward state governing boards / coordinating boards; institutional governing boards; and the federal government's role in American higher education. International systems of higher education will also be discussed. Candidates will be expected to become familiar with administrative processes and systems. The course will also examine the role that politics plays in higher education and various strategies for managing political loss and leveraging political advantage.

**EDHE 855 Law in Higher Education (3 cr. hrs.)**
This course examines the impact of various legal issues and laws upon higher education institutions. Candidates will learn how executive orders, judicial rulings, and legislative mandates have served to shape the mission and function of higher education. The course also examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private,

and church-related institutions are made. Emphasis is placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment and community relationships.

**EDHE 856 Higher Education Finance (3 cr. hrs.)**
This course provides prospective college and university administrators with a working knowledge of strategies, techniques, issues and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; management and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Landmark cases in higher education finance as well as national, state, and local policies regarding funding for higher education will be discussed. The economic importance of higher education for the individual and for society will be investigated.

**EDHE 861 Assessment and Program Evaluation**:
Assessment and program evaluation will be the focus of this course. Candidates will apply the principles of academic and co-curricular assessment in the context of higher education. Further, candidates will explore the foundational methods of program evaluation in a higher education context.

**EDHE 862 Research Trends in Higher Education:** In this course, candidates will be able use the knowledge and methods learned in EDEC 751 Quantitative Research, EDEC 752 Qualitative Research, and EDEC 755 Dissertation Research and Design to examine the research methods and trends related to Higher Education. Candidates will be able to engage with literature to learn more about research methods, trends, and issues related to higher education administration and policies.
Prerequisites: EDEC 751, EDEC 752, EDEC 755

**EDHR 833 Legal and Ethical Environment of Human Resource Management (3 cr. hrs.)**
Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by candidates in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics will be studied in terms of integrity in pursuing one's own sense of destiny and calling within various leadership roles assumed. As a close relationship exists between the study of ethics and law, candidates will also examine legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, diversity, federal and state regulation, liability, faculty and staff employment, and community relationships. Students will become familiar with software applications that are commonly used in the area of human resource management.

**EDIL 860 Group Methods and Processes (3 cr. hrs.)**
This course focuses on communication skills for upper level education leaders. Candidates will explore group dynamics, communication within groups, controversy and creativity, managing conflict, and team development. Candidates will apply course concepts through self-analysis, teamwork, case studies, action research projects, and simulations. Other course concepts will include group goals, social interdependence and trust, power, decision-making, and diversity.

**EDIL 861 Educational Finance (3 cr. hrs.)**
This course traces the historical development of education funding models from the 19th to the 21st century. Candidates will examine how litigation on school funding has spawned legislation shaping federal, state, and local funding models. The interdependency between funding models at these levels (e.g., federal, state, local) will also be examined. The course will examine landmark school funding legislation including: Stuart v. Kalamazoo (1874); Zimmerman v. Asheville Board of School Commissioners (1927); Brown v. Board of Education (1954); San Antonio Independent School District v. Rodriguez (1973); Serrano v. Priest (1977); and Abbott v. Burke (1985).

**EDIL 862 Research Trends in Instructional Leadership (3cr. Hrs.):**
In this course, candidates will be able use the knowledge and methods learned in EDEC 751 Quantitative Research, EDEC 752 Qualitative Research, and EDEC 755 Dissertation Research and Design to examine the research methods and trends related to Instructional Leadership. Candidates will be able to engage with literature to learn more about research methods, trends, and issues related to instructional and educational leadership.
Prerequisites: EDEC 751, EDEC 752, EDEC 755

**EDIL 866 Ethical Leadership and Decision Making (3 cr. hrs.)**
The moral and ethical dimensions of leadership are the focus of this course. Emotional intelligence, equity, diversity, and social justice are presented as foundation for leadership excellence and decision making. Candidates will explore professional codes, philosophical paradigms, and ethics in organizational contexts relevant to school-focused leadership. Candidates apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

**EDIL 867 Political Structures and Governance (3 cr. hrs.)**
This course examines power and authority and the internal and external structures that govern organizations. Case studies are presented to illustrate the nature of organizational conflict. Candidates learn methods of conflict resolution and analyze case studies based on conflict resolution models. Examples of conflict from various leadership settings illustrate conflict resolution methods and provide candidates with meaningful examples of effective leadership in the midst of diverse political perspectives. Candidates assess their own conflict resolution styles and apply this knowledge.

**EDIL 868 Organizational Leadership and Governance (3 cr. hrs.)**
This course examines power and authority and the external and internal structures that govern organizations and the interrelationships among individuals and organizations. Candidates will explore the individual as a member of the group, the behavior of a group, and the organization's performance affected by individual and group behavior. Examples of conflict from various leadership settings illustrate conflict resolution methods and provide candidates with meaningful examples of effective leadership in the midst of diverse political perspectives.

**EDIL 869 Curriculum Leadership at the District Level (3 cr. hrs.)**
Curriculum leadership includes at least six functions: staff selection and recruitment; principal selection; supervision and evaluation; establishing clear instructional and curricular goals; monitoring learning and curricular improvement activities; and financial planning for instruction. Candidates will conduct an action research project, experience case studies, access the latest research on learning assessment, and learn about the latest trends in professional development.

**EDIL 876 Advanced Educational Law: A Legal Perspective in Specific Areas of Need (3 cr. hrs.)**
This course is designed for candidates to attain expertise in sophisticated areas of educational law. Though the course will involve a legal overview/review, it will allow candidates to develop areas which they believe would be of practical, professional use.

**EDIL, EDCI, and EDLC 899 Independent Dissertation Research (1-6 cr. hrs.)**
This is an independent study course for doctoral candidates who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

**EDLB 703 Diversity in the Workplace (3 cr. hrs.)**
This course provides foundational information concerning our multicultural society as diversity poses both challenges and benefits within the workplace. The world is changing at an ever-increasing rate— globalization, the amount of information readily available, the complexion of our work environment, and the number and diversity of people with whom we interact— all factors contributing to the changing demographics of our own nation, with diversity creating an inclusive workforce culture that is quickly becoming a workplace reality. Strengths of this course provide a focal point of developing awareness as well as strategies to manage and leverage workplace diversity. Candidates explore the importance of learning and understanding cultural similarities as well as differences and how this information relates to the workplace.

**EDLB 730 Research Frameworks (3 cr. hrs.)**
This course will provide a basic introduction to quantitative and qualitative research within the social sciences. An introduction to probability theory and the logic of statistical hypothesis testing (e.g. general univariate procedures such as t-test, correlation, ANOVA models, and simple regression) as well as a basic familiarity with analyzing data, transforming data, scales of measurement, and measures of central tendency and variation will be developed through case study analysis. Additionally, the course will introduce the philosophy, politics and techniques of qualitative research. Coursework will require critical thinking and explores the assumptions carried into research. The course will serve as a preliminary stage for the candidate's independent development as a researcher and the expansion of research ideas

**EDLB 820 Adult Learning Principles (3 cr. hrs.)**
Learning is in every component of the human experience. Understanding how adults learn and apply expertise to practical everyday situations provides the candidate opportunities to broaden understandings regarding the capacity of the human mind, what motivates learning and as future leaders, empowers others. This course introduces candidates to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Candidates will explore adult learning in different contexts and become acquainted with the main debate as well as the philosophies and methodologies utilized within adult education.

**EDLB 828 Organizational Assessment and Evaluation (3 cr. hrs.)**
The course is focused on the process of problem identification and formulation in organizations and the factors that impact the process. Considerations will include the environmental context of identification and solutions, processes of formulating problem definitions, and emergent themes of problem identification and formulation within organizations. Emphasis will be placed on the identification, collection, and analysis of data that will impact organizational problem solving.

**EDLB 829 Leadership: Forecasting and Strategic Planning (3 cr. hrs.)**
This course considers two aspects of strategic planning: problem finding and problem solving. Candidates learn to evaluate organizational needs by applying data analysis techniques, exploring future trends and investigating collective beliefs and values. Consideration is given to the role of shared values and participatory decision-making in formulating visions for the future. Problem solving focuses on developing a framework for aligning the vision, mission, and goals of the organization. Basic concepts and techniques of the Strategic Planning Process are presented.

**EDLC 701 Leadership: Historical and Contemporary Perspectives (3 cr. hrs.)**
This course explores historical and contemporary leadership theories. Candidates examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis directed toward contemporary culture and its influence on evolving leadership views. Transformational and servant leadership perspectives are emphasized as appropriate approaches for leading contemporary organizations. Candidates examine underlying principles of leadership including values, beliefs

about human nature, and philosophy. The focus is on personal mastery as candidates investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

**EDLC 702 Ethical and Social Considerations (3 cr. hrs.)**
This course will focus on the concepts of ethics, social justice, diversity, equity, and cultural awareness. Candidates will explore topics related to poverty, diversity, and equity in relation to ethical and social considerations. Candidates consider topics such as what is just, fair, and appropriate for all people. Candidates apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

**EDLC-731/831 Doctoral Dissertation Seminar I/II (1 cr. hr. each)**
The class is an intensive course designed to assess candidates' knowledge of critical statistical research concepts; to identify candidates' research topics; and, to initiate candidates' literature review on the stated topics. Dissertation Seminar is designed as a semi-structured learning process allowing candidates to work as groups in various stages of the dissertation process. Emphasis is placed on development of the first three chapters of the dissertation.

**EDLC 732 Critical Inquiry and Research Design (3 cr. hrs.)**
This course is designed to provide candidates with directed experience in critical inquiry and research design and to prepare candidates for the type of research/scholarship that will be expected of them in their professional careers. This course is offered within each of the program's five concentrations to assist candidates in the design, development, and production of their dissertations.

**EDLC 733 Quantitative and Qualitative Methods (3 cr. hrs.)**
The purpose of this course is to provide candidates with intense training in the tools, and strategies needed to conduct reliable, valid, and relevant research.

**EDLC 821 Organizational Landscapes (3 cr. hrs.)**
This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Candidates explore the individual as a member of the group, the behavior of the group, and the organizations' performance affected by individual and group behavior. Systems theory forms the foundation for considering the synergistic nature of organizations, culture building, distributive leadership, shared decision-making and teamwork.

**EDLC 822 Individual and Organizational Landscapes (3 cr. hrs.)**
Candidates investigate the nature of learning for both the individual and the organization. The reciprocal nature of individual and organizational interaction is examined through the concept of Transformational Learning. Candidates explore views of human development including the theories of Kegan, Gilligan, and Levinson as foundations for professional development. Adult Learning Theory and Systems Theory form the basis for viewing the importance of Learning Communities and Organizational Learning. Candidates reflect on their own learning community and develop plans for fostering learning communities in their own organizations.

**EDUC 501 - Foundations of American Education (3 cr. hrs.)**
This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. This course also examines history of literacy beliefs and practices and special education services beliefs and practices in America to contextualize current national, state, and local literacy trends and practices. Controversial educational issues are explored, and personal philosophies of education are formulated. Core requirement for MEd candidates.

**EDUC 502 Foundations of Educational Philosophy (3 cr. hrs.)**
This course investigates the philosophical, psychological, and sociological foundations influencing global education policies and practices. Controversial educational issues are explored, and personal philosophies of education are formulated. Core requirement for MEd candidates.

**EDUC 503 Structured Learning Environments (3 cr. hrs.)**
This course investigates how to structure safe, effective, and efficient learning environments. Candidates will be able to demonstrate how to advocate, nurture, and sustain a positive instructional climate.

**EDUC 507 Brain Compatible Teaching and Learning (3 cr. hrs.)**
This course will examine neurological, psychological, and educational aspects of the brain. Classroom strategies and applications to the learning processes will be investigated based on current research.

**EDUC 509 Content Literacy (3 cr. hrs.)**
This course focuses on preparing candidates to attain and demonstrate a deep understanding of the essential role literacy plays in equipping students to acquire, comprehend, and communicate content-specific information, as represented in the Tennessee Student Academic Standards.

**EDUC 511 Educational Research and Statistics (3 cr. hrs.)**
This course examines research methodologies and basic statistical approaches. Research skills including but not limited to information retrieval, critical evaluation, report organization, and statistical methodology are developed and reflected in formal research proposals related to improved literacy instructional practices. Core requirement for MEd candidates.

**EDUC 515 Research I – Reading and Designing Educational Research (3 cr. hrs.)**
This course focuses on the identification of a research topic related to educational practice. The topic is explored in the literature, resulting in the design of a research proposal. The application focuses toward clinical experience in collecting, analyzing and utilizing data to inform practice,

instruction, and assessment as applied to the development of a comprehensive research statement.

**EDUC 516 Motivational and Adult Learning Theory (3 cr. hrs.)**

This course presents key characteristics of adult learners including theory and research on adult learning. This course focuses upon andragogy, the adult learning theory, and motivation theory related to the adult learners.

**EDUC 550 Foundations in Curriculum Design for Adult Learners (3 cr. hrs.)**

This course presents an overview of curriculum design for adult learners. Participants will learn to design and evaluate curriculum, develop instructional materials, assess student learning, and measure instructional outcomes. Topics include preparation of course syllabi and lessons, design and explain how learning objectives and evaluation strategies are incorporated into curriculum.

**EDUC 551 Supervision for Teaching and Learning (3 cr. hrs.)**

This course focuses on school functions, strategies, and support that encourage the highest level of student learning and academic achievement, with an emphasis on literacy practices and achievement across subjects. These school functions, strategies, and support include improving instruction through support of teachers, curriculum development, staff development based on current research and best practices, professional learning communities, evaluation of teachers, and action research.

**EDUC 555 Seminar in Literacy and Informational Writing (2 cr. hrs.)**

An introduction to the elements of reading current educational research with understanding and arrive at a critical analysis delivered in a three to five page critique. The critique will be written using standard Graduate School conventions focusing on critical thinking, language, and grammatical skills. An important feature is informational literacy and research-based writing demonstrated in the written critique.

**EDUC 556 Seminar in Literacy and Informational Writing (2 cr. hrs.)**

This course requires a thorough examination of a research topic related to the Adult Learner resulting in a written review formatted and documented according to the APA Manual, 6th Edition. The seminar is writing intensive and focuses on identifying, analyzing, and writing a series of literature reviews aligned with relevant research topics.

**EDUC 557 Seminar in Literacy and Informational Writing (2 cr. hrs.)**

This course examines the elements of writing a scholarly ten to twelve-page research report on a relevant Adult Learning topic that focuses on informational retrieval, critical evaluation, and report organization.

**EDUC 570 Introduction to Teaching and Learning (6 cr. hrs.)**

This course includes a study of concepts essential to becoming a teacher leader. Basic and advanced strategies in curriculum, instruction, assessment, current research, technology, diversity, leadership, and philosophy are addressed. This course is Module I in the Master of Education—Initial Licensure program.

**EDUC 571 Extending and Refining Knowledge of Teaching and Learning (6 cr. hrs.)**

This course focuses on the role of the teacher as leader. Candidates demonstrate their understanding of the teacher as leader role by applying relevant concepts to the development of an interdisciplinary unit of study and a personal philosophy statement. This course is Module II in the Master of Education—Initial Licensure program. Prerequisite: EDUC 570

**EDUC 572 Early Childhood and Adolescent Development (3 cr. hrs.)**

This course is an overview of early childhood and adolescent development designed for K-12 licensure and masters candidates. The cognitive, social/emotional, and physical domains will be studied in relation to planning, implementing, and assessing developmentally appropriate K-12 curriculum. Research will focus on the work of theorists who have shaped current child development educational theory. Existing developmental expectancies as well as individual differences and diversity issues will be examined throughout the course.

**EDUC 573 Methods of Teaching Mathematics in K-5 (3 cr. hrs.)**

This course is an overview of the teaching of elementary mathematics with an emphasis on research-based methods and theoretical foundations for contemporary math programs. Candidates will explore and practice teaching and assessment strategies based on the concept-centered approach to teaching math and the cognitive constructivist approach to learning. Candidates will have the opportunity to examine a variety of materials, including appropriate technology for classroom use and for evaluation purposes. Real world applications, diversity, and the integration of math concepts in other disciplines will be emphasized. Candidates will also become familiar with and apply national standards in practice unit/lesson plans.

**EDUC 576 Methods of Teaching Science in K-5 (3 cr. hrs.)**

Candidates will examine strategies and pedagogy related to the life, earth/space and physical sciences. National standards and the application of those standards to K-5 lesson planning will be emphasized. Research will focus on best practice as candidates learn to plan, instruct, and assess life, earth/space, and physical science unit and lesson plans. Candidates will also create integrated unit lessons connected to science, technology, and societal issues. Inquiry-based learning experiences will be studied and constructivist activities will be modeled as candidates learn to plan, present, and assess constructivist unit and lesson plans for K-5 students.

**EDUC 577 Methods of Teaching Social Studies in K-5 (3 cr. hrs.)**

Candidates will develop and present social studies learning experiences that are based on state and national curriculum standards, designed to meet the needs of all students, and connected to real life, with an emphasis on the

constructivist approach to teaching and assessment. Candidates will research developmental characteristics, persistent educational issues, teaching and assessment strategies, and diversity issues. Candidates will examine the appropriate use of technology in teaching social studies in the K-5 classroom.

**EDUC 578 Reading Diagnosis and Correction (3 cr. hrs.)**

This course examines research-based reading assessment (screening/diagnosis) and intervention for elementary classrooms. Candidates will build foundational knowledge of and essential skills in developmentally appropriate practices in reading assessment and intervention. Candidates will work with wide-ranging reading assessments, emphasizing the universal screening process, reading-readiness, curriculum-based measurement, progress-monitoring procedures and diagnostic assessment protocols. This course highlights assessment as part of the multi-tiered, problem-solving process of the Response to Intervention protocol, stressing early identification of and support for struggling readers. Candidates will develop instructional skills, addressing (1) phonological awareness; (2) phonics; (3) fluency; (4) comprehension; and (5) vocabulary development. Candidates will observe reading assessment and instruction in elementary classrooms and develop lesson plans using current standards and evidence-based strategies. Candidates will conduct action research to investigate assessment, progress monitoring, and differentiated instruction for reading instruction with learners in the elementary grades.

**EDUC 579 Methods of Teaching Literacy in the Elementary School (3 cr. hrs.)**

This course examines research-based theory, foundations, principles, procedures, and practices centering on teaching elementary literacy—reading, writing, grammar, speaking, listening, spelling, viewing, and visual representation. Candidates will build knowledge of and essential skills in developmentally appropriate practices in literacy instruction. Candidates will integrate differentiated instructional strategies, methods, and resources into curriculum they design to help elementary students develop and reinforce their literacy skills. Candidates will develop an understanding of literacy as a system of cultural competencies including reading and writing, synthesis, and critical analysis, along with 21st century literacies within a global arena. Candidates will conduct action research to investigate evidenced-based assessment and instruction for literacy instruction in the elementary grades, creating literacy lesson plans for elementary students.

**EDUC 580 Educational Methods of Teaching in Secondary Environments (3 cr. hrs.)**

Students will learn about the development of pedagogy from sociological, philosophical, historical and theoretical perspectives for use in the 21st Century classroom. They will focus on teaching and learning in secondary schools and include the study of curriculum and methodology. The students will address the role of today's schools, characteristics of young people of middle-level and high school years, identify the fundamental characteristics of quality public education, and build an understanding of the diverse characteristics and needs of students.

**EDUC 591 Enhanced Student Teaching (6 cr. hrs.)**

This course provides full-time teaching experience in a public PK-12 classroom setting under the direction of a mentoring classroom teacher and a university supervisor. Placement will be arranged by the Program Director in consultation with faculty. Bi-monthly seminars are required. Student teaching is required for all candidates seeking licensure through the Master of Education—Initial Licensure program. Before registering for this course, candidates must have completed and passed EDUC 570/571, passed all required Praxis exams, and taken and passed all undergraduate courses required for licensure. This course is Module III in the Master of Education—Initial Licensure program.

**EDUC 592 Diversity and Equity Issues (3 cr. Hrs.)**

This course focuses on the study of equity in terms of gender, racial, cultural, socio-economic, and disability issues. Emphasis will be on awareness of classroom and instructional issues. Current research will be examined in order to help educators to identify and analyze equity issues in the school classroom.

**EDUC 593 Enhanced Clinical Experience Job Embedded (3 cr. Hrs., repeatable once)**

This course provides full-time teaching experience in a Tennessee public or state-approved classroom setting under the direction of the building level administrator and a university supervisor. Placement is completed by a partner school district's human resources department with the input of the Lincoln Memorial University Director in consultation with faculty. Candidates completing the Job Embedded clinical practice shall spend the school year in direct teaching activities. The Job Embedded clinical practice will include classroom teaching, observation, coursework, and seminars; the Job Embedded clinical practice will occur in a state approved school. Prior to beginning the Job Embedded clinical practice, students must have completed and passed EDUC 570/EDUC 571 and completed a minimum of 55 hours of field experience in varied settings in both the middle school and high school setting. During the field experiences the candidate will have direct teaching experiences with students with diverse learning needs and varied backgrounds.

**EDUC 595 Topics in Education (1-3 cr. hrs.)**

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

**EDUC 596 Practicum in Education (3 cr. hrs.)**

This course focuses on supervised application of skills that approximate employment in various educational settings. Master's level course.

**EDUC 596L Practicum in Leadership (1-4 cr. hrs.)**

This course focuses on supervised application of skills that approximate employment as a school principal. Field-based experiences are completed which are related to courses

required in the Leadership program. A total of 9 semester hours is required. Leadership program candidates only.

**EDUC 610 Instructional Strategies for Diverse Learners (3 cr. hrs.)**
This course investigates various characteristics and elements of diversity in order to plan effective instruction for the 21st century student.

**EDUC 665 Action Research (3 cr. hrs.)**
This course explores the action research model and the vital role of professional literature in action research and culminates in a scholarly team project designed to improve educational practice and empower educators, specifically topics around literacy achievement and improvement for diverse learners Prerequisites: EDUC 511 or an approved education research course. EdS-Level Course

**EDUC 670 Research I – Reading and Designing Education Research within Clinical Application (3 cr. hrs.)**
This course focuses on the identification of a research topic related to educational practice. The topic is explored in the literature, resulting in the design of a research proposal. The application focuses toward clinical experience in collecting, analyzing and utilizing data to inform practice, instruction, and assessment as applied to the development of a comprehensive research statement.

**EDUC 671 Research II Writing Literature Review and Clinical Application (3 cr. hrs.)**
This class requires a thorough examination of literature related to an identified problem or topic, resulting in a written review formatted and documented according to the APA Manual, 6th Edition. The clinical practice is focused on identifying, analyzing, and writing a series of literature reviews aligned with relevant research topics.

**EDUC 672 Research Application III Methodology and Clinical Application (3 cr. hrs.)**
This course completes the research cycle culminating in a scholarly project designed to improve educational practice. The clinical application examines research methodologies and basic statistical approaches. Research skills including but not limited to information retrieval, critical evaluation, report organization, and statistical methodology are developed and reflected in formal research proposals.

**EDUC 685 Capstone Electronic Portfolio (3 cr. hrs.)**
Candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required. EdS-level course Pass/Fail.

**EDUC 692 Diversity and Equity Issues (3 cr. hrs.)**
This course includes a study of gender, racial, cultural, socio-economic, and disability issues. Current research and case studies of educational equity problems are identified and analyzed in terms of their implications for the classroom.

**EDUC 695 Topics in Education (1-3 cr. hrs.)**
This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

**EDUC 696L Practicum in Education (3 cr. hrs.)**
This course focuses on supervised application of skills that approximate employment as a school principal. EdS-level course.

**IL 501 Leadership and School Improvement (3 cr. hrs.)**
This course examines the role of the school leader to establish and share the vision and mission for academic success of all students including a positive school culture, data-based decision-making, stakeholder involvement, and parent and community collaboration. Heavy emphasis is given to all aspects of becoming an effective literacy leader.

**IL 502 Clinical Practice in Leading Schools and Portfolio (3 cr. hrs.)**
Students will initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on critical competencies and practices that improve instruction and enhance student learning. Additional documentation and activities related to the Tennessee Instructional Leadership Standards (TILS) for licensure are required of Tennessee Instructional Leadership Licensure candidates. Mentors will be assigned to facilitate the licensure process in partnership with the school district. Candidates focus on school's literacy needs to design and implement a school improvement project.

**IL 541 School Community Partnerships in a Diverse World (3 cr. hrs.)**
This class examines the role of the school administrator and instructional leader in responding to and influencing the larger political, social, economic, legal, and cultural context in the classroom, school, and local community. It will also address diverse candidate and student needs to ensure the success of all candidates and their students.

**IL 561 School Law and Ethics (3 cr. hrs.)**
This course examines the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

**IL 562 Legal, Ethical, and Financial Issues Practicum (3 cr. hrs.)**
This course is designed to provide field experience in educational settings for legal, ethical, financial, and diversity components of the program to provide direct theory-into-practice work. A collection of artifacts and reflection of activities will be documented in the candidate's electronic portfolio**.**

**IL 571 School Finance and Resource Management (3 cr. hrs.)**
This course examines the law, theory, and practice of local, state, and federal funding of education, budget preparation, and control of funds. Related topics include the function of personnel management, including the hiring and retention of qualified personnel; insurance; and risk management; facility planning, financing, construction, maintenance, and

operations; auxiliary services including food service and pupil transportation; and purchasing, inventory and distribution.

**IL 572 Supervision &Community Partnerships Action Research Project (3 cr. hrs.)**
This course is the field experience companion to EDUC 551, Supervision of Teaching and Learning, and IL 541, School Community Partnerships in a Diverse World. The course is designed to formalize the field experience component of the program to provide candidates with direct theory-into-practice research. Candidates will design and implement an action research project related specifically to improving practice in their educational setting including appropriate data collection and analysis, with an emphasis on improved literacy achievement across subjects.

**IL 589 School Leadership License Assessment (SLLA) (0 cr. hrs.)**
Instructional Leadership (IL – Leading to Initial Tennessee Leadership Licensure) candidates are required to take and pass the SLLA in accordance with Tennessee state licensure and University graduation requirements.
Prerequisite: Admission to the Instructional Leadership Licensure Program

**IL 595 Topics in Educational Administration/Supervision (1-3 cr. hrs.)**
This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

**IL 611 Assessment for School Improvement (3 cr. hrs.)**
This course focuses on developing a culture and climate of school improvement. Emphasis will be placed on setting a strategic direction for school improvement, organizational alignment, data collection, and analysis. EdS-level course

**IL 612 Clinical Practice for Assessment and School Improvement (3 cr. hrs.)**
This course is the companion practicum for IL 611, Assessment for School Improvement, which provides field experience in educational settings with an emphasis on promoting the success of all students by establishing a positive school culture, providing an effective instructional program, applying research-based best practices for student learning, utilizing assessment data, and designing comprehensive professional growth for staff. Experience collecting, analyzing, and utilizing data to inform practice, instruction, and assessment is stressed; highlighting topics that lead to improved student literacy achievement. The aim of the course is to provide candidates with direct theory-into-action experience. Corequisite: IL 611; EdS-level course-

**IL 651 Educational Law and Ethics (3 cr. hrs.)**
This course provides a conceptual framework for the development and application of requisite legal and ethical knowledge, skills, and dispositions for educational leaders to be prepared to act with integrity, fairness, and ethical behavior that promote a positive school culture, student diversity, and ethical considerations in all interactions with community stakeholders. EdS-level course

**IL652 Leadership for Educational Programs (3 cr. hrs.)**
This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs. EdS-level course

**IL 653 Clinical Practice of Instructional Leadership (3 cr. hrs.)**
This course is the companion practicum for IL 652, Leadership for Educational Programs, which focuses on leadership, with an emphasis on leading literacy efforts, managing the change process, and strengthening and maintaining interpersonal relationships to provide the foundation for improvement in teaching and learning in diverse educational settings. The aim of the course is to move from theory to practice by providing emerging educational leaders with craft knowledge, especially in the areas of curriculum, teaching, and learning, while developing a professional vision, mission, and philosophy of school leadership. Corequisite: IL 652; EdS-level course. Pass/Fail Grade

**IL 661 Finance and Human Resources (3 cr. hrs.)**
This course prepares candidates to understand standard financial operating procedures and routines that are practiced by personnel in educational settings. An understanding of resource management based upon equity, integrity, fairness, and ethical conduct is stressed, along with the importance of mobilizing community resources to support the schools' mission and student achievement. EdS-level course

**IL 680, 681 Learning to Lead I and II (3 cr. hrs.)**
These courses are an in-depth clinical application of selected program objectives. Objectives will be selected in collaboration with the candidate's major professor. Content, processes, and products will be approved by the major professor. EdS candidates only. Pass/Fail grade.

**IL 686 Capstone Portfolio (3 cr. hrs.)**
Instructional Leadership (IL) licensure candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required by the Tennessee Instructional Leadership Standards (TILS).
Prerequisite: Acceptance to the licensure program; EdS-level course. Pass/Fail grade

**IL 689 School Leadership Licensure Assessment (0 cr. hrs.)** Initial Instructional Leadership Licensure candidates are required to take and pass the SLLA in accordance with Tennessee state licensure requirements. A passing score is required for licensure and graduation.
Prerequisite: Admission to the Instructional Leadership Licensure Program

**IL 695 Topics in Educational Administration and Supervision (3 cr. hrs.)**
This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned

faculty member as approved by the Chair of the School of Education. The course will be offered as required.

**LSCI 501 Masters Gross Anatomy (7 cr. hrs.)**

Gross Anatomy (MGA) is the study of the body's structure. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; pelvis and lower limb; and head and neck. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology, three-dimensional and radiological anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and four laboratory practical exams. The laboratory portion of the course will consist of examining prosected cadavers. Students will have eight lab sessions during the course.

**LSCI 503 Advanced Molecular Genetics and Cell Biology (3 cr. hrs.)**

This course is an in-depth coverage of Eukaryotic and Prokaryotic molecular cell biology. Topics include structure and utilization of the organismal genome; nuclear and cytoplasmic division; membrane structure, transport, and compartment dynamics; cell communication; cell-cycle regulation; cytoskeletal structure and dynamics; cellular aspects of multicellular development and apoptosis. Assigned readings in current primary literature will be used to extend learning of topics in this course. This course has a required critical analysis paper. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate genetics course.

**LSCI 504 Advanced Techniques for Molecular Biology (2 cr. hrs.)**

This course integrates theoretical underpinnings of contemporary molecular techniques with applied skills using those techniques. Each student is expected to successfully perform each technique and create a written report the results using publication standards of a current refereed journal. The actual menu of techniques may vary depending on the students' areas of interest. Typically, techniques will include PCR, bacterial transformation, advanced agarose and polyacrylamide electrophoresis, Western, Southern, and/or Northern blotting, ELISA, or animal tissue culture. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate genetics course.

**LSCI 505 Advanced Ecology and Field Biology (3 cr. hrs.)**

This course entails an in-depth examination of current ecological concepts and methods via a review of both classical and contemporary landmark peer-reviewed literature. Major ecological principles and their applicability across various ecological systems and biological hierarchical scales will be critically discussed. The course will also address experimental design and implementation as well as data analyses and interpretation for field experimentation. The student will conduct a primary literature review, write a paper, and give an oral presentation on an ecological topic upon approval by the instructor. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate ecology and statistics course.

**LSCI 506 Microscopic Imaging Theory and Techniques (3 cr. hrs.)**

This course will address light, electron, atomic force, and confocal microscopy as complimentary study methods. The history of microscopy will allow comparison and contrasts of light and electron optics. The focus of the course will be on advanced imaging techniques, especially electron microscopy.

Electron paths will be followed from filament generation of primary electrons, focusing electrons through the column, to specimen interactions generating secondary and backscattered electrons, and X- rays. Techniques will include sample fixation, dehydration, mounting, coating and storage for high and low vacuum systems. A discussion of X-ray microanalysis will show the quantitative side of advanced imaging. Students will gain hands-on experience with scanning electron microscopy. This course has complimentary lecture and lab assignments. Pre-Requisites: Admission to the Master of Science program.

**LSCI 507 Life Sciences Research Instrumentation (2 cr. hrs.)**

This course introduces students to analytical technology platforms used in life sciences molecular research. The course will review specific technologies, online databases, online calculators, and primary literature review strategies. The course will include significant laboratory instruction each week with advanced orientation to technologies including mass spectrometry, NMR, PCR, and cell fractionation. Students will be introduced to protocols for obtaining and preparing biological materials for analysis as well as relating molecular characterizations to the genome and metabolism. Critical review of the literature, including assigned readings, will be a key element to all aspects of the course. Two papers are required: a research methodology review and a grant proposal. Pre-Requisites: Admission to the Master of Science program.

**LSCI 508 Techniques in Physiological Research (2 cr. hrs.)**

This course will introduce well-accepted methods, rationale and limitations for evaluating and array of functions in humans and animals. This course will provide students with the skills necessary to construct solid research designs for research applications, and the foundation required to critically review studies in the field of physiology. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an upper-level biochemistry course.

**LSCI 509 Advanced Botany (3 cr. hrs.)**

This course emphasizes structural, developmental, and molecular aspects in comparing major phylogenetic groups of plants. Recent and classic primary literature research is included. Pre- requisites: Upper-level undergraduate botany and genetics courses.

**LSCI 510 Principles of Physiology (3 cr. hrs.)**
This graduate-level course is an in-depth coverage of vertebrate physiology. Study will include the specific function of all major vertebrate organ systems along with focus on neurological and endocrine regulatory integration. Assigned readings in current primary literature will be used to extend learning of topics in this course. This course has a required critical analysis paper. Pre-Requisite: BCHM 503 and undergraduate anatomy and physiology course sequence or upper-level animal physiology course.

**LSCI 603 Colloquial Principles of Life Science (1 cr. hr.)**
Selected diverse articles from the primary literature of the life sciences are critically presented and discussed. Attendance required. Course may be repeated for credit. Pre-Requisites: Admission to the Master of Science program.

**LSCI 604 Graduate Life Science Research Design and Analysis (3 cr. hrs.)**
This course covers the principles and applications of research design in the life sciences. This includes framing and articulating a research question, creating testable hypotheses, collecting valid data, approaches to data analyses, and presentation of results. Examples from the primary literature will be discussed and evaluated. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate statistics course.

**LSCI 605 Scholarly Writing in Life Science (2 cr. hrs.)**
This course focuses on formal scientific writing. It emphasizes concise communication of the research process. It includes both written and oral presentations of previous relevant background studies, statement of the research question, detailing of materials and methods, linkage of claims, warrants, and evidence, and concluding discussions. A written research proposal draft is required for completion of this course. Pre-Requisites: LSCI 604 and recommendation of supervisory committee.

**LSCI 606 Applied Ethics in the Biomedical Sciences (3 cr. hrs.)**
Applied Ethics is the inquiry from the standpoint of moral philosophy into practical decision making. The focus of the course will concern ethical issues in relation to research and practice in the biomedical sciences. The course's instructional format will include a combination of lecture, video, small group discussion, and seminar. It will also include independent study of a focused topic selected by the student in consultation with their supervisor. The course will be primarily "Case-Based" covering a range of topics with the emphasis on ethical decision-making. Ethical theory will be discussed in relation to making the most reasoned and informed argument for practical courses of action. Special attention will be given to the ethical dimensions of research involving human and non- human subjects. Pre-Requisites: Admission into the Master of Science Program and at least one prior undergraduate course in ethics.

**LSCI 610 Advanced Immunology (3 cr. hrs.)**
This course is designed for students who have background knowledge in immunology. This course will investigate the immune response and its involvement in health and disease through the use of case studies, webinars, and literature reviews. Topic areas covered include, but are not limited to, innate and adaptive immunity, regulation of the immune system, induction and role of cell types and subsets, transplant immunology, immunopathologies, tumor immunology, and immunotherapies. Pre-Requisites: Admission to the Master of Science program.

**LSCI 611 Principles of Pharmacology (3 cr. hrs.)**
This introductory course covers key pharmacologic concepts related to the physiologic, cellular, and biochemical actions of major drug classes used in human medicine. Students will learn basic scientific concepts including the theoretical basis of pharmacodynamics and pharmacokinetics as well as the molecular and physiologic actions of drugs that influence function of the autonomic nervous system, the somatic nervous system, the central nervous system, the cardiopulmonary/renal systems, the endocrine system, the immune system, and actions of drugs that target microbial infection. In addition, students will apply pharmacologic principles to understand impact of drugs of abuse, important drug interactions, and actions of dietary/botanical supplements. Pre-requisites: Admission to the Master of Science program.

**LSCI 612 Bacteriology and Virology (3 cr. hrs.)**
This course will introduce basic principles and then apply those principles to clinical relevance. All aspects of bacteriology and virology will be explored. This course will cover taxonomy, metabolism, pathogenesis, modes of transmission, epidemiology, methods of isolation and control for pathogenic bacteria and viruses. This course will include etiological agents responsible for many infectious diseases that future practitioners would encounter. Pre-requisites: Admission to the Master of Science program.

**LSCI 613 Case Studies in Life Sciences (3 cr. hrs.)**
Selected case studies and case reports from the primary literature and other resources are critically presented and discussed. Students are expected to apply pre-requisite knowledge and skills to be able to discuss and evaluate case information. Attendance required. Pre-requisites: Admission to the Master of Science program.

**LSCI 614 Principles of Infectious Disease and Epidemiology (3 cr. hrs.)**
his course will cover the basic methods for infectious diseases
epidemiology. Emphasis will be on definitions, outbreak investigations, disease surveillance,
dynamic of transmission, effectiveness of vaccines, and diagnostics across species. The case
studies will focus on diarrheal diseases, hepatitis, HIV, sexually transmitted diseases,
parasitic diseases, and other vector-borne diseases. The course will also cover One Health
and the connectivity of human, animal and environment.

**LSCI 653 Life Science Graduate Special Topics (1-3 cr. hrs.)**
Various specific life sciences topics are covered which include in-depth presentation, analysis and discussion of the related primary literature. May be repeated with a different topic. Pre-Requisites: Admission to the Master of Science program and permission of instructor.

**LSCI 683 Life Science Graduate Research Project (1-6 cr. hrs.)**
The graduate student conducts life science research under the supervision of a graduate research mentor. A written research report is required to complete the course. May be repeated for credit. Pre- Requisites: Admission to the Master of Science program and permission of instructor. Can be concurrent with LSCI 604.

**LSCI 693 Life Science Thesis Research (1-9 cr. hrs.)**
The graduate student conducts life science research under the supervision of a graduate research mentor for completion of the approved Master of Science thesis proposal. May be repeated for credit at the discretion of the supervising committee. By permission of supervising committee only. May register as Pass/Fail.

**MBA 511 - Operations Management and Quantitative Analysis (3 cr. hrs.)**
This course includes both quantitative methods and operations management principles to assist managers in evaluating business processes.

**MBA 515 – The Social and Ethical Environment of Business (3 cr. hrs.)**
This course addresses the concept of classical theories and ethics in corporate decision making. This course will address the conflict between economic and social objectives in a domestic and social context. Topics include global ethical approaches, corporate social responsibility, and business function ethical standards.

**MBA 516 - Human Resource Management (3 cr. hrs.)**
This course provides students with policies, procedures, and research in managing human resources. Topics include recruitment, selection, and maintenance of a qualified, motivated, and productive workforce. Students research and analyze case studies in human resources in the health care environment. Additional emphasis is given to employee development, coaching, and retention in the health care setting.

**MBA 545 – Marketing Management (3 cr. hrs.)**
This course emphasizes the application of strategic marketing planning and development issues such as product development, integrated promotion, pricing, and distribution/supply chain management for maintaining a complete product life cycle and creating customer value in a dynamic global environment.

**MBA 547 – Brand Management (3 cr. hrs.)**
Product management planning will include selection of marketing strategies and tactics necessary for product maintenance in the product life cycle. Issues in product development for innovation, growth, maturity, and decline are discussed.

**MBA 548 - Global Marketing (3 cr. hrs.)**
As a project-based course, cultural diversity is explored for marketing success in international and global markets. Global markets and their implications for market selection, entry, strategies, and distribution are implemented in international market planning.

**MBA 550 - Financial Management (3 cr. hrs.)**
This course begins with a quick review of basic financial concepts and terms, and then begins an examination of the major types of financial decisions made by corporations today. Examples of the issues we discuss include capital budgeting principles, capital structure, cost of capital, corporate financing, market efficiency, short term asset management, and asset valuation. This course also introduces complicating factors, such as agency costs, corporate governance, and ethical issues into our analysis. Prerequisite: 3 hours of Finance or MBA 522.

**MBA 552 – Consumer Behavior (3 cr. hrs.)**
This course examines various behavioral fields for their impact upon marketing decision-making. Behavioral research will be explored for buyer theory development.

**MBA 560 - Global Management (3 cr. hrs.)**
This course examines the nature and scope of international organizations. Primary business functions and the application of managerial decision-making methodology in areas such as planning, organizing, leading, and controlling are used to study successful global firm operations. As a project and case course, the challenges of multinational and multicultural companies will be discussed.

**MBA 562 - Resident Care and Quality of Life (3 cr. hrs.)**
This course is designed to familiarize the student with managing resident care in nursing facilities. Topics include quality care in assisted living and nursing home environments, patient and family concerns, financial management, aging process, policies, legislation, and measures necessary for quality of life.

**MBA 563 - Physical Environment and Atmosphere in Healthcare Facilities (3 cr. hrs.)**
This course examines the physical environment and atmosphere in nursing facilities from the administrator perspective. Students examine policies and strategies to promote a safe homelike environment for patients while delivering quality health care and providing maximum autonomy. Additional focus is given to meeting licensing requirements, safety concerns, and facility services while creating an enriched, supporting, and caring environment.

**MBA 565 - Economics for Decision Making (3 cr. hrs.)**
This course prepares students to understand the role of economics in decision making within a business community. Topics include supply and demand as it relates to business decision making, cost and market structures as it relates to business decision making and consumer choice theory as it relates to business decision making.

**MBA 570 - Accounting and Decision Making (3 cr. hrs.)**
This course examines the uses of various financial and managerial accounting reports and techniques employed by business managers to control the operations of a company.

Special emphasis will be placed on the control of manufacturing operations.

**MBA 575 - Contemporary Management and Leadership (3 cr. hrs.)**

This course examines the organizational context affecting individual behavior and organizational performance contributions. Topics include organizational structure, culture, function, organizational development, team dynamics, and role set interactions. Individual and organizational changes will be explored for implementing the use of change agents and action research.

**MBA 590 – Business Strategy (3 cr. hrs.)**

A seminar course that discusses the development of business strategies through long- and short-term plans to maximize business goals. Simulations that improve analytical skills are used with the emphasis placed on evaluating national and international business environments for processes and improvements for strategic advantage. Prerequisites: MBA 545, MBA 565, MBA 575, MBA 511, MBA 550, MBA 570, and MBA 515.

**MBA 598 - Nursing Home Internship (3 cr. hrs.)**

In this course, students complete a 400-hour internship in a long-term nursing facility. Students must be available to work at the assigned facility as designated by the on-site mentor. The internship includes administration of nursing, dietary, social services and activities, medical records, housekeeping, maintenance, and laundry.

**MBA 600 – Organizational Behavior (3 cr. hrs.)**

This course presents basic concepts of formal organizations. Students become acquainted with the major conceptual models which purport to explain organizational behavior, acquire an understanding of the methods used to study organizations, and analyze research which has been produced. While the emphasis is placed on critical analysis of literature that deals with "what is," attention is given to views about "what should be" in order for people to derive maximum satisfaction and other benefits from organizational activity.

**MBA 610 - Organizational Leadership (3 cr. hrs.)**

This course emphasizes the leadership of organizations--corporations, agencies, and others--but it is also centered on the larger, inclusive, phenomenon of leadership in a variety of organizational and social settings.

**MBA 614 - Administration of Health Care Organizations (3 cr. hrs.)**

This course provides an overview of the United States Health Care system, including a basic understanding of pertinent historical, current, political, organizational, human resources, financial, and quality issues. The course will explore basic principles and tools of management, including the planning, organizing, directing, and controlling functions of healthcare organizations. The course is designed to provide students with a working knowledge of current healthcare institutional structures and delivery systems, as well as the evolving health needs of U.S. citizens. Students research organizational structure and theory appropriate for healthcare administration. Emphasis is placed on the basic concepts and issues that are associated with the management and regulation of health care providers and the delivery of services. Evolving alternative delivery systems are reviewed, as are changes occurring in the field of healthcare management.

**MBA 615 - Healthcare Topics and Issues (3 cr. hrs.)**

Current Issues in Healthcare Administration is an integrative course focused on the current trends, topics, and issues affecting the U.S. healthcare system. This course will address the issues that lead to health policy formulation and the complexities of the U.S. healthcare delivery system. Current publications and periodicals will be reviewed to facilitate a real-time understanding of evolving healthcare issues. Developing and future trends are researched as they relate to the healthcare environment at local, state, and federal levels.

**MBA 619 – Quality Improvement in Healthcare (3 cr. hrs.)**

This course examines the key aspects of quality management and performance improvement in healthcare. Attention is given to quality management principles, such as quality assessment, risk management, utilization management, outcomes assessment, and benchmarking to improve healthcare services and patient safety. The principles and techniques of quality improvement will be presented and applied to patient care and management of services in healthcare organizations.

**MBA 620 - Healthcare Law and Ethics (3 cr. hrs.)**

This course examines the legal basis and application of law in the healthcare industry. Ethical problems and issues facing health care managers are analyzed in this course. Notable laws relating to healthcare administration, security, and privacy within the field of medicine, will be researched in order to ensure that students are well educated on the processes involved in dealing with sensitive information and materials.

**MBA 626 – Administration of Athletics (3 cr. hrs.)**

Leadership qualities, management styles, and planning tools will be addressed. Policies and problems of organization and administration of athletic programs and colleges. This course will discuss current issues and events in college athletics.

**MBA 627 – Sport Marketing (3 cr. hrs.)**

Evaluation of sport and marketing, including applications of mainstream marketing which include a historical overview of sport marketing, collegiate and professional sporting events, commercial and public organizations, sporting goods, and the sport enterprise.

**MBA 628 – Sport Seminar (3 cr. hrs.)**

Research and discussion of critical questions in physical education and sport management; topics to be studied will vary according to the concern of seminar students. Guest speakers and sport industry professionals will lecture in many of the classes.

**MBA 630 – Sport & Society (3 cr. hrs.)**

This course explores the linkages between sport and society. Through case studies, ethnographic research, and analytical essays, students examine major topics and issues in the field of sport. Topics include biases and barriers,

social bonds, political economy, normative rules, deviance, and globalization in sports.

**MBA 634 - Electronic Commerce (3 cr. hrs.)**

This course deals with the emerging field of electronic commerce. While the focus will be on management issues, the course will attempt to strike a balance between technology and strategy. We plan to cover the economic and technological foundations, the infrastructure, and the main technologies employed, as well as the various business strategies being used for electronic commerce (both business-to-consumer and business-to-business).

**MBA 640 – Negotiation (3 cr. hrs.)**

Negotiation is a fundamental process that is used in making business deals, in managing working relationships with others, and in resolving conflicts. Negotiations occur for two reasons: (1) to create something new that neither party could do on its own, or (2) to resolve a problem or dispute between parties. Conflicts are common in any organization and in any relationship between individuals or organizations. The ability to manage and resolve conflicts effectively is critical in today's organization. Because we all negotiate about many things in many different situations, knowledge about and skill in negotiating is essential to anyone who works with and through other people to accomplish objectives.

**MBA 683 – Supply Chain Management & Logistics (3 cr. hrs.)**

This course analyzes the design and management of supply chains including transportation planning, inventory control, fulfillment management, development of customer service standards, and procurement. Additional topics include quantitative and qualitative models and techniques relating to cost, time, production, and utilization of materials. Special attention is given to researching current developments in global supply chains and logistics and measuring supply chain performance.

**MBA 684 - Project Management (3 cr. hrs.)**

This course examines the managerial process of project management. Topics include project life cycles, selection, screening, financial models and budgets, project portfolios, acquiring resources, resolving conflict, negotiations, risk management, scheduling, evaluation, and closeout. Through case study analysis and use of spreadsheet tools, students develop skills to manage projects in production and service environments. Additional focus is given to research on risk management and project controls.

**MBA 685 – Quality Control & Lean Operations (3 cr. hrs.)**

This course examines quality control techniques and lean operations from the strategic management perspective. Topics include the tools and procedures for development, management, and usage of lean systems for initiating product and service improvement. Six Sigma tools and phases of the DMAIC process are used to collect, analyze, and quantify data for process improvement, productivity, and efficiency. Case study analyses incorporating current quality control research are used in this course.

**MBA 686 – Operations Research & Analysis for Decision Making (3 cr. hrs.)**

This course is a survey of quantitative tools and techniques used in the operations and management of organizations. Software tools are used to develop models, analyze operations, and apply results to facilitate business strategies. Additional focus is given on current research in business modeling techniques and operations with an overview of descriptive, predictive, and prescriptive techniques.

**MGMT - 701 Advanced Theory in Management (3 cr. hrs.)**

This research and writing course focuses on perspectives that have contributed to the knowledge of management. Through the investigation of academic publications, students explore theoretical and scholarly literature relevant to management research and management practice. This course must be taken in the first semester of the DBA program.

**MGMT 710 - Strategic Management (3 cr. hrs.)**

This research course examines the principles and core concepts for strategic thinking, decision-making, and sustainable innovation within an organization. A study of various theories and practices including the aspects strategic theories, strategic thinking versus strategic planning, strategic thinking learning process, the role of analysis in strategic decision-making, and sustainable innovation within an organization are examined using academic peer-reviewed journals.

**MGMT 720 - Organizational Culture & Change (3 cr. hrs.)**

This course focuses on the holistic understanding of organizational culture and change. Historical perspectives on culture and change theories will be introduced and discussed along with current case studies.

**MGMT 730 - Organizational Structure & Design (3 cr. hrs.)**

This course will provide students with an understanding of the fundamental approach to organizational structure and design. Students will explore the impact of globalization, instruments for organizational analysis, information technology in business today, and their implications on proper fit for the organization, workforce, and organizational environment in terms of efficiency and productivity.

**MGMT 740 Developing Human Resources Management (3 cr. hrs.)**

This course focuses on aspects of human resources management, human resources strategy, human development, and human resources challenges in a global business environment. Closely related topics including organizational change, performance management, learning organizations, employee motivation, employee engagement, and employee retention will be researched and discussed.

**MGMT 750 - Organizational Entrepreneurship (3 cr. hrs.)**
This course focuses on developing an entrepreneurial mindset for business leaders in organizations both small and large. An emphasis will be placed upon creating an organizational environment where innovation, vision and collaboration are richly engrained in the culture.

**MSBA 500 – Foundations of Business Analytics (3 cr. hrs.)**
This course examines alternative approaches to decision modeling and statistical analyses for business applications. Topics include the role of business analytics to gain value from data, data acquisition, interpretation of data, foundational elements of database management, and managing big data care setting.

**MSBA 511 - Process Analytics (3 cr. hrs.)**
This course focuses on the philosophies, models and techniques involved with the continuous improvement of business processes. Several management philosophies including Six Sigma will be taught. Statistical methods for process study, including control charts, cause and effect, and measurement analysis will be studied in depth. Concepts and tools related to understanding and partitioning variation are emphasized.

**MSBA 512 - Design of Experiments (3 cr. hrs.)**
This course provides an in-depth knowledge of the key statistical concepts of the design and analysis of experiments and Multi-Variable Testing (MVT) techniques. The scientific approach to experimentation, including completely randomized designs, randomized complete block designs, full and fractional factorial designs, nested and split plot designs and Plackett-Burman methods. Design principles such as randomization, replication, blocking, optimal designs and orthogonal arrays. Experimentation in business applications is emphasized.

**MSBA 514 – Statistical Methods for Business Analytics (3 cr. hrs.)**
This course focuses on the fundamentals of statistical thinking and statistical problem-solving. Topics include using current statistical software to analyze data sets, interpreting the outputs, and applying the information in the data for decision-making.

**MSBA 515 - Regression Analysis and Forecasting (3 cr. hrs.)**
This course covers techniques used in simple and multiple regression analysis, including residual analysis, assumption violations, variable selection techniques, correlated independent variables, qualitative independent and dependent variables, polynomial and non-linear regression, regression with time-series data and forecasting. Applications related to business decision-making will be emphasized. Forecasting with Box-Jenkins Autoregressive Integrated Moving Average (ARIMA) models, seasonal analysis and other methods will be taught.

**MSBA 516 - Business Intelligence & Communication with Data (3 cr. hrs.)**
This course applies business intelligence technologies to the vast amount of data in business systems for more effective and efficient decision-making. Topics include data acquisition, visualization, reporting with dashboards, scorecards, graphical methodologies, and developing reports.

**MSBA 517 - Survey of Management Science (3 cr. hrs.)**
This survey course will focus on linear programming decision models, sensitivity analysis, and integer optimization models. Systems thinking and its application will be exploited using constraint management techniques to build and manage lean processes in operations, project management and distribution/replenishment. Decision making and critical thinking processes such as throughput accounting, Goldratt's "Thinking Process" and Theory of Constraints will be utilized.

**MSBA 520 - Introduction to Analytical Programming for Data Mining (3 cr. hrs.)**
This course uses fundamental programming language concepts to import, organize, analyze, and report findings. Topics include data mining, control structures, Boolean operators, functions, looping and control structures.

**MSBA 521 Data Management & Database Fundamentals (3 cr. hrs.)**
Data management and knowledge of relational databases are vital elements for the areas of data science and analytics. This course focuses on the fundamentals of relational database systems, principles of database management, and the acquisition of data stored in databases. It ensures that the analyst can interface effectively with organizational information systems in order to access data for analysis and modeling. The course is not intended to provide in-depth knowledge of database design; it is intended to provide insights to the analyst on relationships amongst variables, how to extract data using structured programming languages, and how data structures can give insights into data quality.

**MSBA 527 Advanced Programming & Data Visualization (3 cr. hrs.)**
This course focuses on the processing, analysis, manipulation, and visualization of data using current programming languages. With the large amounts of data available online often in unstructured formats, the course provides tools and techniques for dealing with the complexities and issues presented by integrating data of different types from different sources. The ability to present the results of analyses and data models in visual formats is essential for effective communication of the insights discovered in the data. While the course will utilize the Python programming language, the focus will be on the workflow stages that are essential for effective data visualization.

**NURS 500 – Theoretical Foundations and Research Methods (4 cr. hrs.)**
Focuses on philosophical and historical health related theories as a framework for knowledge. Builds upon concepts from undergraduate nursing research to systematically examine quantitative and qualitative research methods and the reasoned critique of clinically relevant, published research. Examines the concept of

evidence-based practice and its application to the delivery of culturally congruent care to promote adaptation. Discusses scientific information and access to health care data bases to facilitate development of scholarly activity. Creation of a focused review of literature using databases is explicated.
Prerequisite: Admission to the MSN Program as a degree-seeking or non-degree seeking student.

**NURS 501 – Advanced Anatomy and Physiology (4 cr. hrs.)**
This course uses a systems approach to study anatomy and physiology of the human body with emphasis on mechanisms of homeostasis. The study of anatomy and physiology of the cell, cardiovascular, pulmonary, nervous, gastrointestinal, renal and endocrine systems, along with the physiology of the immune system and the inflammatory response is emphasized. Normal physiology of the pediatric population and obstetrical physiology is also included.
Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 520, 530, 581, 581-A.

**NURS 510 – Advanced Pathophysiology (3 cr. hrs.)**
Builds upon undergraduate science courses to focus on pathophysiological alternations across the lifespan. Emphasis is on the relationships between abnormal changes in specific systems and the impact on the development of diseases. The influences of cultural, developmental, genetic, environmental (including rural health issues), behavioral, and economic factors in alterations in Pathophysiological processes are explored.
Prerequisite: Admission to the MSN Program or as a degree seeking or non-degree seeking student.

**NURS 511 – Advanced Pathophysiology I (4 cr. hrs.)**
This course builds on the content from NURS 501. The focus of this course is on homeostatic mechanisms, functions, and dysfunctions of pathophysiology, and a systems approach to pathological disease states. The pathophysiology of cellular functions of the nervous, cardiac, musculoskeletal, and respiratory systems is emphasized.
Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 531, 582, 582-A, 583.

**NURS 512 – Advanced Pathophysiology II (2 cr. hrs.)**
This course builds on NURS 511 and continues the study of pathophysiology as related to homeostatic mechanisms, functions and dysfunctions, with an emphasis on systems approach to pathological disease states. Emphasis will also be placed on the endocrine, renal and hematological systems in the adult and pediatric individuals. Other topics presented will include cancer and genomics. Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 571, 500.

**NURS 520 – Advanced Health Assessment (3 cr. hrs.)**
Focuses on the development of advanced health assessment skills needed for delivery of comprehensive health care to persons across the lifespan with consideration of cultural and rural health needs to promote adaptation. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Additional domains include: family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion, health protection, and disease prevention.
Prerequisite: Admission to the MSN Program.

**NURS 521- Human Resource Management and Business Strategy (4 cr. hrs.)**
This course focuses on pertinent human resource knowledge, organizational relationships, including cultural competency and skills needed for the development of quality patient outcomes, and decision making that positively impacts the overall business strategy of the organization. Prerequisites: Admission to the MSN Program, Nursing Business Administration Concentration as a degree seeking student. Co-requisites NURS 522, 529.

**NURS 522 - Organizational and Leadership Theory (3 cr. hrs.)**
This course focuses on the evolution of theory for effective leadership in the 21st Century. The impact of the utilization of theory in relationship to the organizational behaviors and outcomes will be examined. Decision making in relation to the organization's mission, vision, and values, including strategic planning is analyzed.
Prerequisites: Admission to the MSN Program, Nursing Business Administration Concentration as a degree seeking student. Co-requisites NURS 521,529.

**NURS 529 - Nursing Business Administration Seminar (2 cr. hrs.)**
This course focuses on the requisite knowledge and skill needed to fulfill the role of the nurse business administrator as delineated in the American Nurses Association (ANA) Scope and Standards of Practice for Nurse Administrators and in the American Organization of Nurse Executive (AONE) Competencies. Professional practice models, the magnet recognition program, and programs that promote a culture of excellence are examined.
Prerequisites: Admission to the MSN Program, Nursing Business Administration as a degree seeking student. Co-requisites NURS 521,522.

**NURS 530 – Advanced Pharmacology and Therapeutics (4 cr. hrs.)**
Provides concentrated study in the art and science of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics and pharmacoeconomics to initiate appropriate pharmacological treatments in the management of common and recurrent health problems of persons across the lifespan in order to promote adaptation. Provides concentrated study to identify indications, contraindications, interactive and side effects of established and evidence-based drug regimens for safe and appropriate pharmacological treatments. Concerns regarding developmental status, nutritional status, health status, or membership in a high-risk group are identified. Strategies for counseling and education to promote informed adherence are explored. Ethical and legal regulations related to prescription writing and medication

administration are addressed. Acquisition of prescriptive privileges for Advanced Practice Nurse settings necessary to provide complex innovative care to persons across the lifespan, with consideration of complementary, alternative and financial implications of medication use, is facilitated.
Prerequisite: Admission to the MSN Program.

**NURS 531 – Anesthesia Pharmacology I (3 cr. hrs.)**
The course builds upon principles of general pharmacology with emphasis on clinical pharmacology including pharmacokinetics and pharmacodynamics of medications commonly used in the practice of anesthesia. The principles of managing monitored anesthesia and conscious sedation are introduced.
Prerequisite: Admission to the Nurse Anesthesia Concentration NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 511, 582, 582-A, 583.

**NURS 532 - Anesthesia Pharmacology II (2 cr. hrs.)**
This course examines basic pharmacodynamics and pharmacokinetics of adjuvant drugs used in anesthesia and includes the study of drug interactions, drug abuse and addiction. Specific emphasis is on psychopharmacological medications, prostaglandins, tocolytics, uterotonics, antineoplastic therapies, and histamine antagonists. Drugs and other treatments for acute and chronic pain are also examined and the management of bronchospasm is included.
Prerequisite: All Fall I, Spring I, and Summer I Nurse Anesthesia courses. Co-requisites: NURS 572, 584, 584A

**NURS 533 - Finance and Budget for Strategic Decision Making (4 cr. hrs.)**
This course focuses on the foundational understanding of finance and budgeting for reimbursement and strategic planning. The impact of financial strategic decision making, planning, legal considerations, and government regulations is emphasized.
Prerequisites: NURS 521, 522, 529. Co-requisites NURS 500, 534

**NURS 534 - Healthcare Informatics, Data Analysis, and Technology (2 cr. hrs.)**
This course addresses the role of information technology in the delivery, management, and funding of healthcare. Data analytics, information governance, longitudinal health care, and biomedical instrumentation will be addressed. Ethical management of health care information and data through utilization of technology is included.
Prerequisites: NURS 521, 522, 529. Co-requisites NURS 500, 533.

**NURS 535 – Psychopharmacology (2 cr. hrs.)**
Provides the advanced knowledge of psychopharmacology commonly seen in primary mental health care settings. Builds on the knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Monitors the effects of established drug regimens to ensure the person's health promotion, health protection, disease prevention, and treatment. Ethical, legalities, and regulations related to prescription writing are addressed. Strategies for counseling and education to promote adherence and ensure the appropriate plan of care and implementation of treatment are included. Facilitates the obtainment of prescriptive skills and privileges for Family Psychiatric & Mental Health Nurse Practitioners that are necessary to provide mental health care to persons and families across the lifespan with consideration of cultural and rural health needs.
Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 541, 541A.

**NURS 541 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) I (3 cr. hrs.)**
Introduces principles, conceptual models, and theories related to the practice of psychiatric mental health nursing. Models of personality development and individual functioning provide a theoretical basis for understanding the development of psychopathology, and the selection of appropriate therapeutic strategies. Synthesizes theoretical and scientific knowledge for the assessment, diagnosis of health status, plan of care, and implementation of treatment including genetic and environmental factors. These competencies incorporate the health promotion and protection, disease prevention, and treatment in providing culturally competent care across the lifespan in rural, underserved and urban populations to promote adaptation.
Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 535, 541A.

**NURS 541A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) I Practicum (2 cr. hrs.)**
Focuses on the clinical practice and management of common acute and chronic mental illnesses across the lifespan to promote adaptation. Evidence-based clinical practice guidelines are used for the assessment, diagnosis, plan of care, and implementation of treatment. Under the supervision of clinical faculty and preceptors, students will develop skills for conducting the mental health history and assessment, differential diagnoses, individual psychotherapy, diagnostic tests, and basic psychopharmacology. Emerging skills in collaborative interdisciplinary practice are used to deliver culturally competent care to rural, urban, and underserved individuals and families in a variety of health care delivery systems.
Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 535, 541.

**NURS 542 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) II (4 cr. hrs.)**
Builds on FPMHNP I, the FPMHNP provides cultural sensitivity to persons and families across the lifespan to meet the health needs of rural, urban, and underserved populations by incorporating intervention strategies that consider genetic and environmental factors influencing health promotion and protection, disease prevention, and treatment. Health promotion and protection will focus on identifying internal and external stimuli to promote optimal adaptation to screen or prevent a chronic condition. Evidence-based clinical practice guidelines are used for assessing, diagnosing, determining the plan of care, and

implementation of treatment. Emphasis is placed on developing advanced competence in clinical reasoning and critical thinking. Students continue to develop professional role and relationship competencies under the supervision of preceptors and faculty. Continued integration of theory and research to provide evidence-based practice facilitate the development of broader competencies in the provision of culturally congruent mental health care. Students use multidisciplinary collaboration to secure needed consultations and referrals.
Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A. Co-requisites: NURS 542A, 580.

**NURS 542A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) II Practicum (4 cr. hrs.)**
Uses evidence-based clinical practice guidelines in a variety of health care delivery systems. Emphasis is placed on the assessment, diagnosis of health status, and treatment of psychiatric disorders including diagnostic interviews, differential diagnosis, individual and group psychotherapy skills, and advanced psychopharmacology interventions to promote adaptation. Clinical experiences refine the teaching-coaching functions of the psychiatric mental health nurse practitioner in the provision of anticipatory guidance and counseling to persons and families across the lifespan to promote adaptation.
Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A. Co-requisites: NURS 542, 580.

**NURS 543 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) III (3 cr. hrs.)**
Focuses on application of the theoretical, evidence-based, and practicum knowledge acquired in FPMHNP I and II. Continued emphasis is placed on developing cultural sensitivity to the variations in mental health needs of rural, urban, and underserved populations. Students critically analyze clinical strategies and interventions in health promotion and protection, disease prevention, and treatment. Students further refine skills in critical thinking and diagnostic reasoning. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion and prevention, and disease prevention. Emphasis is on managing and negotiating health care delivery systems and monitoring and ensuring the quality of health care practice. Students develop and refine professional role competencies under the supervision of preceptors and faculty in mental health care facilities.
Prerequisites: NURS 500, 510, N520, N530, 535, 541, 541A, 542, 542A. Co-requisites: NURS 543A, 590.

**NURS 543A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) III Practicum (5 cr. hrs.)**
Emphasizes advanced clinical practice and management of chronic and acute mental illness across the lifespan to promote adaptation. Under the supervision of preceptors and faculty, students manage advanced mental health care for persons and families. Evidenced based clinical practice guidelines are used for advanced assessment, diagnosis, determining the plan of care, and implementation of treatment including diagnostic interviews, differential diagnosis, group and family psychotherapy skills, and advanced psychopharmacology interventions.
Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A, 542, 542A. Co-requisites: NURS 543, 580, 590.

**NURS 561 – Young and Middle Adults (4 cr. hrs.)**
Care of young and middle adults through examination of diagnostic, therapeutic and pharmacological regimens using evidence-based guidelines and research findings in primary care settings to promote adaptation. Emphasis is placed on developing cultural sensitivity to variations in health care needs of underserved, rural, urban, and populations. Includes primary, secondary, and tertiary prevention; risk analysis, management, referral, and measures to improve health status. Emphasizes integration of assessment findings to diagnose common clinical problems.
Prerequisites: NURS 510, 520, 530. Co-requisites: NURS 500, 561A.

**NURS 561A – Young and Middle Adults Practicum (3 cr. hrs.)**
Integrates theory and scientific knowledge with clinical practice for health promotion, diagnosis and management of common clinical problems in young and middle adults and their families in underserved, rural, and urban populations to promote adaptation. Emphasizes development of cultural sensitivity to various health care needs. Opportunities provided to apply knowledge of advanced assessment, pathophysiology, evidence-based practice; to provide primary, secondary and tertiary health promotion; to diagnose acute and chronic clinical problems using indicated diagnostic tests; and to determine treatment and management plans in private practice, primary care centers, and health care systems. Emerging skills in collaborative interdisciplinary practice are used to deliver culturally congruent primary care. Students provide care under the supervision of preceptors and clinical faculty; students manage and coordinate primary care.
Prerequisites: NURS 510, 520, 530. Co-requisites: NURS 500, 561.

**NURS 562 – Pediatrics (2 cr. hrs.)**
Focuses on assessment and management of health-related problems of children, adolescents, and families. Emphasizes anticipatory guidance, development, health promotion, health maintenance, and disease prevention and treatment. Evidenced based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of the primary care needs of families with children. Integrates knowledge gained from theory, research, health policy, roles, and clinical practice facilitate the development of broader competencies in the provision of multidisciplinary culturally congruent primary care. Exploration of issues specific to the provision of care in rural, underserved, and urban areas are examined.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562A, 564, 564A, 580.

**NURS 562A – Pediatrics Practicum (1 cr. hrs.)**
Provides opportunities to deliver advance practice care to children and adolescents in the clinical setting. Emphasizes

competency in advance practice skills in implementation of a comprehensive and/or problem-focused examination; conduct a risk analysis; selection and analysis of appropriate screening and/or diagnostic tests; development of correct assessment; identification of proper differential diagnosis; and development of a management and evaluation plan for issues relevant to children and adolescents. Students integrate knowledge into application in the clinical setting in the provision of culturally congruent care within the health care setting with emphasis on multidisciplinary teamwork. With clinical supervision, students refine the provision of health promotion and anticipatory guidance to persons and families. Exploration of evidence-based practice in the form of evaluating research and other forms of scientific knowledge and how these are integrated into practice. Legislative, economic, rural, and ethical issues that impact the provision of care in the clinical setting will be explored.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 564, 564A, 580.

**NURS 563 – Lifespan of Older Adults (2 cr. hrs.)**
Emphasizes congruent care for older adults and their families. Focuses on theoretical and research-based knowledge of healthcare management of older adults in underserved, rural, and urban populations. Content includes physiological, pathological, and psychosocial changes in maintenance, minor acute illnesses, complex multidimensional, and chronic health problems. Emphasis is on assessment, intervention, evaluation strategies, and coordination of services.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 566, 580. Co-requisites: NURS 563A, 567, 590.

**NURS 563A – Lifespan of Older Adults Practicum (2 cr. hrs.)**
Focuses on clinical practice and health care management of the older adult in acute, extended and long-term care settings in underserved, rural, and urban areas to promote adaptation. Emphasizes advanced diagnostic reasoning and clinical decision making for common and complex problems in the older adult. Stresses development of advanced practice competencies and interdisciplinary expertise in management of acute and chronic health problems. Stresses development and implementation of care to maintain and promote physical, mental, emotional, and social health.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 566, 580. Co-requisites: NURS 563, 567, 590.

**NURS 564 – Women's Health (2 cr. hrs.)**
Provides opportunity to gain skills in the provision of advance practice nursing care to women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes with clinical supervision. Focuses on competency in skills to obtain and conduct a comprehensive and/or problem-focused examination, select and analyze appropriate screening and/or diagnostic tests, conduct clinical assessment, identify diagnoses, and develop a management and evaluation plan for issues relevant to women's health across the lifespan. Students refine the provision of health promotion and disease prevention. Exploration of evidence-based practice in the form of the evaluation of research and other forms of evidence, and integration into practice. Exploration of the development of multidisciplinary relationships within the clinical setting. Legislative, cultural, economic, rural, and ethical issues which impact the provision of care will be explored.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A
Corequisites: NURS 562, 562A, 564, 580

**NURS 564A – Women's Health Practicum (1 cr. hrs.)**
Provides opportunity to gain skills in the provision of advance practice nursing care to women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes with clinical supervision. Focuses on competency in skills to obtain and conduct a comprehensive and/or problem-focused examination, select and analyze appropriate screening and/or diagnostic tests, conduct clinical assessment, identify diagnoses, and develop a management and evaluation plan for issues relevant to women's health across the lifespan. Students refine the provision of health promotion and disease prevention. Exploration of evidence-based practice in the form of the evaluation of research and other forms of evidence, and integration into practice. Exploration of the development of multidisciplinary relationships within the clinical setting. Legislative, cultural, economic, rural, and ethical issues which impact the provision of care will be explored.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 562A, 564, 580.

**NURS 566 – Family Nurse Practitioner Internship I (2 cr. hrs.)**
This is the first of two clinical courses which provides opportunities to apply theoretical and evidence-based knowledge of health promotion, diagnosis and management of common and complex problems in persons across the lifespan in underserved, rural, and urban populations. Delivery of advanced nursing care through primary, secondary, and tertiary prevention. Focuses on advanced health assessment of persons and families. Emphasis on decision-making processes. Students demonstrate expertise in the clinical setting by provision, coordination, and direction of comprehensive care, including health states and complex, chronic and/or co-morbid conditions. Uses extensive clinical placements. Clinical is facilitated by preceptors who provide opportunities to work in interdisciplinary health care teams.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A
Co-requisites: NURS 562, 562A, 564, 564A, 580.

**NURS 567 – Family Nurse Practitioner Internship II (3 cr. hrs.)**
This is the second of two clinical courses which provides opportunities to apply theoretical and evidence-based knowledge of health promotion, diagnosis and management of common and complex problems in persons across the

lifespan in underserved, rural, and urban populations. Delivery of advanced nursing care through primary, secondary, and tertiary prevention. Focuses on advanced health assessment of persons and families. Emphasis on decision-making processes. Students demonstrate expertise in the clinical setting by provision, coordination, and direction of comprehensive care, including health states and complex, chronic and/or co-morbid conditions. Students demonstrate synthesis of knowledge gained from the culmination of the family nurse practitioner program. Uses extensive clinical placements including specialty areas as needed. Clinical is facilitated by preceptors who provide opportunities to work in interdisciplinary health care teams.
Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 566, 580
Co-requisites: NURS 563, 563A, 590.

**NURS 571 – Clinical Practicum I (5 cr. hrs.)**
This is an introductory course focusing on nursing knowledge required for the delivery of anesthesia at a beginning level of competence. It encompasses considerations for patients across the lifespan and a variety of procedures in various clinical settings. Instruction is provided on aspects of a pertinent health history and chart review, achieving successful intravenous access, and the formulation and implementation of appropriate management plans for adult patients from low to moderate risk (ASA I & II), undergoing elective procedures. The safe use of the anesthesia machine, including the FDA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems is emphasized. Technical skills of airway management, including mask management and laryngoscopy with endotracheal intubation, are also emphasized. Pharmacodynamics and pharmacokinetics of common anesthetic drugs, and professional, legal and ethical conduct is included.
Prerequisites: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 500 and 512.

**NURS 572 – Clinical Practicum II (6 cr. hrs.)**
This course continues the application of nursing knowledge to the delivery of anesthesia at an advancing level of competency, for a variety of procedures in various clinical settings and across the patient lifespan. Continued instruction is provided on aspects of a pertinent health history and chart review, achieving successful intravenous access, and the formulation and implementation of appropriate management plans for adult patients (ASA I & II), undergoing elective procedures of moderate risk. The course emphasizes safe and proficient use of the anesthesia machine, including the FDA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems. Proficiency in the technical skills of airway management, including mask management and laryngoscopy with endotracheal intubation, the pharmacodynamics and pharmacokinetic profiles and safe use of all common anesthetic and adjunct anesthesia drugs is also emphasized. Professional responsibility and accountability for ethical and legal conduct is stressed.
Prerequisites: All Fall I, Spring I, and Summer I Nurse Anesthesia courses. Co-requisite: NURS 532, 584, 584A

**NURS 573 – Clinical Practicum III (6 cr. hrs.)**
This course focuses on the delivery of anesthesia at the competent level to persons with a variety of procedures in various clinical settings and may incorporate on-call experiences and specialty rotations in student practice. Guidance on timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans for ASA class I-IV patients; including pediatric, obstetric, cardiac, neurological and other specialty areas are provided. Insertion and management of invasive physiological monitoring systems, and management and administration of spinal, epidural and peripheral nerve blocks is included.
Prerequisites: All Fall I, Spring I, Summer I, and Fall II Nurse Anesthesia courses. Co-requisites: NURS 580, 585.

**NURS 577 – Clinical Practicum IV (6 cr. hrs.)**
This course focuses on the delivery of anesthesia at the proficient level to persons in a variety of procedures in various clinical settings. This course emphasizes consistent demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans for ASA class I-V patients; including pediatric, obstetric, cardiac, neurological, and other specialty areas. Opportunities for the demonstration of proficiency inserting and managing invasive physiological monitoring systems, and managing and administering spinal, epidural, and peripheral nerve blocks are provided. On-call experiences and specialty rotations may be included.
Prerequisites: All Fall I, Spring I, Summer I, Fall II, and Spring II Nurse Anesthesia courses. Co-requisites: NURS 586, 590.

**NURS 578 – Clinical Practicum V (6 cr. hrs.)**
This course focuses on the delivery of anesthesia at the proficient level of competence in all cases with enhanced emphasis on development of independent practice, including student performance as the primary nurse anesthetist with the clinical precept or acting as a consultant. On-call and specialty rotation opportunities are provided. Emphasis is also on consistent, timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations. The ability to formulate complex anesthesia care plans for ASA class I-IV patients and emergency situations and cases; including pediatric, obstetric, cardiac, neurological, and other specialty areas is reinforced. Opportunities for the demonstration of proficiency inserting and managing invasive physiological monitoring systems, and managing and administering spinal, epidural, and peripheral nerve blocks are provided.

Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, and Summer II Nurse Anesthesia courses. Co-requisite: NURS 589

**NURS 579 - Leadership Synthesis for the Nursing Administrator (4 cr. hrs.)**

This course focuses on the synthesis of organizational leadership skills of the nursing business administrator for the delivery of quality care in healthcare organizations. Prerequisites: NURS 521, 522, 529, 500, 533, 534, 580, 587A. Co-requisite: NURS 587B, 590.

**NURS 580 – Contemporary Roles and Issues for Advanced Practice Nurses (4 cr. hrs.)**

Develops and builds awareness of the Advanced Practice Nurses role within complex health care systems that influence practice. Past and current epidemiological, economic, political, ethical, legal, social, environmental (including rural health issues), cultural aspects of health (in the U.S. and comparable international health care systems), and technological issues within the U. S. healthcare system are examined. Exploration of scope of practice, development of leadership skills and strategies to develop multidisciplinary partnerships required to influence health policy; provision of safe, quality care that includes culturally congruent care, and acceptable options to access care. The Advanced Practice Nurse role and the use of informatics, use of personal health care information, and in documentation in accordance with current regulatory processes and payer systems are explored. Additional topics on advocacy, legal, credentialing, and ethical issues will be examined.

Prerequisites: Admission to the MSN Program as a degree or non-degree seeking student.

**NURS 581 – Principles of Anesthesia I (3 cr. hrs.)**

This course introduces students to perioperative nurse anesthesia practice, including basic principles and responsibilities of basic airway management, preoperative anesthesia assessment, perioperative anesthesia, and cardiac and non-cardiac monitoring. Review of anesthesia and biomedical instruments, and anesthesia machines is also included. Concepts related to anesthetic breathing systems, basic gas laws, electrical safety, and the operating environment, are emphasized.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 501, 520, 530, 581-A.

**NURS 581A – Principles of Anesthesia I-Lab (1 cr. hr.)**

This is the laboratory course for NURS 581. In this course, nurse anesthesia students are introduced to the operative environment, including anesthesia machines and anesthesia delivery systems. Demonstration of basic airway equipment, basic airway management skills, proper patient positioning and safety management is emphasized.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 501, 520, 530, 581.

**NURS 582 – Principles of Anesthesia II (3 cr. hrs.)**

This course introduces perioperative management of anesthesia for patients with renal, gastrointestinal, hepatic, endocrine, ENT and neuromuscular diseases; orthopedic surgery; and obstetrical and fetal anesthesia. Includes anesthesia considerations for geriatric and pediatric populations in a variety of settings. The principles of neuraxial anesthesia are presented.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 532, 572, 584-A.

**NURS 582A – Principles of Anesthesia II-Lab (1 cr. hr.)**

This course introduces laboratory simulation experiences related to anesthesia principles used in the delivery of anesthesia to a variety of surgical patients. Simulation experiences with neuraxial anesthesia techniques, advanced airway techniques, and the induction of general anesthesia are also provided.

Prerequisite: All Fall I Nurse Anesthesia courses. Co-requisites: NURS 511, 531, 572, 582, 583.

**NURS 583 – Biochemistry and Physics Concepts in Anesthesia (2 cr. hrs.)**

This course builds upon the foundations introduced in NURS 581, Principles of Anesthesia I, and focuses on the anesthesia related concepts in biochemistry and physics. Topics include chemical, biological, and cell biology considerations. Concepts of physics as they relate to anesthesia equipment including anesthesia machines, delivery systems, and compressed gases are also emphasized.

Prerequisite: All Fall I Nurse Anesthesia courses. Co-requisites: NURS 511, 531, 582, 582-A.

**NURS 584 – Principles of Anesthesia III (3 cr. hrs.)**

This course emphasizes advanced principles of anesthesia and anesthesia techniques and related skills. The specific areas of focus include anesthesia management for intrathoracic, vascular, cardiovascular, and intracranial procedures. Additional emphasis is placed on the management of patients with disease processes, including but not limited to, cardiovascular, renal, hepatic, and neuro logical disorders. Concepts related to the management of anesthetic complications, and postoperative care are also emphasized.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 532, 572, 584A

**NURS 584A – Principles of Anesthesia III-Lab (1 cr. hr.)**

This laboratory course builds on previous simulation experiences and adds emphasis on location of landmarks and techniques for peripheral nerve block with and without ultrasound guidance. Specific content and simulated experiences with one-lung ventilation, 12 lead EKG interpretation, cricothyrotomy and placement of arterial and central line catheters is also included.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 532, 572, 584.

**NURS 585- Advanced Anesthesia Concepts I (1 cr. hr.)**

This course emphasizes advanced principles of anesthesia related skills and anesthesia techniques. It focuses on high risk obstetrics and high-risk pediatrics including congenital fetal abnormalities. Other topics will include basic radiology concepts and chest x-ray interpretation, and technical aspects focuses on peripheral nerve blocks utilizing ultrasound imaging principles. Crisis management

application is simulated with high fidelity mannequins in a variety of monitored scenarios. Prerequisite courses: All Fall I, Spring I, Summer I, Fall II, Nurse Anesthesia courses. Concurrent courses: NURS 573, 580.

**NURS 586 - Advanced Anesthesia Concepts II (1 cr. hr.)**
This course emphasizes advanced principles of anesthesia concepts and techniques. Concepts include providing perianesthesia care for patients with complicated morbidities, comorbidities in urgent and emergent conditions such as trauma, burns, organ transplant recipients, organ transplant donors, chronic pain management, and crisis management demonstration utilizing high-fidelity simulation. Prerequisite courses: All Fall I, Spring I, Summer I, Fall II, and Spring II Nurse Anesthesia courses. Concurrent courses: NURS 577, 590.

**NURS 587A - Nursing Administration Practicum I (3 cr. hrs.)**
This course is the first of two practice immersion courses in preparation of practice for the role of the nursing business administrator. This course is designed to provide the student with a comprehensive practice experience individually designed to meet personal learning objectives as well as professional and career goals. The focus is on the refinement of and application of organizational and leadership theory and skills, human resource management concepts, quality improvement, and finance and budgeting concepts to improve health care delivery and organizational outcomes. A minimum of 180 practice hours must be fulfilled to complete this course. Prerequisites: NURS 521, 522, 529, 500, 533, 534. Co-requisites: NURS 580.

**NURS 587B - Nursing Administration Practicum Il (3 cr. hrs.)**
This course is the second of two practice immersion courses in preparation of practice for the role of the nursing business administrator. This course is designed to provide the student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of and application of organizational and leadership theory and skills, human resource management concepts, quality improvement, and finance and budgeting concepts to improve health care delivery and organizational outcomes. The student will have an opportunity to synthesize leadership skills for application in a variety of healthcare organizations. A minimum of 180 practice hours must be fulfilled to complete this course.
Prerequisites: NURS 521, 522, 529, 500, 533, 534, 580, 587A. Co-requisite: NURS 579, 590.

**NURS 589 – Synthesis Seminar (3 cr. hrs.)**
This course provides comprehensive examination of anesthesia principles of pharmacology, anatomy, physiology, pathophysiology, biochemistry, and chemistry in preparation for the National Certification Examination for nurse anesthesia practice.
Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, Summer II Nurse Anesthesia courses. Co-requisite: NURS 578.

**NURS 590 – Directed Scholarly Inquiry (3 cr. hrs.)**
This course builds upon previously acquired knowledge with a focus on a specific area of scholarly inquiry such as advanced practice, education, and leadership. Working under the guidance of faculty, the culmination of findings from the inquiry will result in preparation of scholarly work appropriate for professional dissemination. Prerequisites: NURS 500, 580.

**NURS 700 - Knowledge Development in Nursing Science (3 cr. hrs.)**
This course critically examines theoretical and empirical knowledge within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science and organizational science are also addressed. Concepts and middle range theories used to guide nursing practice, influence patient outcomes, and improve health care delivery are emphasized.

**NURS 705 - Informational Systems and Technology Application (2 cr. hrs.)**
This course will focus on the integration of informatics knowledge, informational systems and technology and their relationship and influence on healthcare. Key areas in informational systems and technology in healthcare relevant to the DNP role will be explored. Project management will be addressed. The optimization of informational systems and technology for the support of patient care, research, evidence-based practice, evaluation of care, outcomes, and quality will be explored. The future of the expanding role of information systems and technology along with legal and regulatory requirements will be studied.

**NURS 710 – Biostatistics (3 cr. hrs.)**
This course provides an overview of the most commonly used biostatistical methods in the context of nursing science and health care related research. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. An additional focus is use of biostatistics to identify, evaluate, and implement data that contributes to meaningful evidence in populations-based research, evidence-based advanced nursing practice, and optimal health outcomes.

**NURS 720 - Translational Research for Evidence-Based Practice (4 cr. hrs.)**
This course focuses on the translation of evidence into practice, and health care delivery systems for informing policy and improving health care practices, clinical outcomes, safety and quality. Translational science frameworks and change theory are addressed. Strategies for project development, implementation, evaluation, and methods of data collection and management are included. The process of knowledge dissemination and integration is also emphasized.

**NURS 730 - Epidemiology and Population Health (3 cr. hrs.)**
This course provides an overview of central concepts and topical issues in population-based health and epidemiology with a focus on clinical prevention and values-based care of culturally diverse populations. Principles, concepts, and methods of population based- epidemiological research are evaluated. Legal and ethical implications of epidemiology, genetics, and population health are explored. Prerequisite: NURS 710

**NURS 740 - Interprofessional Collaboration, Health Policy, & Organizational Systems (4 cr. hrs.)**
This course focuses on the knowledge and skills needed to collaborate interprofessionally and with stakeholders within organizational systems to influence, design, implement and evaluate health care policies that impact practice regulations, access to care, safety, cost and quality. Develops and builds awareness of the Advanced Practice Nurse's role within complex health care systems that influence practice, economic, political, ethical, legal, social, environmental (including rural health issues), cultural aspects of health (in the U.S. and comparable international health care systems), issues within the U.S. healthcare system are examined. Exploration of scope of practice, development of leadership skills and strategies to develop multidisciplinary collaboration required to influence health policy; provision of safe, quality care that includes culturally congruent care, and acceptable options to access care. Additional topics on advocacy, legal, credentialing, and ethical issues will be examined.

**NURS 741 - Adaptive Leadership (4 cr. hrs.)**
This course will focus on the adaptive leadership skills, strategies, and behaviors necessary to develop and sustain collaborative interdisciplinary relationships within complex health care systems.

**NURS 742 - Strategic Systems Thinking (4 cr. hrs.)**
This course will focus on the major aspects of strategic systems thinking as this relates to the management to complex health care systems. Comprehensive organizational, systems, and/or community assessments will occur to identify aggregate health or system needs, while working with diverse stakeholders in inter or intra-organizational personnel to improve patient outcomes. Scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences will be evaluated.

**NURS 760 – DNP Practice I (3 cr. hrs.)**
This course is the first of two practice immersion courses for the preparation of advanced practice nurses with a Doctorate of Nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program and implement their DNP project. A minimum of 250 practice hours must be fulfilled to complete this course.

**NURS 761 – DNP Practice II (3 cr. hrs.)**
This course is the second of two practice immersion courses for the preparation of advanced practice nurses with a Doctorate of Nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program to complete and evaluate their DNP project. A minimum of 250 practice hours must be fulfilled to complete this course. Prerequisite: N 760

**NURS 781 – DNP Project I (2 cr. hrs.)**
This course is an introductory course that provides the student with advanced study and direction in practice application-orientation inquiry leading to the development of the DNP Project; reflecting the interest of the student and designed to meet individual interests and career goals. Emphasis is placed on the planning stage of the DNP Project.

**NURS 782 – DNP Project II (2 cr. hrs.)**
The purpose of this course is to expand the knowledge and skills acquired in the NURS 781 DNP Project course to incorporate the essential components of the project in the appropriate area or area of practice to ultimately focus on project readiness for the implementation phase. The course will culminate with the student presenting the DNP project plan in a scholarly oral presentation to the DNP Project Team. Prerequisite: N: 781

**NURS 783 – DNP Project III (2 cr. hrs.)**
The purpose of this course is to build upon knowledge and skills acquired in the NURS 782 DNP Project course and to culminate in the evaluation and dissemination of the DNP Project. The course will culminate with the student presenting the DNP project in a scholarly oral presentation and disseminating the results of the project. Prerequisite: N 782

**PADM 510 Quantitative Analysis (3 cr. hrs.)**
This course teaches the use of social science quantitative techniques, emphasizing applications of value to public sector analysts and scholars alike. Includes descriptive statistics, hypothesis testing, cross-tabulation, bivariate regression and correlation, and multiple regression. Examines how to generate and interpret statistical analyses through use of SPSS.

**PADM 515 Qualitative Analysis (3 cr. hrs.)**
This course will introduce participants to the characteristics and approaches to designing and conducting qualitative research projects in public, non-profit and non-governmental sectors. Students will gain hands-on experience in various qualitative methods and analysis

techniques while carrying out a research project related to their area of interest.

**PADM 520 Public Administration (3 cr. hrs.)**
This course will introduce students to the development and impact of American Public Administration. The course will emphasize the role of public managers and their relationships with clientele groups, the legislature, the executive, and the public. The course will introduce theories of administrative accountability; public official discretion, public organization, organizational behavior, and political oversight.

**PADM 525 Public Policy Process (3 cr. hrs.)**
This course introduces students to the theoretical and quantitative techniques of public policy analysis and public policy development, focusing primarily on public policy development and implementation. The course is intended to enable students to be critical users of policy analysis and to understand the role of policy analysis in the development of all types of policies at all levels of government. The course will provide a thorough introduction to the field of policy analysis particularly as the development of public policy is influenced by political actors.

**PADM 530 Public Financial Administration (3 cr. hrs.)**
The ability of public officials to manage budgets, distribute resources and predict costs is crucial to a community's well-being. This course gives students a solid grounding in the concepts, terminology and techniques in the art and science of public sector budgeting and financial administration. Students use real world examples to analyze various approaches to public budgeting and revenue planning, evaluate and problem solve fiscal activities in governmental units, and gain "hands-on" budget preparation and presentation experience.

**PADM 540 Public Service Ethics and Values (3 cr. hrs.)**
Ethics shape and define the nature of public professions. Therefore, public administrators need to be competent in understanding and dealing with ethical dilemmas and difficult public management issues that have no easy solutions, no right or wrong answers in order to conduct their work effectively and fairly. The course centers on the dynamic relationships between public professionals and the people, organizations, and society they serve and how those relationships can be maintained in a highly competitive system.

**PADM 550 Economics for the Public Sector (3 cr. hrs.)**
This course examines the role of the government as defined by economic theory in the creation of public policy. It will focus on concepts from micro- and macroeconomics such as externalities, public goods, public education, income redistribution, welfare programs and tax policy to understand policy problems including issues that affect subnational governments and the local community.

**PADM 551 Local Government Management (3 cr. hrs.)**
This course explores the responsibilities, capacity and practicalities of state and local government. The focus will be not only what state and local governments should or should not do but what these entities accomplish and how it does so. While the principles of this course will apply to any of the 50 states, many examples will feature Tennessee state government and features of its county and municipal governments. Features of other state and local governments may occasionally be discussed as part of a comparative analysis.

**PADM 591 Health Care and Public Policy (3 cr. hrs.)**
Health care policies can have a profound effect on quality of life. Accessibility, cost, and quality of health care; safety of food, water, and environment; the right to make decisions about our health: these issues (and more) are vitally tied to health care policies. This course presents an introduction to health policy, i.e., the various ways in which the government plays a role in health and in the provision of health care and provides a framework for understanding the social, political and economic dimensions of health policy. The course introduces the policy-making and legal system of the United States, builds on foundational information about the organization of the health care system, and highlights issues in health care policy including Centers for Medicare and Medicaid Services (CMS) policy, environmental health policy, an overview of major health care policy reforms (e.g., the Affordable Care Act), key economic considerations (e.g., finance and budgeting, public and private costs), pharmaceutical policy, injury prevention policies, and aging and long-term care policies.

**PADM 592 Strategic Comm. in Health Care (3 cr. hrs.)**
This course is designed to introduce students to health communication theory, research, and practice. This course will blend traditional elements of communication theory and practice to external communities (public relations) and internal communities (human relations). The primary course objective involves providing you with a solid framework for conducting health communication campaigns, including planning, implementation, and evaluation. The course will focus on the health communication process as well as the production of communications. More specifically, we examine the fundamentals of public health communication; discover the vital role that public health communication plays in the success of new health care delivery structures, the implementation of health care reform and the adoption of advances in prevention, health promotion and emergency preparedness; and explore the latest public health communication innovations, tools, technologies, research and strategies.

**PADM 593 Directing Healthcare Organizations (3 cr. Hrs.)**
This course will use cases that will give students the opportunity to practice applying knowledge they have already acquired to real world public health judgments, as well as learn from the knowledge and experiences of others. The cases will cover a wide variety of public health directing, coordinating and leadership situations in a diversity of settings and typically have no clear right or wrong answers. It is expected that each case will draw from many of the disciplines taught in the program.

**PADM 594 Fiscal Impact of Healthcare Policy (3 cr. hrs.)**
Health policy is examined from an economic perspective. Basic fiscal and economic theories and their relationships to the structure and function of the U.S. healthcare system are explored. Alternative health care systems and health care reforms are also evaluated.

**PADM 601 Managing Public and Non-profit Organizations (3 cr. hrs.)**
The purpose of this course is to aid students in understanding the process of managing public service organizations, and thus enhance their management and leadership skills for use in the public sector. The course provides students with the tools needed to diagnose and solve organizational problems, to influence the actions of individuals, groups, and organizations, and to lead high-performing, successful public service organizations.

**PADM 602 Nonprofit Marketing (3 cr. hrs.)**
Nonprofit marketers face unique marketing challenges—from deficient resources for adequately addressing marketing needs to a general lack of understanding of the power of marketing. The course will address these and other challenges of nonprofit sector marketers, providing students with an introduction to marketing theory. It will also equip students with practical experience in developing a strategic marketing plan, influencing the attitudes and behaviors of diverse stakeholders, leveraging social media and other emerging technologies, and other skills relevant to nonprofit marketers.

**PADM 603 Nonprofit Board Development (3 cr. hrs.)**
In order to be successful, nonprofit organizations require strong leadership from their Board of Directors. The board responsibility is to oversee the effectiveness of management policies and decisions, including the execution of its strategies. Students in this course will learn the roles and responsibilities of the board, including its paramount duties, and how board accountability by a nonprofit's internal and external stakeholders requires a fully engaged and active board of directors who manage the organization. Students will also discuss how they may increase board members' commitment to the mission and purpose of the organization, and how boards must be active and engaged to fulfill their legal and governance duties.

**PADM 604 Nonprofit Fundraising (3 cr. hrs.)**
This course covers the fundamentals of effective resource development (i.e., fundraising) for nonprofit organizations. This course will examine the parameters within which nonprofit managers raise funds; the historical, organizational, legal, and ethical contexts of fundraising for nonprofit organizations; the philosophy of philanthropy in the U.S. and the various motivations for giving; and, practical guidelines for identifying potential donors, handling the "ask," providing donor recognition, and utilizing your board effectively for fundraising purposes.

**PADM 611 Legal Context for Policy and Pubic Management (3 cr. hrs.)**
This course is intended for non–lawyers such as public planners or government administrators who wish to understand how the law affects the operation of governments as it relates to issues including planning, budgeting, land use and zoning, the environment, infrastructure development, social welfare, and healthcare.

**PADM 612 Public Policy in Popular Culture (3 cr. hrs.)**
This course examines contemporary public policy issues through the lens of popular culture with particular emphasis on the portrayal of issues in television, film, and music. This course is intended to develop policy-specific knowledge, critical thinking about policy issues and their characterization by media outlets, and research skills.

**PADM 613 Grant Proposal Writing (3 cr. hrs.)**
This course will help to develop the skills necessary for students to have the knowledge to be able to develop a solid funding grant proposal. This course is ideal for students who pursuing careers in nonprofit and government agencies and are seeking to develop the skills needed to become an effective grant writer. Additionally, this course is ideal for students who work with and/or supervise grant-based programs or agencies and who wish to acquire the knowledge of how the grant process works.

**PADM 620 Special Topics in Public Policy (3 cr. hrs.)**
This course will review selected topics in public policy and public administration to be studied in relationship to business, the non-profit sector and the public sector. A wide variety of topics will be available to study including at prioritization, program development, agenda building, interest group and elite influence, program implementation, and program assessment.

**PADM 696 Independent Study (1-3 cr. hrs.)**
The independent study is an opportunity for the student to conduct in-depth study on a topic of interest and/or to provide the opportunity to work closely with a faculty member on a research project. Students must have successfully completed provisional admission requirements and obtain instructor approval. Students are limited to six (6) credit hours of Independent Study coursework put towards elective requirements.

**PADM 697 Thesis or Research Project (6 cr. hrs.)**
All general track students must complete an approved thesis (minimum of 6 hours) or research project (minimum of 6 hours). The research project and thesis must make a unique and significant contribution to the discipline of Public Administration. A Handbook on the MPA Thesis/Project will be available as a guide to course requirements.

**SPED 530 Special Education and Law, Practice & Ethics (3 cr. hrs.)**
Candidates in this course interpret and apply current special education policy and law to practice, as professional and ethical educational leaders and advocates for students with disabilities.

**SPED 545 Methods of Literacy, Language & Communication (3 cr. hrs.)**
Candidates in this course learn collaborative teamwork as the means to address literacy, communication, and language development in children with special needs. They learn to collaborate and consult with professionals in order to evaluate students' needs, contribute to IEP preparation and provide exemplary instruction.

**SPED 547 Systematic Instructional Procedures for Learners with MSD (3 cr. hrs.)**
This course provides a framework for understanding students with moderate and severe and multiple disabilities. The impact of these disabilities on the family and community will be discussed. Candidates will evaluate the varied characteristics and communication skills of students with extensive support needs such as health care, self-care, community-living, and self-advocacy. Candidates will focus on how these support needs affect performance at school. Candidates will plan for and effectively teach learners with moderate and multiple disabilities while incorporate varying levels of guidance, support, and prompting into teaching. This course will prompt candidates to explore systematic instructional procedures as a means of ensuring all students have equitable access to learning opportunities.

**SPED 550 Managing Academic & Social Behavior (3 cr. hrs.)**
This course examines the complexity of classroom and behavior management using the framework of Applied Behavior Analysis and Positive Behavioral Supports. Candidates apply knowledge of how teacher behavior, environmental factors and disabilities influence the behaviors of all students. Candidates research models of classroom and behavior intervention. Candidates develop and deliver effective instruction using behavioral principles within a framework of positive behavioral interventions and supports, and functional behavior assessments. Best practices in behavior and classroom management will be discussed.

**SPED 560 Screening, Assessment & Identification (3 cr. hrs.)**
This course provides candidates what they need to understand assessment in the schools, and to use it effectively in practice. Candidates explore the entire process of assessment. chronologically, moving sequentially through response to intervention, to prereferral strategies, to assessments, to report writing, to development of the IEP. Candidates explore validity and reliability, tests most often used in assessment, legal issues, and basic statistical terminology. Candidates focus on the practical application of assessment in schools with discussions on interpreting results, screening and diagnosis, writing professional reports, making recommendations from the data, presenting results to parents, and attending eligibility committee meetings. This course addresses best practices in formal and informal assessment from birth through adulthood.

**SPED 565 Transition & Employment for Students with Disabilities (3 cr. hrs.)**
Candidates, in compliance with IDEA transition assessment requirements, will identify transition assessments and programs suitable for individuals with varying characteristics, skills, and aptitudes. They will accurately interpret assessment results in order to develop appropriate, individualized postsecondary goals. Candidates will develop strategies to report results to students, families, and other team members and work collaboratively to plan for students' self-determination, skill development, and identification of supports and services.

**SPED 571 Methods for Teaching Students with MSD (3 cr. hrs.)**
This course provides strategies for teaching students with moderate and severe and multiple disabilities. To ensure the best outcomes for students with moderate and severe disabilities, K-12 educators need to understand what constitutes good instructional practices and how to apply them in any classroom, with any curriculum. This course addresses systematic instruction, a highly effective teaching approach rooted in applied behavior analysis.

**SPED 573 ABA in Autism (3 cr. hrs.)**
This course provides a framework for understanding and designing effective social interaction/communication and behavior interventions for children with autism spectrum disorder and other developmental disabilities. The course focuses on the application of empirically validated social interaction/communication and behavioral interventions that are consistent with principles of ABA in designing the interventions. Students will participate in lectures, demonstrations, presentations, and application activities.

**SPED 577 Responsive Teaching for Mathematics & Literacy Instruction for Students with High Incidence Disabilities (3 cr. hrs.)**
This course provides an in-depth study of responsive teaching strategies to meet diverse learning needs while emphasizing the need for strong home-school collaboration between schools and families of students with high incidence disabilities. Candidates collaborate to form professional teams with staff, administrators, and others for professional development, instruction, and problem solving. Candidates examine characteristics of students with high incidence disabilities, including learning disabilities, emotional and behavioral disabilities, and mild or moderate intellectual disabilities (focusing on how to apply various strategies of accommodations and curricular modifications to meet individualized learning needs). This course emphasizes a culturally responsive, inclusive philosophy that promotes self-determination. Candidates explore the best of inclusion practices, the most effective general teaching practices, and ways to differentiate instruction for specific content areas with an emphasis on effective literacy and mathematics instruction for learners with complex support needs. Candidates apply principles of Universal Design for Learning (UDL), and the latest strategies relating to academic success as a means to improve outcomes and prevent failure of all students, including students with disabilities, ELL students, and other at-risk students.

**SPED 595 Special Topics in Special Education (3 cr. hrs.)**
This course provides candidates with an opportunity to make in depth explorations of the critical issues facing today's special educators. Candidates review research form leaders in the field of special education. This course prompts candidates to examine topics related to the major themes reflected in the professional preparation standards set by the Council for Exceptional Children (CEC). These include: (1) learner development and individual learning differences; (2) learning environments and associated accommodations and modifications for students with special needs; (3) curricular content knowledge and specialized strategies to promote academic and behavioral success for struggling learners; (4) screening and assessment; (6) specialized instructional planning and strategies; (7) professional learning and ethical practice; and (8) collaboration.

**STAT 683 Applied Statistical Analysis (1 cr. hr.)**
This course is a co-requisite with research project courses, ANAT683 and LSCI 683, the first time a student registers for a research project and as necessary thereafter. The learning will result from independent consultations with a statistician focused on specific design of the student's research project and subsequent analysis of resulting data from that research project. Pre-requisite: Satisfactory completion of an undergraduate statistics course. Co-Requisite: ANAT 683 or LSCI 683 unless exempted. Course may be repeated for credit. Pass/Fail.

**VANT 710 Veterinary Anatomy I (5 cr. hrs.)**
A systemic and topographic study of macroscopic body structure is presented via lecture and laboratory. This course utilizes the dog and cat as the primary models for the study of general mammalian form; however, the anatomical information learned may be applied (with varying degrees of modification) to essentially all domestic mammals as well as many exotic species. A team approach is used for laboratory dissection. Clinical applications are incorporated throughout the course in alignment with the ultimate goal of contributing to the education of a practitioner. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Veterinary Biomedical Science Program. Fall**.**

**VANT 712 Histology (1 cr. hr.)**
This course is a series of laboratories designed to develop the necessary skills to identify microscopic anatomy of basic cell types, tissues, organs, and organ systems. Principles learned in this course will be applied in simultaneous and subsequent courses in the CVM curriculum. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Veterinary Biomedical Science Program.

**VANT 720 Veterinary Anatomy II (5 cr. hrs.)**
The pony will serve as the primary model for studying large animal anatomy and for comparing equine anatomy and other large domestic animal anatomy with small animal anatomy. This will serve to reinforce basic anatomy similarities. Emphasis will be on the anatomy of large animals (horse, large and small ruminants, and the pig), which are vital to CVM students to matriculate through the veterinary curriculum in preparation to understand the principals of practicing veterinary medicine and entering the medical profession. Anatomical concepts will be studied of the various regions of the body and will be correlated with systemic anatomy and with topographical and other regional anatomy. To encourage student participation in the learning process, information exchange periods will accompany most labs. Course available to Master of Science degree-seeking students only. Pre-Requisites: Successful completion of VANT710. Spring.

# Board of Trustees

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Elizabeth Thompson, DVM
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# FACULTY

While many part-time and adjunct faculty make valuable contributions to the teaching and learning at F, only full-time employees holding faculty rank are included in this catalog. The date following each name indicates year of initial LMU faculty appointment. Periodically, new faculty will be added via the "Updates" page.

**Oscar Acosta, 2017**
Instructor of Nursing
Diploma (Nursing), Mountainside Hospital School of Nursing
BSN (Nursing), South University
MSN (Nursing), Grand Canyon University

**Joanna Adams, 2019**
Instructor of Nursing
BSN (Nursing), Baptist College of Health Sciences
MSN (Nursing), University of Tennessee-Knoxville

**Stephen Adkins, 2017**
Assistant Professor of Political Science
Coordinator of AHSS Graduate Programs
BA (Advertising) University of Tennessee
JD Samford University
MPA (Public Administrations) University of Tennessee
PhD (Political Science) University of Tennessee

**Anita Airee, 2017**
Associate Professor of Pharmacology
BS (Biology and Chemistry), University of Tennessee-Knoxville
PharmD (Pharmacy), University of Tennessee Health Sciences Center

**Ashraf Aly, 2018**
Assistant Professor of Computer Science
Program Director, Computer Science
BS (Computer Science), Cairo University
MS (Computer Science), University of Colorado
PhD (Computer Science), University of Technology, Malaysia

**Arléne Amarante, 2019**
Assistant Professor of Law
BA (English), University of Nevada
JD, Nova Southeastern University, Shepard Broad Law Center, Fort Lauderdale, Florida

**Elizabeth Anderson, 2011**
Instructor of Nursing
BSN (Nursing), University of Tennessee–Knoxville
MSN (Nursing), University of Tennessee–Knoxville

**Stacy Anderson, 2015**
Dean, College of Veterinary Medicine
Associate Professor of Large Animal Surgery
DVM (Veterinary Medicine), Iowa State University
MVSc (Large Animal Clinical Sciences), University of Saskatchewan, Canada
PhD, University of Saskatchewan, Canada

**Kirsten Andersen, 2019**
Instructor of Nursing
AS (Fire Science), Miramar College
ASN (Nursing), Edison State College
BSN (Nursing), Florida Gulf Coast University
MSN (Nursing with Education Focus), Walden University

**Rhonda Armstrong, 2012**
Instructor of Learning Resources
Director of the Library
BBA (Information Systems) Middle Tennessee State University
MLS (Library Science) Indiana University

**Darnell Arnoult, 2010**
Writer in Residence
Assistant Professor of English
BA (American Studies), University of North Carolina–Chapel Hill
MA (English) North Carolina State University
MFA (Creative Writing), University of Memphis

**Philip Ashley, 2015**
Associate Professor of Law
BA (Psychology), Rockford College, Rockford, IL
JD, Tulsa University College of Law
LLM (Taxation), New York University School of Law

**Mary Beth Babos, 2008**
Chair of Pharmacology
Professor of Pharmacy
BS (Pharmacy), Duquesne University School of Pharmacy
MS (Forensic Toxicology), University of Florida
MS (Pharmaceutical Chemistry), University of Florida
PharmD, Albany College of Pharmacy, Union University

**Randal Batchelor, 2014**
Director of Academic Assessment
Assistant Professor of Professional Education
BA (History), Montana State University
MA (History), University of Virginia
EdD (Higher Education Administration), Montana

State University

**Kristy L. Bay, 2013**
Director of Special Projects and Operations for Enrollment and Student Affairs
Instructor of Religion
BA (French), Belmont University
BA (Commercial Music), Belmont University
MDiv (Academic Research), McAfee School of Theology-Mercer University

**Sydney Beckman, 2008**
Professor of Law
BA (Psychology), Stephen F. Austin University
JD, Baylor School of Law

**Brian Bell, 2020**
Assistant Professor of Education
BA, (History), Rocky Mountain College
MEd, (Educational Administration & Supervision), LMU
EdD, Professional Practices, Trevecca Nazarene University

**Elizabeth Bell, 2019**
Instructor of Nursing
BSN (Nursing), Lincoln Memorial University
MSN (Nursing-FNP), Lincoln Memorial University

**Kimberly Benge, 2016**
Instructor of Nursing
ASN (Nursing), LMU
BSN (Nursing), Eastern Kentucky University
MSN (Nursing Education), University of Phoenix

**Toni Bennett, 2019**
Assistant Professor of Marketing
BA (Psychology), Christian Brothers University
MBA (Information Technology Management), Christian Brothers University
DBA (Marketing), Jacksonville University

**Bruce Beverly, 2009**
Professor of Law
BA, State University of New York at Buffalo
JD, Ohio Northern University

**Heather Bhakta, 2017**
Assistant Professor of Veterinary Science
Program Director, Veterinary Medical Technology Program
BS (Biology), Stetson University
DVM, University of Tennessee

**Teresa Bicknell, 2003**
Associate Dean, School of Education
Associate Professor of Education
BS (Elementary Education), University of Tennessee–Knoxville
MA (Administration and Supervision), Tennessee Technological University
EdS (Administration and Supervision), Tennessee Technological University
EdD (Administration and Supervision), Tennessee State University

**Jacqueline Black, 2018**
Assistant Professor of Criminal Justice
BA (Humanities), University of Alabama
MA (Criminal Justice and Criminology) East Tennessee State University
PhD (Criminal Justice/Juvenile Justice) Nova Southeastern University

**Joshua Boone, 2013**
Assistant Professor of Mathematics
BS (Mathematics), Southern Illinois University-Carbondale
MS (Mathematics), Southern Illinois University-Carbondale
PhD (Mathematics), Southern Illinois University-Carbondale

**Ted Booth, 2012**
Director of Academic Support
Instructor of History and Religion
BA (History), Milligan College
MSSW (Social Work), University of Tennessee-Knoxville
MA (Historical Theology and Religion), Emmanuel Christian Seminary
PhD (History), University of Tennessee-Knoxville

**Megan Boring, 2010**
Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville

**Rebecca Brackmann, 2006**
Associate Professor of English
BA (English), Illinois Wesleyan University
MA (English), University of Illinois Urbana-Champaign
PhD (English), University of Illinois Urbana-Champaign

**Donna Kay Bradley, 2011**
Instructor of Nursing
BSN (Nursing), Tennessee Wesleyan College
MSN (Nursing), Liberty University

**Thomas Bragg, 2018**
Assistant Professor of English
BA (English Literature), University of North Florida
MA (English), University of Florida
PhD (English), University of Florida

**LaRoy Brandt, 2016**
Associate Professor of Biology
Director, Cumberland Mountain Research Center
AA, State Fair Community College
BS (Biology), Missouri State University
MS (Biology), University of Central Missouri
PhD (Biology), The University of Kansas

**Robin Brooks, 2014**
Instructor of Nursing
AAS (Nursing), Grayson County College
BSN (Nursing), University of Texas
MSN (Nursing), University of Texas

**Juanita Brown, 2014**
Associate Professor of OMM
ASN (Nursing), Vermont College
BS (Biology), Florida Southern University
DO, NOVA Southeastern College of Osteopathic Medicine

**Lynda Browning, 2014**
Instructor of Nursing
ADN (Nursing), Western Oklahoma State College
BSN (Nursing), Chamberlain College
MSN (Nursing), University of Alabama-Birmingham

**Ann-Marie Buchanan, 2013**
Associate Professor of Social Work
BSW (Social Work), Oakwood College
MSW (Clinical Social Work), University of Central Florida
PhD (Human Services and Management of Non-Profit Agencies), Capella University

**Rebecca Burleson, 2009**
Associate Professor of Education
BS (Elementary Education), East Tennessee State University
MEd (Special Education), East Tennessee State University
EdD (Special Education), University of Kentucky

**Vickie Burns, 2018**
Instructor of Nursing
BS (Earth Science/Science Teaching, minor in Biology), Eastern Kentucky University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing Education), Western Governors University

**Teresa Campbell, 2010**
Associate Professor of Pathology
BS (Chemistry), Mars Hill College
MD, Medical University of South Carolina

**Kimberly Carney, 2018**
DVTC Clinical DVM
Assistant Professor of Veterinary Medicine
BS (Animal Health), University of Georgia
DVM, University of Georgia

**Chessica Cave, 2014**
Associate Professor of Education
BA (Interdisciplinary Studies), Virginia Intermont College
MEd (Administration and Supervision), Lincoln Memorial University
EdS (Administration and Supervision), Lincoln Memorial University
EdD, (Curriculum and Instruction), Lincoln Memorial University

**Noel Cawley, 2017**
Assistant Professor of Biology, Plant Science
BS Crop and Soil Environmental Sciences
MS Crop Science, North Carolina State University
PhD Soil and Water Science, University of Florida

**Stacy Chelf, 2019**
Assistant Professor of Neuroanatomy
BS (Biological Science) Lee University, Cleveland TN
MA (Instructional Leadership) Tennessee Technological University, Cookeville TN
MS (Anatomical Science) Lincoln Memorial University
PhD (Clinical Anatomy) Lincoln Memorial University

**Jeffrey Chesnut, 2018**
Associate Professor of Clinical Medicine
BS (Biology) Oral Roberts University
DO, Kirksville College of Osteopathic Medicine

**KesLee Chessor, 2020**
BSN (Nursing), University of Tennessee
MSN (Women's Health &Gerontology), University of Alabama, Birmingham

**Undine Christmann, 2015**
Associate Professor of Veterinary Medicine
MS (Biomedical Sciences), Auburn University
MPH (Biomedical and Veterinary Sciences), Virginia Tech
PhD (Biomedical and Veterinary Sciences), Virginia Tech

DVM (Veterinary Medicine), Université de Liège

**Mahdia Ben Salem Churchwell, 2011**
Assistant Professor of Foreign Language
BA (Foreign Language), Nice University–France
MA (Foreign Language), Nice University–France
PhD (Modern Foreign Language), University of Tennessee-Knoxville

**Darrin Clark, 2018**
Instructor of Mathematics
BAE (Secondary Mathematics Education), University of Kentucky
MSE (Secondary Mathematics Education), University of Kentucky

**Timothy Clayton, 2013**
Assistant Professor of Mathematics
BS (Mathematics), Lee College
MS (Applied Mathematics), University of Tennessee-Knoxville
PhD (Mathematics), University of Tennessee-Knoxville

**Vicki Clevinger 2017**
Assistant Professor of Education
BS (English), East Tennessee State University
MA (English), East Tennessee State University
EdD, East Tennessee State University

**Kelly Cole, 2013**
Instructor of Nursing
Diploma (Registered Nurse), St. Mary's School of Nursing, Knoxville, TN
BSN (Nursing), King College
MSN (Nursing Education), King College

**Mark Coleman, 2019**
Associate Professor of Anatomy
BS (Anthropology), University of Tennessee, Knoxville
MS (Anthropological Sciences), Stony Brook University, NY
PhD (Anthropological Sciences), Stony Brook University, NY

**Clarence Colle, 2010**
Professor of Microbiology
Associate Dean of Preclinical Academic Affairs/Basic Medical Sciences
BS (Geology), Mount Union College, Alliance, OH
PhD, Louisiana State University Health Sciences Center

**Samantha Collins, 2019**
Large Animal Clinical DVM
AAS (Veterinary Technology), Lincoln Memorial University
BS (American Studies), Lincoln Memorial University
MPH (Veterinary Concentration), University of Tennessee-Knoxville
DVM, University of Tennessee-Knoxville
PhD Candidate (Infectious Disease & Epidemiology), University of Tennessee

**Shannon Collins, 2014**
Professor of Education
BS (Education), University of Tennessee-Knoxville
MS (Special Education), University of Tennessee-Knoxville
PhD (Education), University of Tennessee-Knoxville

**Ismael Concha-Albornoz, 2015**
Assistant Professor of Veterinary Anatomy
MS (Veterinary Science), Oregon State University
DVM (Veterinary Medicine), Santo Tomás University

**Stephanie Conder, 2016**
Instructor of Nursing
ASN (Nursing), Jackson State Community College
BSN (Nursing), University of Tennessee at Martin
MSN (Nursing), University of Alabama Birmingham
DNP (Nursing), University of Alabama

**David Cook, 2014**
Assistant Professor of Education
BS (Social Studies Secondary Education), University of Tennessee-Knoxville
MS (Special Education), University of Tennessee-Knoxville
EdD (Education Leadership), University of Tennessee-Knoxville

**Kevin Cooper, 2013**
Assistant Professor of Physics
BS (Physics), Morehead State University
MS (Experimental Nuclear Physics), Ohio University
PhD (Experimental Matter Physics), Ohio University

**Anya Kerin Cope, 2017**
Chair of Internal Medicine
Assistant Professor of Internal Medicine
BA (History), University of Virginia
DO, Pikeville College School of Osteopathic Medicine

**John Coppinger, 2019**
Vice Chair of Osteopathic Manipulative Medicine
Assistant Professor of Osteopathic Manipulative Medicine
DO, University of New England College of Osteopathic Medicine

**Joseph Cosgriff, 2013**
Assistant Professor of Education
BFA (Fine Arts), Brigham Young University
MFA (Fine Arts), Virginia Commonwealth University
MSEd (Special Education), Old Dominion University
PhD (Special Education), Vanderbilt University

**Stephen Cowan, 2014**
Professor of Philosophy & Religion
BA (Sociology), University of Southern Mississippi
MDiv., Southwestern Baptist Theological Seminary
MA (Philosophy), University of Arkansas
PhD (Philosophy), University of Arkansas

**Lisa Blair Cox, 2019**
Assistant Professor of Business
BBA, Lincoln Memorial University
MS (Human Resource Management), Golden Gate University
DBA (Human Resource Management), Northcentral University

**Jeffrey R. Darrow, 2003**
Associate Professor of Mathematics
Chair, Department of Mathematics
BS (Secondary Education/Mathematics), Bloomsburg University of Pennsylvania
MS (Mathematics), Shippensburg University of Pennsylvania
DA (Mathematics), Idaho State University

**Rebecca Davidson, 2019**
Assistant Professor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing Administration), University of Tennessee-Knoxville
PhD (Nursing Education), Capella University

**Gwendolyn M. Davis, 2007**
Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), Saint Joseph's College

**Melissa Day, 2016**
Assistant Professor of Physician Assistant Studies
Bachelor of Arts, University of the Cumberlands (major in Biology, minor in Chemistry and Spanish)
MPAS, University of the Cumberlands

**Tammy Dean**, **1988**
Associate Dean CSON
Chair BSN Program
Associate Professor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville
DNP (Nursing Administration), Samford University

**Jacques Debrot, 2004**
Associate Professor of English
BA (English and American Literature and Language), City College (The City University), New York
MA (English and American Literature and Language), Harvard University
PhD (English and American Literature and Language), Harvard University

**Gina DeFranco, 2009**
Associate Professor of Family Medicine
BS (Biology), University of North Carolina, Chapel Hill
DO, University of Health Sciences College of Osteopathic Medicine, Kansas

**Muthu Dharmasena, 2018**
Assistant Professor of Biology, Microbiology
BS (Microbiology), University of Kelaniya
MS (Food Technology), Clemson University
PhD (Food Technology), Clemson University

**Edward Diden, 2018**
Assistant Professor of Education
BS (Education), Tennessee Technological University
MA (Health and Physical Education), Tennessee Technological University
EdD (Educational Administration and Policy Studies), University of Tennessee

**Lea Dodge, 2017**
Executive Director, Tampa Site
Assistant Professor of Nursing
Diploma (Registered Nurse), Lawrence Memorial Hospital School of Nursing
BSN (Nursing), Salem State College
MSN (Nursing,) University of Phoenix
DNP/Family Nurse Practitioner, University of Massachusetts

**Daniel Adrian Doss, 2019**
DBA Program Director
Associate Professor of Business Administration
PhD (Business Administration), Northcentral University
MBA, Embry-Riddle Aeronautical University
BS (Computer Science), Mississippi State University

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Clinical Relations Lead DVM III
Assistant Professor of Veterinary Medicine
BS (Biology), Chestnut Hill College
VMD (Veterinariae Medicinae Doctoris), University of Pennsylvania

**Beatrix Dudzik, 2015**
Assistant Professor of Anatomy
BA (Anthropology), University of Tennessee-Knoxville
MA (Forensic Anthropology), University of Montana
PhD (Anthropology), University of Tennessee-Knoxville

**Lisa Ebner, 2015**
Associate Professor of Anesthesiology
BSA (Animal Science), University of Georgia
MS (Comparative and Veterinary Medicine), Ohio State University
DVM (Veterinary Medicine), University of Georgia

**Steven Edwards**, **2005**
Assistant Professor of Medical Laboratory Science
BS (Medical Technology), Lincoln Memorial University
MS (Clinical Laboratory Science), University of North Dakota

**Joel David Effler, 2011**
Assistant Professor of Education
BA (Psychology), University of Tennessee
MA (Clinical Psychology), Appalachian State University
PhD (Education), University of Tennessee-Knoxville

**Joan Eiffe, 1992**
Assistant Professor of Nursing
BSN (Nursing), East Tennessee State University
MSN (Nursing), Saint Joseph's College

**Timothy Elledge, 2017**
Assistant Professor of Ethics
BA (Classical Studies and Philosophy) University of Tennessee-Knoxville
MA (Philosophy) University of Tennessee-Knoxville
PhD (Philosophy) University of Tennessee-Knoxville

**Jami England, 2014**
Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), Vanderbilt University
DNP (Nursing), Frontier Nursing University

**Billy Joe Engle**, **2003**
Associate Professor of Medical Laboratory Science
Director of Medical Laboratory Science Program
BHS (Medical Technology), University of Kentucky
MS (Clinical Laboratory Science), University of North Dakota
MA (Theology), Emmanuel Baptist University
ThD (Theology), Emmanuel Baptist University
DDiv (Divinity), Emmanuel Baptist University

**Randall K. Evans**, **1989**
Associate Dean of Career Services &Professional Development
Professor of Veterinary Medicine
DVM (Veterinary Medicine), Auburn University

**Stephen C. Everly**, **2003**
Associate Professor of Chemistry
Chair, Department of Chemistry and Physics
BS (Chemistry), United States Naval Academy
PhD (Chemistry), University of Idaho

**M. Akram Faizer, 2011**
Professor of Law
BA, McGill University
JD, University of Notre Dame Law School

**Charles Faulkner, 2011**
Associate Professor of Parasitology
BA (Anthropology), University of Tennessee-Knoxville
MA (Anthropology), University of Tennessee-Knoxville
PhD (Anthropology/ Parasitology), University of Tennessee-Knoxville

**Vina Faulkner, 2001**
MS Veterinary Biomedical Science Program Director
Associate Professor of Veterinary Science
BS (Biology), Mt. Senario College, Wisconsin
MS (Biology), University of Wisconsin-Eau Claire
PhD (Comparative and Experimental Medicine), University of Tennessee–Knoxville

**Andrew Fels**
Visiting Assistant Professor of Law
BA (English Literature), Maryville College
JD, University of Tennessee College of Law

**Leanna Ferguson, 2019**
Instructor of Nursing
BSN (Nursing), Florida State University
MSN (Nursing Education), Concordia University

**Clint Field, 2017**
Assistant Professor of Biology, Anatomy and Physiology
BS Zoology, Idaho State University
MD (Medicine), University of Texas Health Science Center at San Antonio

**Douglas Fitzovich, 2008**
Professor of Physiology
BGS (General Studies), University of Kentucky

PhD (Physiology and Biophysics), University of Kentucky

**Barbara Flanagan, 2018**
Assistant Professor of Education
BA (Teacher Education), Frostburg State University
MS (Educational Administration), Radford University
PhD (Curriculum and Instruction), Virginia Tech

**Asher Flynn, 2019**
Assistant Professor of Exercise Science
BS (Exercise Science), Evangel University
MS (Kinesiology), University of Central Arkansas
PhD (Sport Physiology and Performance), East Tennessee State University

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Director, Center for Innovation in Veterinary Education and Technology (CIVET)
Associate Professor of Veterinary Medicine
AAS (General Studies), Drury University
BS (Animal Science), University of Hawaii at Manoa
MA (Educational Leadership), St. Mary's University
DVM (Veterinary Medicine), Texas A&M University
PhD (Science Education), Texas Christian University

**Karen Foster 2017**
Director of edTPA
Associate Professor of Education
BS (Elementary Education), University of Tennessee-Knoxville
MS (Elementary Education and Reading Education), Portland State University
PhD (Curriculum and Instruction – Elementary Education, Research Cognate), University of Southern Mississippi

**Jason Fowler, 2012**
Associate Professor of Biochemistry
AS (Biology), Columbus State Community College
BS (Biochemistry), Ohio State University
PhD (Biochemistry), Ohio State University

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Assistant Professor of Accounting
BS (International Business), State University of New York
MBA (Accounting), St. John's University
PhD (Advanced Accounting), Northcentral University

**Cherie Gaines, 2011**
Associate Professor of Education
AS (Elementary Education), Roane State Community College
BS (Multidisciplinary Studies), Tennessee Technological University
MS (Education), Tennessee Technological University
EdS (Education), Tennessee Technological University
PhD (Education), University of Tennessee-Knoxville

**John Gassler, 2013**
Associate Professor of Anatomy
AA (Pre-Physical Therapy), University of Florida
BS (Physical Therapy), Medical College of Georgia
MS (Anatomy), Medical College of Georgia
DPT (Physical Therapy), Hardin-Simmons University

**Charlie Gee, 2016**
Program Director, Media Communications
Assistant Professor of Media Communications
BA (Communications) Middle Tennessee State University
MA (Communications) University of Tennessee
PhD (Communications and Information) University of Tennessee

**John Gibbons, 2018**
Assistant Professor of Physiology
BS (Animal Science), Texas A&M University
MS (Dairy Science), Virginia Polytechnic Institute & State University
PhD (Endocrinology) University of Wisconsin-Madison

**Phillipa (Pippa) Gibbons, 2018**
Food Animal Clinician
Assistant Professor of Food Animal Medicine
BS (Agriculture), University of Reading-UK
BVM (Veterinary Medicine), Royal Veterinary College
MS (Biomedical Sciences), Texas A&M University
Certificate of Veterinary Education, Royal Veterinary College

**Michael Giles, 2015**
Program Director, Art
Associate Professor of Art
BFA (Painting & Drawing), Ohio State University
MFA (Painting & Drawing), University of Tennessee-Knoxville

**William Gill, 2015**
Director of Legal Writing and Assessment
Associate Professor of Law
BA (English Literature), University of Tennessee-Knoxville
JD, Emory University School of Law

**Joseph Gill, 2016**
Assistant Professor of Theatre
BA (Theatre Arts/Dance), California State University, Los Angeles
MFA (Theater), Naropa University

**Jessey Gilley, 2015**
Assistant Professor of Geography
BA (Geography, Political Science), Concord University
MA (Geography), Ohio University
PhD (Geography), University of Kansas

**Robert Gilley, 2018**
Small Animal Surgeon
Associate Professor of Veterinary Medicine
BA (Biology), University of Colorado
MA (Biology), Hofstra University
DVM (Veterinary Medicine), University of Florida
PhD (Comparative Orthopedics/ Tissue Engineering), University of Minnesota

**Lee Gilroy, 2014**
Associate Professor of Psychology
BA (Psychology), Florida Atlantic University
MA (Psychology), Florida Atlantic University
PhD (Cognitive/Experimental Psychology), Florida Atlantic University

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Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), South University
MSN (Nursing Education), Grand Canyon University

**Jody Goins, 2016**
Vice President and Dean for Enrollment and Student Affairs
Instructor of Education
BA (History Education), Lincoln Memorial University
MEd (Education Administration & Supervision), Lincoln Memorial University
EdS (Educational Administration & Supervision), Lincoln Memorial University
EdD (Executive Leadership), Lincoln Memorial University

**Joy Goins, 2010**
Instructor, Nurse Anesthesia Program
BSN (Nursing), University of Kentucky
MSN (Nurse Anesthesia), University of Tennessee Health Science Center
DNP (Nurse Anesthesia), University of Tennessee at Chattanooga

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Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Western Governors University
MSN (Nursing Education), Western Governors University

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Vice President for Finance
Assistant Professor of Management
BBA (Accounting), Lincoln Memorial University
MBA (Business Administration), Lincoln Memorial University
MAcc (Accounting), Golden Gate University

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Coordinator, Accessible Education Services
Instructor of Psychology
BS (Psychology), University of Maryland
MEd (Counseling and Guidance), Lincoln Memorial University
MBA Lincoln Memorial University
EdD (Counseling Psychology), Argosy University

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Associate Professor of Immunology
BS (Biology), East Tennessee State University
BS (Health Sciences), East Tennessee State University
PhD (Molecular Microbiology and Immunology), University of Missouri, Columbia School of Medicine

**Sarah Griffith, 2012**
Instructor of Nursing
AAS ((Nursing), St. Clair County Community College
BSN (Nursing), Kaplan University
MSN (Nurse Educator Track), Liberty University

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Head Athletic Trainer
BS (Athletic Training), Lincoln Memorial University
MEd (Counseling and Guidance), Lincoln Memorial University

**Adam Gromley, 2012**
Director of Research
Associate Professor of Molecular/Cellular Biology
BS (Microbiology and Molecular Cell Sciences), University of Memphis
PhD (Biomedical Sciences), University of Massachusetts Medical School

**Zeynep Gromley, 2012**
Chair of Molecular Sciences
Associate Professor of Biochemistry
Bachelors, Dokuz Eylul University, Turkey
Masters, Dokuz Eylul University, Turkey
PhD (Biochemistry), The Medical College of Wisconsin

**Karen Gruszynski, 2018**
CAHA Epidemiologist
Assistant Professor of Epidemiology
BS, University of Minnesota – Twin Cities
DVM (Veterinary Medicine), University of Wisconsin – Madison
MPH, Louisiana State University
PhD (Epidemiology), Louisiana State University

**Julie Hall, 2014**
Associate Professor of Molecular Biology
Chair, Department of Biology
BS (Biotechnology), Elizabethtown College
PhD (Biology), University of North Carolina- Chapel Hill

**Gayle Hamann, 2018**
Assistant Professor of Osteopathic Manipulative Medicine
BS (Biology) Central Washington University
DO, Western University of Health Science College of Osteopathic Medicine of the Pacific

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Program Director, Master of Science Biomedical Professions
Associate Professor of Biology
BS (Biology), Virginia Commonwealth University
MBA, Strayer University
PhD (Immunology and Microbiology), Virginia Commonwealth University

**Stewart Harris, 2016**
Director of Major Gifts for DSOL
Adjunct Professor of Law
Associate Director, Abraham Lincoln Institute for the Study of Leadership and Public Policy
BA (Public & International Affairs), Princeton University
JD, University of Pennsylvania School of Law

**Angela Heatherly, 2014**
Instructor of Nursing
LPN (Nursing), Jacksboro Area Vocational School
AAS (Nursing), Excelsior College
BSN (Nursing), King College
MSN (Nursing), King College
DNP (Nursing). UT Chattanooga

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Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing), Lincoln Memorial University

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ASN (Nursing), Pellissippi State Community College
BSN (Nursing), Lincoln Memorial University
MSN (Nursing), Lincoln Memorial University

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ASN (Nursing), Southeast Community College
BSN (Nursing), University of Virginia, Wise
MSN (Nurse Anesthesia), Mountain State University
DNP (Nurse Anesthesia), Virginia Commonwealth University

**Erin Hermann, 2017**
Instructor of Nursing
BSN (Nursing), University of Tennessee-Chattanooga
MSN (Nursing), Old Dominion University
DNP (Nursing), UT Knoxville

**Donna Hermey, 2009**
Chair and Professor of Anatomy
BS (Biology), Muhlenberg College
PhD (Anatomy and Cell Biology), Temple University School of Medicine

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Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing), Lincoln Memorial University
DNP (Nursing), Lincoln Memorial University

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Assistant Professor of Decision Science
PhD (Management Science), University of Tennessee
BS (Economics), University of Alabama at Birmingham

**Rex Hobbs, 2013**
Director, PA Program
Professor of PA Studies
BS (Physician Assistant Studies), University of Texas Medical Branch, Galveston
MPAS (Family Medicine), University of Nebraska Medical Center

**John R. Hoellman, 2008**
Assistant Professor of Biology
BS (Microbiology), East Tennessee State University
MS (Microbiology), East Tennessee State University

PhD (Biomedical Sciences), East Tennessee State University

**Glen Hoffsis, 2014**
Special Assistant to the President for College of Veterinary Medicine
Professor of Veterinary Medicine
BS (Agriculture), Ohio State University
MS, Ohio State University
DVM, Ohio State University

**Jennifer Holt, 2018**
Instructor of Nursing
AAS (Nursing), Walters State Community College
BSN (Nursing), King University
MSN (Education), King University

**Roger Holt, 2011**
Assistant Professor of Management
BS (Business Administration), Lincoln Memorial University
MA (Human Relations/Management), Webster College
DBA (Business Administration), Nova Southeastern University

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Assistant Professor of Art
BFA (Three-Dimensional Studies), Bowling Green State University
MFA (Studio Art), School of the Art Institute of Chicago

**Charles Hubbard, 1995**
Professor of History
The Abraham Lincoln Historian
BA (History and Philosophy), Mercer University
MA (History), Middle Tennessee State University
PhD (History), University of Tennessee

**Kristina Hudson, 2018**
Assistant Professor of Education
BS (Interdisciplinary Studies, Human Learning and Development), Lincoln Memorial University
EdS (Curriculum and Instruction), Lincoln Memorial University
EdD (Instructional Leadership), Lincoln Memorial University

**Stephanie Hull, 2011**
Associate Professor of PA Studies
Associate Program Director
BS (Physician Assistant Studies), Pennsylvania College of Technology
MS (Emergency Medicine), Alderson Broaddus College, Philippi

**Melissa Humfleet, 2004**
Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University
DNP (Nursing), UT Chattanooga

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Assistant Professor of Accounting
BS (Economics), Concordia University
MA (Economics), University of Windsor
MScA (Accounting), Strayer University
DBA (Accounting), Argosy University

**April James, 2010**
Professor of Law
BA (English), Lincoln Memorial University
JD, Samford University- Cumberland School of Law

**Sherry Jimenez, 2017**
Associate Dean for Assessment and Interprofessional Education
Assistant Professor of Medical Education
BS (Finance/Economics) Rochester Institute of Technology
MS (Management) Nazareth College
EdD (Executive Leadership), St. John Fisher College

**Judy Johnson, 2013**
Instructor of Nursing
LPN (Nursing), Cumberland Valley Health Occupations
AAS (Business), Southeast Community College
ASN (Nursing), Walters State Community College
BSN (Nursing), Excelsior College
MSN (Nursing), Walden University
DNP (Nursing), UT Chattanooga

**Kathryn Jones, 2016**
Instructor of Nursing
Nursing Simulation Coordinator
BSN (Nursing), Austin Peay State University
MSN (Nursing), Liberty University

**Katie Jones, 2017**
Assistant Professor of Law
BA (Political Science & Sociology), University of North Carolina-Chapel Hill
JD, University of Tennessee College of Law

**Christopher Kelly, 2017**
Clinical Skills, DVM
Assistant Professor of Veterinary Medicine
BA (Biology), Knox College
Paramedic Specialist, University of Iowa Hospitals

and Clinics
DVM (Veterinary Medicine), Iowa State University

**Brian Kessler, 2015**
Vice President and Dean, DeBusk College of Osteopathic Medicine
Professor of Family Medicine
BS (Biology), Saint Vincent College
DO, Lake Erie College of Osteopathic Medicine

**Dennis Kiick, 2006**
Professor of Biochemistry
BS (Biology), San Diego State University
MS (Biochemistry), LSU Medical Center
PhD (Biochemistry) University of North Texas

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Assistant Professor of Anatomy
BA (Anthropology), State University of New York, Binghamton
MA (Biological Anthropology), State University of New York, Binghamton
PhD (Biological Anthropology), University of Tennessee, Knoxville

**Young Kim, 2013**
Assistant Professor of Music
BM (Piano Performance), Tennessee Tech
MM (Piano Performance), University of Tennessee
DMA (Piano Performance), Louisiana State University

**Veronica King, 2018**
Assistant Professor of Pathology
AS (Liberal Studies), Fullerton College
BS (Animal Science), California Polytechnic University
DVM (Veterinary Medicine), Western University of Health Sciences

**Gavin Kirton, 2015**
Assistant Professor of Chemistry
BS (Chemistry), Murdoch University- Australia
PhD (Chemistry), Australian National University

**Whitney Kistler, 2016**
Assistant Professor of Biology
Program Director, Conservation Biology Program
BS (Biology), Mercyhurst University
MS (Forest Resources), the University of Georgia
PhD (Forest Resources), the University of Georgia

**Susanna Kitts-Morgan, 2015**
Assistant Professor of Physiology
BS (Biology), Bluefield College
MS (Animal and Food Sciences), University of Kentucky
PhD (Animal and Food Sciences), University of Kentucky

**Adam Kolatorowicz, 2015**
Assistant Professor of Anatomy
AA (Anthropology), College of Lake County, Grayslake, IL
BS (Anthropology), Northern Illinois University
MS (Human Biology), University of Indianapolis
PhD (Anthropology), The Ohio State University

**Rachelle Kuhn, 2014**
Assistant Professor of Physician Assistant Studies
BGS (Health and Physical Education), Ball State University
MPH (Health Promotion and Health Education), University of Toledo

**Stan Kunigelis, 2009**
Professor of Physiology
BSc. (Biology), York University, Canada
MSc. (Biology), York University, Canada
PhD (Biology), York University, Canada

**Vonda Laughlin, 2017**
Director of Bar Skills & Associate Professor of Law
BA (Human Services), University of Tennessee
JD, University of Tennessee College of Law
LL.M (Insurance Law), University of Connecticut School of Law

**Rhonda Lawson, 2020**
ASN (Nursing), Southeast Community College
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University

**Kristy Lee, 2018**
Assistant Professor of Social Work and Field Coordinator
BS (Social Work), Lincoln Memorial University
MSW (Social Work), East Tennessee State University

**Jonathan Leo, 2006**
Associate Dean of Students
Associate Dean of Graduate Programs, DCOM
Professor of Anatomy
BA, Macalester College
PhD (Anatomy), University of Iowa

**Jeannie Levi, 2019**
Instructor of Nursing
ASN (Nursing), Walters State Community College
MSN (Nursing), Carson-Newman University

**Jennifer Levy-Tatum, 2018**
Assistant Professor of Law
JD, Widener University School of Law
CLU, The American College
LUTCF, The American College
Dip. ED, University of the West Indies
BA, University of the West Indies

**Carrie Lingerfelt, 2013**
Instructor of Nursing
BSN (Nursing), East Tennessee State University
MSN (Nursing), Vanderbilt University

**Ann Walsh Long, 2009**
Head of Research and Digital Collections Librarian
Assistant Professor of Law
JD, Lincoln Memorial University Duncan School of Law
MS (Library Science), Catholic University of America
BA (Political Science), Colorado College

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Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BS (Biology), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (FNP), Lincoln Memorial University

**Christopher Loyke, 2018**
Associate Dean of Clinical Affairs
Associate Professor of Family Medicine
BS (Biology), Creighton University, NE
DO, Ohio University College of Osteopathic Medicine

**Michael Lynch, 2018**
Director of the Abraham Lincoln Library and Museum
Instructor of History
BA (History), Lincoln Memorial University
MA (History), University of Tennessee

**Matthew Lyon, 2011**
Vice President and Dean for DSOL
Professor of Law
BA (Public Policy), The College of William & Mary
MPA (Public Administration), Syracuse University
JD, Northwestern University School of Law

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Assistant Professor of Finance
BSC (Accounting), University of Buea
BS (Accounting), Mountain State University
MS (Strategic Leadership), Mountain State University
Ph.D. (Management), Walden University

**Kathleen Makolinski, 2018**
Shelter Veterinarian at the SPCA Serving Erie County, CVM
BS, Canisius College
DVM, Cornell University
Graduate Certificate (Shelter Medicine), University of Florida, CVM

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Assistant Professor of Nursing
ASN (Nursing), Manatee Community College
BSN (Nursing), University of South Florida
MSN (Nursing-FNP), University of South Florida
DNP (Nursing), University of South Florida

**Christy Mapes, 2019**
Clinical Coordinator for Graduate Nurse Practitioner Programs
Instructor of Nursing
BS (Psychology), University of Tennessee-Knoxville
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing-FNP), University of Tennessee-Knoxville

**Katherine Marsh, 2016**
Digital Resources Librarian
Assistant Professor of Law
BA, University of Tennessee
MIS, University of Tennessee
JD, Mercer University

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Assistant Dean of Basic Medical Sciences
Associate Professor of Physiology
BSc (Movement Science), University of Pittsburgh School of Education, Pittsburgh
MSc (Clinical Exercise Physiology), Northeastern University, Bouve' College of Health Science, Boston
PhD (Health and Human Performance), University of Florida College of Health and Human Performance, Gainesville

**Verna Mason 2017**
Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University

**James Maxwell, 2017**
Dean of the School of Business
Professor of Management
BS (Management), Maryville University
MBA (Management/Marketing), Maryville

University
D.MGT. (Management), Webster University
Ph.D. (Technology Management/Human Resource Development & Industrial Training), Indiana State University

**James McAllister, 2015**
Program Director, Music
Assistant Professor of Music
BM (Music Education), Shenandoah University, Virginia
MM (Wind Conducting), University of Delaware
PhD (Music Education), University of Kansas

**Logan McCarthy, 2018**
Assistant Professor of Nursing
BS (Psychology), Xavier University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing), Lincoln Memorial University
DNP (Nursing), Lincoln Memorial University

**John McCook 2017**
Program Director MEdITL Program
Assistant Professor of Education
BS (Math & Physics), Oglethorpe University
MS (Physics), University of Tennessee-Knoxville
EdD (Education Research Statistics & Science Ed, Higher Ed, Math Ed, Curriculum & Instruction), UT

**Diane McCroskey, 2013**
Instructor of Nursing
Diploma (Registered Nurse), St. Mary's School of Nursing
Diploma (Biblical Studies), Liberty University
BSN (Nursing), King College
MSN (Nursing Education), King College

**Christy McGhee, 2015**
Assistant Professor of PA Studies
BS (Physician Assistant Studies), Jefferson College of Health Sciences
BS (Biology), King College, Bristol, TN
MPAS, (Orthopedics), Nebraska Medical Center

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Chair of Pediatrics
Assistant Professor of Pediatrics
BS (Biology), Tennessee Technological University
DO, West Virginia School of Osteopathic Medicine

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Assistant Professor of Nursing
ADN (Nursing), Owens Community College
BSN (Nursing), University of Cincinnati
MSN (Nursing), University of Cincinnati
DNP (Nursing), Mount Saint Joseph University

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Instructor of Nursing
AAS (Nursing), Walters State Community College
BSN (Nursing), King College
MSN (Nursing Administration), King College

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Assistant Professor of Sport Management
BS (Athletic Training-Physical Education), Lincoln Memorial University
MS (Exercise Science), Arkansas State University
EdD (Sports Management), United States Sports Academy

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Interim MBA Program Director
Instructor of Business
BBA (Marketing), Lincoln Memorial University
MBA (General Business), Carson-Newman University

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Instructor of Nursing
AS (Biology), Lincoln Land Community College
ASN (Nursing), Lincoln Memorial University
MSN (Clinical Nurse Specialist/Adult), Vanderbilt University

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Assistant Professor of Theriogenology
BS (Animal Science/Pre-Vet), University of Wisconsin
DVM (Veterinary Medicine), University of Florida
PhD (Equine Theriogenology), University of Kentucky

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Director of Clinical Education
Associate Professor of Physician Assistant Studies
BS (Biology), Virginia Tech
MHS (Phys. Assistant studies), University of South Alabama

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Vice President and Dean, Caylor School of Nursing
Professor of Nursing
BSN (Nursing), University of Kansas
MSN (Nursing), Boston University
PhD (Nursing), University of Tennessee-Knoxville

**Mark Moran, 2010**
Vice President and Dean of Medical Sciences,
Professor of Physician Assistant Studies
BS (Biology), King College, Bristol, TN
BS (Health Sciences), James Madison University

MPAS, (Emergency Medicine), Nebraska Medical Center
DMS, Lincoln Memorial University

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Assistant Professor of Marketing
DBA (Marketing), Northcentral University
MBA, American InterContinental University
BA (Secondary Education English), Tusculum College

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Assistant Professor of Education
BS (Preaching), Johnson Bible College
MA (Education), Tusculum College
EdS (Educational Leadership), Lincoln Memorial University
EdD (Educational Leadership and Policy Analysis), East Tennessee State University

**Paul Nader, 2015**
Assistant Professor of Veterinary Anatomy
BS (Zoology), University of North Carolina Chapel Hill
DVM (Veterinary Medicine), North Carolina State University

**Michael Neff, 2017**
Instructor of Mathematics
BS (Business), University of Virginia, Wise
MEd (Vocational and Technical Education), Virginia Tech
MA (Mathematics), University of Virginia

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Clinical Research Assistant
BS (Biology), King College
MS (Animal Science), University of Tennessee-Knoxville
DVM (Veterinary Medicine), University of Tennessee-Knoxville

**Joanna Neilson, 2005**
Associate Professor of History
Chair, Department of Humanities
BA (History and Dramatic Arts), Centre College
MA (History), Florida State University
PhD (History), Florida State University

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Instructor of Learning Resources
Electronic Resources Librarian
BA (Writing and Communication), Maryville College
MS (Information Sciences), University of Tennessee-Knoxville
EdS (Educational Administration and Supervision), Lincoln
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**Tanya Parton Noah, 2006**
Chair, Undergraduate Programs, Business
Assistant Professor of Finance
BS (Mathematics), Lincoln Memorial University
MS (Mathematics), Eastern Kentucky University
PhD (Management), Walden University

**Stephen Noe, 2014**
Director of Didactic Education
Assistant Professor of Physician Assistant
BS (Biology), University of Kentucky
MPAS, University of Kentucky

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Instructor of Nursing
BA (Allied Health Care), National Louis University
BSN (Nursing), The College of St. Scholastica
MA (Health Information Management), The College of St. Scholastica
MSN (Nursing), Simmons College

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Assistant Professor of Nursing
BSN (Nursing), Troy State University
MSN (Nursing), Clemson University
DNP (Nursing), University of Alabama-Huntsville

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Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing-FNP), Lincoln Memorial University
DNP (Nursing), University of Tennessee-Chattanooga

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Director, MSN Nurse Anesthesia Concentration
Associate Professor of Nursing
ASN (Nursing), Southwest Virginia Community College
BSN (Nursing) University of Virginia's College at Wise
MSNA (Nurse Anesthesia), Virginia Commonwealth University
DNAP (Nurse Anesthesia), Virginia Commonwealth University

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Assistant Dean of Students, Director for Student Development
Instructor of Education
BA (Sociology), East Tennessee State University

MS (Counseling in Higher Education), East Tennessee State University
EdD (Educational Leadership and Policy Analysis), East Tennessee State University

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Professor of Physiology
BS (Biology), Providence College, RI
MS (Anatomy and Physiology), Kansas State University
PhD (Physiology), Kansas State University

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Chair, Department of Social Work
Professor of Social Work
BA (Anthropology), University of Georgia
MSLS (Library Science), University of Tennessee-Knoxville
MS (Adult Education), University of Tennessee-Knoxville
MSSW (Social Work), University of Tennessee-Knoxville
PhD (Social Work), University of Tennessee-Knoxville

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Chair, Initial Teacher Licensure Undergraduate, Assistant Professor of Education
BS (Marketing), the University of Tennessee, Knoxville
MS (Teacher Education), the University of Tennessee, Knoxville
PhD (Secondary Education), the University of Alabama

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Instructor of Nursing
AS, Walters State Community College
ASN (Nursing), Walters State Community College
BSN (Nursing), King College
MSN (Leadership/Management), Western Governor's University

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Principal Researcher & Program Manager for CAHA
BS (Animal Science), University of Vermont
VMD (Veterinariae Medicinae Doctoris), University of Pennsylvania
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Instructor of Nursing
ADN (Nursing), Cumberland College
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University

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Professor of Sport and Exercise Science
BS (Health and Physical Education), Berry College
MA Ed (Physical Education), University of North Alabama
PhD (Physical Education), University of South Carolina

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Clinical Skills, DVM, CIVET
Assistant Professor of Veterinary Medicine
AS, Collin College
BVS (Veterinary Science), James Cook University, Australia
DVM (Veterinary Medicine), Mississippi State University

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Chair ASN Program
Assistant Professor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing Administration), Vanderbilt University
DNP (Nursing Administration), Samford University

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Assistant Dean of Student Success
BS (Biology), Tulane University
MS (Wildlife Biology), Auburn University
DVM (Veterinary Medicine), Auburn University

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Clinical Relations Lead Veterinarian I
Assistant Professor of Veterinary Medicine
BS (Animal Science), Brigham Young University
BVM (Veterinary Medicine), The Royal Veterinary College

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Dean and Chief Administrative Officer
BS, University of Pittsburgh
DO, University of Osteopathic Medicine and Health Sciences (Des Moines University)
MPH, Des Moines University

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ASN (Nursing), Waubonsee Community College
BSN (Nursing), Northern Illinois University
MSN (Nursing), Chamberlain College of Nursing

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Assistant Professor of Veterinary Science
Chair, Veterinary Health Science & Technology Department
BA (Anthropology), University of Tennessee-Knoxville

BS (Biological Sciences), University of Tennessee-Knoxville
MPH (Public Health), University of Tennessee-Knoxville
DVM (Veterinary Medicine), University of Tennessee-Knoxville

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Director, MSN Family Psychiatric Mental Health Nurse Practitioner Concentration
Professor of Nursing
ADN (Nursing), Gadsden State University
BSN (Nursing), Jacksonville State University
MSN (Family Nurse Practitioner), Mississippi University for Women
PhD (Educational Psychology), Mississippi State University

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Director of Professional Life Skills
Assistant Professor of Veterinary Medicine
BS (Animal Science), University of Tennessee
DVM (Veterinary Medicine), Ross University – School of Veterinary Medicine

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Assistant Professor of Biology, Microbiology
BS (Natural Resources and Environmental Science), University of Illinois at Urbana
DVM, University of Tennessee
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Assistant Professor of Pharmacology
BS (Pharmaceutical Sciences), Shedan College of Pharmacy
PhD (Physiology and Pharmacology), University of Louisiana-Monroe

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BS, Anderson College
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BBA (Management), University of Notre Dame
MA (Spanish), Middlebury College
JD, University of Notre Dame

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Instructor of Learning Resources
Information Literacy Librarian
BA (English), Lincoln Memorial University
MA (English), Clemson University
MS (Information Sciences), University of Tennessee-Knoxville

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Professor of Large Animal Internal Medicine
BS (Animal Science), Oklahoma State University
DVM (Veterinary Medicine), Oklahoma State University
PhD (Veterinary Science), Washington State University

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Instructor of Nursing
BSN (Nursing), University of South Florida
MSN (Nursing Education), American Sentinel University

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Clinical Relations Lead Veterinarian II
Associate Professor of Veterinary Medicine
Graduate Certificate in Medical Informatics, Oregon Health Sciences University
Graduate Certificate in Statistical Analysis in Production Medicine, Michigan State University
DVM (Veterinary Medicine), Mississippi State University

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ASN (Nursing), Broward College
BSN (Nursing), Barry University
MSN (Nursing Administration & Finance), Florida Atlantic University

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Dean, School of Mathematics and Sciences
Professor of Biology
BS (Biology), Fairmont State University
MS (Forestry), West Virginia University
PhD (Biology), University of Arkansas

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Associate Professor of Veterinary Anatomy
BS (Agriculture), University of Tennessee at Martin
DVM (Veterinary Medicine), University of Tennessee
PhD (Comparative and Experimental Medicine), University of Tennessee

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Associate Director of Assessment/Faculty Development
Assistant Professor of Medical Education
BA (English), University of Georgia
MA (Special Education), Mary Baldwin College, VA
PhD (Curriculum and Instruction: Educational

Psychology), Virginia Tech, VA

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Associate Dean, Director of Law Library
Professor of Law
BA, Brigham Young University
MLS (Library Science), Brigham Young University
LLB (Law), University of Western Ontario
MBA (Business), Lincoln Memorial University
JD, University of New Mexico

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Clinical Pathologist, CVM
DVM (Veterinary Medicine), Jordan University of Science and Technology, Irbid, Jordan
PhD (Pathological Sciences), Louisiana State University

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Associate Professor of History
BA (History), Illinois Benedictine College
MA (History), Northern Illinois University
PhD (History), University of Minnesota-Twin Cities

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BA (Social Work) University of Tennessee – Chattanooga
MEd (School Counseling) University of Tennessee – Chattanooga
PhD (Counselor Education and Supervision) University of Tennessee - Knoxville

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Technical Director of Theater
Arts in the Gap Coordinator
BS (Psychology), Texas A&M University
BS (Visualization), Texas A&M University
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Associate Dean for Student Learning
Associate Professor of Law
BA (Political Science and Sociology), Yale University
MS, Columbia University Graduate School of Journalism
JD, University of Minnesota Law School

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Director, MSN Family Nurse Practitioner Concentration
Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), East Tennessee State University
MSN (Family Nurse Practitioner), Lincoln Memorial University
DNP (Nursing), Frontier Nursing University

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Assistant Professor of Economics
BSBA (Economics), Clarion University of Pennsylvania
BSBA (Real Estate), Clarion University of Pennsylvania
BS (Computer Information Systems), Clarion University of Pennsylvania
MA (Economics), West Virginia University
PhD (Economics), West Virginia University

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Assistant Professor of Veterinary Medicine
BS (Biomedical Science), Texas A&M University
BS (Animal Science), Texas A&M University
MPH, University of Texas Health Science Center at Houston
DVM (Veterinary Medicine), Texas A&M University

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Assistant Professor of Computer Information Systems
BS (Biology/Chemistry), Lincoln Memorial University
MS (Management and Information Systems), Nova Southeastern University
EdS (Curriculum and Instruction), Lincoln Memorial University
EdD (Educational Leadership), East Tennessee State University

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Dean, School of Arts, Humanities, and Social Sciences
Professor of Government
BA (Political Science/Public Administration), Trenton State College
MPA (Public Administration), New York University
PhD (Public Administration and Political Science), Temple
University

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Academic Coordinator, Physician Assistant Studies
Assistant Professor of Physician Assistant Studies
BS, Community Texas A&M
BS (PA Studies), UT Southwestern Medical Center
MPAS, University of Texas Pan America

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Assistant Professor of Physician Assistant Studies
AS, Southeast Community College
AA, Southeast Community College
BS (Medical Technology), Lincoln Memorial University

MMS (Physician Assistant), Lincoln Memorial University

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Associate Professor of Family Medicine
BS (Interdisciplinary Studies, Biochemistry and Molecular Biology), University of Florida
MD (Medicine), University of Florida College of Medicine

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Assistant Professor of Biology
BA (Biology), West Virginia University
MS (Veterinary and Biomed Sciences), the University of Georgia
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BS (Biology) Washington and Lee University
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Instructor of Nursing
AAS (Nursing), Farmingdale State College
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BSN (Nursing), Adelphi University
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Assistant Professor of Physician Assistant Studies
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MMS, Lincoln Memorial University

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JD, University of Tennessee College of Law

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Chair of Behavioral Health
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BS (Biology), University of Kentucky
MD (Medicine), University of Kentucky

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AS, Southeast Community College
BS (Medical Technology), Lincoln Memorial University
MS (Medical Laboratory Science) University of North Dakota

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Instructor of Nursing
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MSN (Nursing), Eastern Kentucky University
EdS, Lincoln Memorial University

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BA (Zoology), The Ohio State University
DVM, The Ohio State University
Graduate Certificate (Shelter Medicine), University of Florida – CVM

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MEd (Educational Media & Educational Technology), East Tennessee State University
EdD (Educational Leadership), East Tennessee State University

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LPN (Nursing), Cumberland Valley Technical College
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Walden University

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BS (Biology), Union College, KY
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BA (Interdisciplinary Studies Elementary Education), Covenant College
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ASN (Nursing), Mountain Empire Community College
BSN (Nursing), Radford University
MSN (Nursing), George Mason University
PhD (Nursing), Frontier School of Midwifery and Family Nursing

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Instructor of Nursing

Diploma (Nursing), St. Francis Hospital School of Practical Nursing
ASN (Nursing), Excelsior College
BSN (Nursing), Excelsior College
MSN (Nursing Education), Walden University

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Attending Veterinarian
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BS (Zoology), The Ohio State University
MS (Environmental Biology), The Ohio State University
MS (Physiology), The Ohio State University
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BA (English), North Carolina State University
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BA (English), Indian University
MA (English), Western Kentucky University
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Professor of Education
BA (Speech/Hearing Therapy), University of Southwestern Louisiana
MS (Special Education), University of Tennessee-Knoxville
MS (Administration and Supervision), University of New Orleans
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BA (Biology and Chemistry) Minnesota State University-Moorhead
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Dean, School of Allied Health Sciences
Associate Professor of Veterinary Technology
DVM (Veterinary Medicine), University of Tennessee-Knoxville
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Medical Director of the DVTC
Assistant Professor of Small Animal Surgery
BSA (Animal Science), University of Georgia
MSpVM-Small Animal Surgery, North Carolina State University
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Chair, Department of Social Sciences
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BA (French), Purdue University
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Program Director, MEd Counseling and Guidance
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BA (History, Classical Archaeology), University of Michigan
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Program Director, EdD Program
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BA (History), University of Tennessee-Knoxville
MA (Military History), Norwich University
EdS (Administration), Lincoln Memorial University
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Professor of History
BA (History), University of Tennessee-Chattanooga
MA (History), University of Tennessee-Knoxville
PhD (History), University of Tennessee-Knoxville

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Chair of Emergency Medicine
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BS (Electrical Engineering), University of Memphis
MD (Medicine), University of Tennessee center for the Health Sciences

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BS (Biological Science), Florida State University
MS (Zoology), University of Maine
PhD (Animal Science), University of Tennessee-Knoxville

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Associate Professor of Athletic Training

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BS (Physical Education), University of Arizona
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BA (Psychology), California State University
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BA (Communications/Broadcast), State University of New York
MA (Telecommunication), Southern Illinois University
PhD (Communications/Broadcasting), University of Tennessee-Knoxville

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BA (Child Development), Maryville College
MS (instructional Technology and Education Studies), University of Tennessee-Knoxville
PhD (Literacy), University of Tennessee-Knoxville

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MD (Medical Doctor), Shanghai Medical University, Shanghai, China
PhD (Anatomy), Wayne State University School of Medicine

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Assistant Professor of Finance
DBA (Finance), Walden University
MBA (Finance), Walden University
BS (Human Services), Springfield College

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Interim, Associate Dean of Clinical Relations and Outreach
Assistant Professor of Veterinary Medicine
BS (Biomedical Engineering), Vanderbilt University
MS (Biomedical Engineering), Vanderbilt University
DVM (Veterinary Medicine), The Ohio State University

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Assistant Professor of Pharmacology
PharmD (Pharmacy), Samford University

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Assistant Professor of English
BA (English), University of Florida
MA (English) University of Florida
PhD (English) University of Florida

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Theriogenology Resident, LMU-CVM
BS (Wildlife and Fisheries Science), Texas A&M University
DVM (Veterinary Medicine), Texas A&M University

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Chair of Osteopathic Manipulative Medicine
Associate Professor of Osteopathic Manipulative Medicine
DO, New York Institute of Technology College of Osteopathic Medicine

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Student Services and Assessment Librarian
BA (History), Freed-Hardeman University
JD, University of Memphis College of Law
MBA, Bryan College
MSIS, University of Tennessee

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Senior Associate Dean
Professor of Osteopathic Manipulative Medicine
BA (History), Centenary College of Louisiana
MEd (Professional Health Occupation), University of Central Oklahoma
DO, Oklahoma State University Center for Health Science College of Osteopathic Medicine

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Program Director, MEd On-line
Assistant Professor of Education
BA (History and Secondary Education), Maryville College
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EdD (Educational Administration and Policy Studies), University of Tennessee

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Chair of Obstetrics and Gynecology
Associate Professor of Obstetrics and Gynecology
MD (Medicine), Indiana University School of Medicine

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Director, Small Animal Clinical Skills

Associate Professor of Veterinary Medicine
BA (Biology), Alfred University, New York
MS (Veterinary Medical Education), Ross University-West Indies
DVM (Veterinary Medicine), Michigan State University

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Chair of Surgery
Associate Professor of General Surgery
BS (Chemistry), Lincoln Memorial University
MD (Medicine), University of Tennessee Health Science Center

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Assistant Professor of Nursing
AS (Nursing), Lincoln Memorial University
BA (Business Administration), Lincoln Memorial University
BSN (Nursing), University of Kentucky
MSN (Nursing), Clarkson College
EdS (Educational Administration and Supervision), Lincoln Memorial University
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Assistant Director and Curator, The Abraham Lincoln Library and Museum
Instructor of History
BA (History), Lincoln Memorial University
MA (History), University of Tennessee-Knoxville

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Professor of Pharmacology
BSc (Biology), Trent University, Ontario, Canada
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BS (Communication), University of Tennessee-Knoxville
MS (Education), University of Tennessee-Knoxville
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BS (Chemistry), Gardner Webb University
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THM (Theology), New Orleans Baptist Theological Seminary
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Director of Online Learning
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BS (Computer Information Systems), Nova Southeastern University
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Chair of Family Medicine
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BS (Biology), Lincoln Memorial University
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Assistant Professor of Internal Medicine
BS (Biology), Florida Southern College
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**Errata**

9/3/20 – Correction to nursing fees.