



Lincoln Memorial University – Graduate Programs

CATALOG 2024-2025

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6965 Cumberland Gap Parkway, Harrogate, Tennessee
Vol. XCVII July 15, 2024
www.lmunet.edu
423-869-3611

This edition of the *Graduate Programs Catalog* is effective July 15, 2024. 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 Executive Vice President for Academic Affairs; the Executive Vice President for Administration; 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 Executive Vice President for Academic Affairs, the Executive Vice President for Administration, the Office of Institutional Compliance, and the Office of Human Resources.

General Information

Accreditation

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial

University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Individual program accreditation has been granted by:

- [Accreditation Commission for Education in Nursing, Inc. \(ACEN\)](#)
- [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
- [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#)
- [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 – Committee on Veterinary Technology Education and Activities \(AVMA-CVTEA\)](#)
- [American Veterinary Medical Association – Council on Education \(AVMA-COE\)](#)
- [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)
- [Commission on Dental Accreditation \(CODA\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)
- [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA-NAEP\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](#)

Individual program approval has been granted by:

- [State of Tennessee Department of Education](#)
- [Tennessee Higher Education Commission](#)
- [Kentucky Council on Postsecondary Education](#)
- [Kentucky Commission on Proprietary Education](#)
- [Tennessee Board of Nursing](#)
- [Kentucky Board of Nursing](#)
- [Tennessee Board of Law Examiners](#)
- [Florida Department of Education Commission for Independent Education](#)
- [State Council of Higher Education for Virginia](#)

Message from the President

Jason McConnell, DBA

Founded in 1897, Lincoln Memorial University (LMU) embodies the vision of President Abraham Lincoln, creating a legacy of education that enriches and empowers. Our mission is to uplift and inspire students from the Appalachian region and beyond, providing a path to achieve their dreams through a variety of educational avenues, whether it be on our scenic campus, via our online offerings, or at one of our off-campus instructional sites. As you progress towards your degree, you'll gain more than just academic knowledge; you'll acquire the skills needed to thrive in your future career, laying down the foundations for enduring success.

I'm delighted to welcome you as you commence this significant chapter of your education at LMU. You are joining a caring community where each faculty and staff member is deeply invested in your journey, offering tailored support and a genuine interest in your well-being and success. Amidst today's unique challenges, we pledge to offer an innovative and supportive educational environment, where technology and personal growth opportunities abound. The effort and time you invest in your education here will significantly enhance your future, as the value of your degree is amplified by LMU's growing renown.

As you strive to achieve your goals, embracing the spirit of the Railsplitter, you are on the path to joining the distinguished ranks of LMU alumni. I have the utmost faith in your potential to excel and make the most of the opportunities presented within our nurturing learning environment. Your time at LMU is about more than academic achievement; it's about growing as a person and contributing positively to our community. Embracing the responsibilities that come with being part of our diverse and dynamic community is essential as you work towards your goals. Reflecting on President Lincoln's words about the paramount importance of education, I am thrilled to see you embark on this journey of discovery and success. Your path at LMU is paved with opportunities to achieve greatness, and I look forward to celebrating each step of your progress.

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
- 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
- LYRISIS
- 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

Academic Calendar 2024-2025

Official University Holidays (Offices closed/no classes):

2024: September 2; November 27 - 29; December 24-31

2025: January 1 and 20; April 18; May 26 and July 4

Faculty/Staff Conference Week: August 12 – 16

Fall Semester 2024	
Final registration before classes begin	August 15
Welcome Weekend	August 15

Matriculation Ceremony (2 p.m.)	August 15
Residence halls open (8 a.m.)	August 18
Classes begin	August 19
Last day to complete registration/add classes	August 28
Labor Day (no classes, residence halls remain open)	September 2
Last day to drop course without “WD”	September 20
Homecoming (classes held as scheduled)	October 10-13
Mid-term	October 14-18
Fall Break (no classes)	October 24-25
Last day to drop course without “F”	October 25
Early registration begins	October 28
Thanksgiving holiday (no classes)	November 27 - 29
Residence halls open (1 p.m.)	December 1
Classes end	December 6
Final exams	December 9-13
Commencement (10 a.m.)	December 14
Residence halls close (2 p.m.)	December 14
Spring Semester 2025	
Final Registration before classes begin	January 4
Residence halls open (8 a.m.)	January 5
Classes begin	January 6
Last day to complete registration/add classes	January 15
Martin Luther King Day (no classes)	January 20
Last day to drop course without “WD”	February 7
Lincoln Day/Founders Day (special activities)	February 12
Mid-term	February 24 - 28
Last day to drop course without “F”	March 7
Residence halls close (5 p.m.)	March 21
Spring break (no classes)	March 24 – 28
Early registration begins	March 31
Good Friday (no classes)	April 18
Classes end	April 25
Final exams	April 28 - May 2
Commencement (10 a.m.)	May 3
Residence halls close (2 p.m.)	May 3
Summer Term 2025 (May 5 – July 25)	
Memorial Day (no classes)	May 26
Independence Day (no classes)	July 4

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.

Introduction

Mission and Purpose Statement

Lincoln Memorial University 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, Lincoln Memorial University 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

*Revised July 11, 2019, at University Strategic Planning Retreat
Reviewed June 20, 2023, at University Strategic Planning Retreat*

Institutional Goals

Lincoln Memorial University 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 that are derived from its mission and reflect its vision for the future.

- Make educational opportunities available to all without reference to social status.
- Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
- Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.
- 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 society.
- Advance Cumberland Gap, Appalachia, and the global community through public service and outreach activities in continuing education, health care, leadership development, recreation, and the fine and performing arts.
- Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, inclusive, and conducive to the development of body, mind, and spirit.
- Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research, and service.
- Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.
- Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
- Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.
- Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.
- 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.
- Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

Revised, July 11, 2019

Lincoln Memorial University Board of Trustees

Revised: June 20, 2023, at University Strategic Planning

Retreat

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 providing 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 chartered 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.

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—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 that 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 Seasons 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.

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 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 500,000 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 as 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 six 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 that 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, include 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:

Selected programs or courses are offered at

- **Cedar Bluff Teaching Site**

421 Park 40 North Boulevard
Knoxville, TN 37923

- **DeBusk Veterinary Teaching Center (DVTC)**

203 DeBusk Farm Drive
Ewing, VA 24248

The State Council of Higher Education for Virginia (SCHEV) has certified LMU to operate in Virginia. LMU offers the following programs at the DVTC:

AS in Equine Veterinary Education
AS in Veterinary Medical Technology
BS in Veterinary Health Science
BS in Veterinary Health Industry
BS in Veterinary Animal Science
Clinical Skills courses for the Doctor of Veterinary Medicine degree

- **Duncan School of Law**

601 West Summit Hill Drive
Knoxville, TN 37920

- **LMU Tower**
1705 St. Mary's Street
Knoxville, TN 37917
- **LMU-Chattanooga**
555 Walnut Street Building A South, Suite A and Suite B
Chattanooga, TN 37402
- **LMU-Knoxville**
9737 Cogdill Road
Knoxville, TN 37932
- **LMU-Lexington**
Saint Joseph Hospital 1451 Harrodsburg Road, 4th Floor
Lexington, KY 40504
- **Lincoln Memorial University-Tampa**

3102 East 138th Avenue
Tampa, FL 33613
- **Tri-County Square Shopping Center**
14892 North U.S. Highway 25E Second Floor
Corbin, KY 40701
Licensed by the Kentucky Commission on Proprietary Education

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.

Electronic transcripts (including course grades) are retained permanently.

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 \$10.00. The fee for electronic transcripts is \$6.75.

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: Director 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 the "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 and Financial Aid 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.

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 Executive 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 Executive 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 that 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 that 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 Canvas site.

Certification of Authorship

Certain programs may require 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 and scheduled instruction will continue during periods of inclement weather, even though campus-based class may be canceled. Faculty and staff members should refer to the "University Closures and Delayed Openings: and "Instructional Continuity" policies 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/student-financial-services/tuition-and-fees/graduate-and-professional>
- 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 six (6) credit hours, each semester. Any student with fewer than six (6) hours is considered less than half-time and is not eligible for loan support. Graduate students enrolled in at least nine (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 nine (9) credit hours of graduate coursework per semester.

Business

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

Caylor School of Nursing

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

Richard A. Gillespie College of Veterinary Medicine

A full-time graduate student in a LMU-CVM graduate program takes a minimum of nine (9) credit hours a given semester. Anything fewer than 9 credit hours is considered part-time.

DeBusk College of Osteopathic Medicine

DCOM students enrolled in at least nine (9) credit hours per semester are considered full-time. Those enrolled in six (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.

Veterans

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115- 407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill® *benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website-eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

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

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment.

After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

* GI Bill is a registered trademark of the US Department of Veteran Affairs.

Satisfactory Academic Progress (SAP) LMU General SAP Policy

The United States Department of Education requires all students who receive federal student financial assistance to make progress toward their declared degree. This measurement is called Satisfactory Academic Progress (SAP). LMU is required to have policies that ensure students are making this progress by measuring both qualitatively and quantitatively. Starting with the Fall 2011 semester, LMU has established the following SAP policy. SAP will be reviewed at the end of each semester, including the summer.

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

Students who fail to maintain SAP may not receive the following types of student financial assistance:

Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Tennessee Student Assistance Awards, Tennessee Education Lottery Scholarships, Lincoln Grant, Federal Work-Study, Federal Direct Loans, Federal PLUS Loans, other aid involving Title IV funds, and/or any other aid for which SAP is a requirement. These policies apply only to those eligible to receive student financial assistance. 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). Also, undergraduate students must maintain a minimum cumulative grade point average as outlined below:

Undergraduate Attempted Hours	Cumulative GPA
0-29	1.5
30-45	1.75
46-59	1.90
60+	2.0

For graduate programs, please refer to specific graduate catalogs for GPA requirements. A student whose academic performance drops below the minimum standards will be placed on financial aid warning. A student will receive student financial assistance 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 45 credit hours must complete at least 30 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 will receive student financial assistance 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 their declared program. This time is measured by credit hours attempted. For example, a student seeking a baccalaureate degree totaling 128 credit hours cannot receive aid for more than 192 attempted hours ($128 \times 150\% = 192$). Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. SAP will be reviewed at the end of each semester.

Appeals

Students who are on Financial Aid Suspension may appeal this decision to the LMU Executive Director of Financial Aid. 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. This letter should be sent to: Executive Director of Student Financial Services, 6965 Cumberland Gap Parkway Harrogate, TN 37752. The Executive Director 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 Executive Director does not approve the appeal, 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 in conjunction with the Director of Academic Support in order to help the student meet SAP standards in a specified timeline in order to graduate from a program. At the end of the next semester, the student must be following the approved academic plan. The academic plan must detail exactly what courses are required for the student to complete their intended program of study at LMU

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.

Regaining Eligibility Quantitative- Maximum Time Frame

To regain eligibility, you must graduate and advance to a new academic level.

Quantitative-Hours Attempted vs. Hours Earned

To regain eligibility, take courses at your own expense in a subsequent term or terms and meet the standards according to the cumulative credit hours completion ratio outlined above under the heading Quantitative. Once you have taken the courses and earned passing grades, you will need to notify the Office of Student Financial Services.

GPA

To regain eligibility, complete courses at your own expense and raise your cumulative GPA to the acceptable standard. Once you have completed the course and raised your GPA, you will need to notify the Office of Student Financial Services to evaluate the coursework taken to see if financial aid can be awarded.

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 be 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 begins 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 that 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.

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 IDcard. 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.

Student Health Insurance

Students must have health insurance upon entering a 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 (Harrogate Campus)

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 the University Inn, which is approximately two miles from campus. More information is also available online at <https://www.lmunet.edu/housing-and-residence-life/index.php>. The Residential Housing office is located on the third floor of the Student Center.

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.

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: 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 website go to <https://webadvisor.lmunet.edu>.

Each student is assigned a unique username and temporary password (that must be changed upon first login 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 frequently and regularly 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 communication. 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 that do not relate to University business or student activities. Bulk e-mails that mention names and individuals in a derogatory manner are unprofessional and could be considered slanderous.
- The creation and exchange of messages that 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 with Internet access. 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 MyLMU under the section Office 365 Email or using <https://outlook.com/owa/lmunet.edu>. 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 available for student use to complete homework assignments and check their email.

Additional computer workstations are available in smaller computer labs in the Hamilton Math & Science Building and Business Education Building on the Harrogate Campus. University-owned computer labs are also available for

students taking classes at any extended campus sites in Corbin, Kentucky; Knoxville, Tennessee; Chattanooga, Tennessee; and Tampa, Florida.

Mental Health Counseling

The LMU Office of Mental Health Counseling operates as the primary mental health service provider for the undergraduate, graduate, and professional students enrolled at the University. LMU counselors provide free professional, confidential services to assist students with overcoming the mental, emotional, and behavioral concerns that may stand in the way of their academic and personal success. A detailed list of the services provided by LMU mental health counselors can be found at <https://www.lmunet.edu/counseling/>.

Library Services

The Carnegie-Vincent Library and Reed Health Sciences Library maintain a website, <https://library.lmunet.edu/library>, to provide students with access to databases both on- and off-campus, contact information for the library and librarians, access to the LMU Libraries Online Catalog, information regarding library services, tutorials on library resources and search processes, resources guides, and web-based forms to submit requests for resources to be borrowed through Interlibrary Loan or to be delivered to distant locations. Overall, the Library provides access to a wealth of information in 263 (229 subscribed, 34 open access) databases, approximately 83,000 full-text journals, 414,000 e-books, and 73,000 print books. Resources are accessible to students and faculty in the libraries and remotely using their LMU account credentials. Assistance is available via phone, email, chat and in-person. The Library currently has staffed locations at the main library at Harrogate, LMU Cedar Bluff, LMU Tower, LMU Knoxville, and Tampa - Florida, with computers and/or laptops available in most of the locations, or conveniently located adjacent to the Library. Small print collections are available at Ewing – Virginia, Corbin – Kentucky, and Chattanooga – Tennessee.

Security Information

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: <https://www.lmunet.edu/campus-police-andsecurity/documents/ASR21.pdf>

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including: alcohol, drug, weapons, sexual violence, etc., and law

enforcement authority. This publication is required to be in compliance with the Clery Act and the Higher Education Opportunity Act (HEOA).

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

Accessible Education Services

The Office of Accessible Education Services provides support services that enable students with disabilities to participate in, and benefit from, University programs and activities. The office ensures that every effort is made to reasonably accommodate the needs of students with disabilities. More information about services offered by the Office of Accessible Education Services can be found at <https://www.lmunet.edu/student-life/accessible-education-services/>.

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 [Railsplitter Community Standards Guide](#). The standards of conduct set forth in the [Railsplitter Community Standards Guide](#) 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 an 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. With the exception of guidance counselors in session, 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: Rebekah Webb, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu. The Title IX Coordinator/Institutional Compliance Officer's office is located in Cumberland Gap Offices #3 at 609 Colwyn Ave., Cumberland Gap, TN. The Harassment, Discrimination, and Sexual Misconduct Policies are available on the [Office of Institutional Compliance website](#).

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 that 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](#).

Identification Verification Policies

Up-to-date distance education policies are found on the [Policies page](#) of the LMU website.

Policy for Verification of Identity

It is the policy of Lincoln Memorial University (LMU) to ensure that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives credit. LMU will ensure this by verifying each student's identity.

In compliance with the SACSCOC (2020) *Distance Education and Correspondence Courses Policy Statement*, verification of a student's identity shall be accomplished either by: (a) use of a secure login and password/passcode; (b) proctored

examinations; or (c) use of new or other technologies and practices that are effective in verifying student identity in a distance education environment.

Procedure for Verification of Identity

At LMU, the primary and preferred method of verification of a student's identity for distance education purposes shall be option (a) of the policy, use of a secure login and passcode along with multi-factor authentication. Options (b) proctored examinations and/or (c) new technologies may be used to verify the identity of a student when approved through appropriate University approval processes to include vote by Department and Academic School/College faculty and Academic Council.

Distance Education Policy and Procedures for Protecting Student Privacy

It is the policy of Lincoln Memorial University (LMU) to ensure that the privacy of students enrolled in distance education courses or programs shall be protected.

Procedures:

1. Privacy of student records will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). Lincoln Memorial University will ensure that it is in compliance with all FERPA guidelines. Should the University use any service provider for the delivery of online courses, that provider will be contractually obligated to meet FERPA guidelines.
2. Students will submit course assignments within the password/passcode-protected, multi-factor-authenticated learning management system designated for the course in which they are enrolled.
3. Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), and anyone specifically authorized by a course instructor if such authorization is for pedagogical/assessment purposes. (The President, a Vice President, Academic School/College Deans, and Program Directors may access discussion boards, chat rooms, and class forums for evaluation/assessment purposes.)
4. Grades for discussion board participation and written assignments are confidential and are only accessible by the individual student and the course instructor(s), and anyone specifically authorized by a course instructor if such authorization is for pedagogical/assessment purposes. (The President, a Vice

President, Academic School/College Deans, and Program Directors may access grades for evaluation/assessment purposes.)

5. Online student examinations shall be accessible only to course instructor(s) and anyone specifically authorized by a course instructor if such authorization is for pedagogical purposes. (The President, a Vice President, Academic School/College Deans, and Program Directors may access examinations for evaluation/assessment purposes.)
6. Material from online courses used for curriculum/course/program assessment/evaluation purposes will be reviewed by course instructors and Academic School/College Deans to ensure that it does not include the identity of individual students.
7. Personally identifiable information of students, regardless of whether it is kept by LMU or a service provider, shall be kept in an encrypted format with at least 128kb encryption methods.

Distance Education Policy and Procedure for Additional Student Charges Related to Verification of Identity

In compliance with SACSCOC Standard 10.6 Section C, it is the policy of Lincoln Memorial University (LMU) that advance notice will be provided to distance education students of any additional student charges associated with verification of student identity.

Procedures When Additional Student Cost Is Involved

Currently, three options for verification of student identity are available and referenced in LMU's Distance Education Policy and Procedure for Verification of Identity. At LMU, the primary and preferred method for verification of a student's identity for distance education purposes is the use of a secure login and passcode with multi-factor authentication. In addition to being an effective and accepted means of verification of student identity, this option does not require that a student be burdened with any additional charges related to verification of identity.

However, (a) if it becomes necessary to adopt another means to verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program, and receives credit for it; and (b) if such new verification method involves an additional cost which is to be passed on to the student; then (c) adequate advance notice

(including, but not limited to, at the time of registration or enrollment) of the additional cost related to verification of identity will be provided to the student.

Notification methods, at minimum, will include: identifying the additional charges in registration materials published for each semester, including notice of the additional charges in distance education course syllabi, and notifying distance education students by email.

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 Office of Accessible Education, Jason Davis, with regard to required documentation and in order to make appropriate arrangements. Contact information: jason.davis@lmunet.edu and/or 423-869-6587 (800-325-0900, ext. 6587). Office: Carnegie-Vincent Library

(Harrogate Campus), Room 109. Website: <https://www.lmunet.edu/student-life/accessible-education-services>.

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 Executive Vice President for Academic Affairs (EVPAA) is the approving administrator for Undergraduate and Graduate students. Students in the LMU-CDM, LMU-CVM, LMU-DCOM, LMU-DSOL, and LMU-SMS will be helped by the 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 that 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. The 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, the University and students 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 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 the current LMU Student Handbook online. 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.

Academic Grievance/Appeal Procedure

Students in programs that do not utilize a program-specific process for academic grievances should follow the one below:

Grievances concerning any aspect of a course should first be taken to the instructor of the course. If a student thinks the matter has not been resolved with the course instructor, the matter should be taken to the chair of the

department offering the course immediately but no later than two weeks following the first day of classes for the next semester (including summer terms). The next appeal step is the Dean of the applicable school delivering the course in question. All academic and grade appeals must be submitted in writing.

Grievances concerning any aspect of an academic program should first be taken to the student's academic advisor and then department chair if necessary. The next appeal step is the Dean of the applicable school delivering the academic program in question. If an appeal process is in place for a specific academic program for which the student has enrolled and agreed to follow its standards, that program's process must be followed. Academic grievance/appeal procedures may have specific timelines and deadlines that must be followed. The student should consult the academic program student handbook or that program's dean's office for the exact process and timeline.

For graduate students, a final decision on academic grievances will be rendered by the Executive Vice President for Academic Affairs.

LMU Student Complaint Process

LMU seeks to address written student complaints when brought to the attention of the administration. The formal complaint process of LMU is a separate process from the program specific appeal/grievance process in an academic program. The University encourages students who have a legitimate concern to participate in the formal complaint process if the concern is not addressed by the program specific appeal/grievance process. The Formal Student Complaint is used to document and track the institution's forthright attempts to address appropriately filed Formal Student Complaints.

The Formal Student Complaint Form may be downloaded at: <https://www.lmunet.edu/office-of-institutional-compliance/student-complaint-process>.

The process initiated by this form does not negate or replace any appeal/grievance process of a specific program. The student may be directed to that process as a result of filing this form. That program specific appeal/grievance process in an academic program must be completed by the student before any additional review may take place by the University. The formal complaint process initiates a review of the completed appeal/grievance process. A formal complaint must be filed within 30 days of the receipt of the final decision from the program specific appeal/grievance process.

For proper processing, all information must be completed

and delivered to Office of Institutional Compliance, Grant-Lee Hall-115, 6965 Cumberland Gap Parkway, Harrogate, TN 37752

Off-Campus Authorities

All Locations

Complaints relating to quality of education or accreditation requirements shall be referred to the Southern Association of Colleges and 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).

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

For out-of-state students using distance learning programs, complaints related to consumer protection laws shall be filed using the Tennessee NC-SARA Portal form: <http://tn.gov/assets/entities/thec/attachments/ComplaintForm.pdf>

Corbin, Kentucky Location

Filing a Complaint with the Kentucky Commission on Proprietary Education

To file a complaint with the Kentucky Commission on Proprietary Education, a complaint shall be in writing and shall be filed on Form PE-24 May 2022, Form to File a Complaint, accompanied, if applicable, by Form PE-25 May 2022, Authorization for Release of Student Records.

The form(s) shall be mailed to the following address:
Kentucky Commission on Proprietary Education
500 Mero Street, 4th Floor
Frankfort, Kentucky 40601

Existence of the Kentucky Student Protection Fund Pursuant to KRS 165A.450 All licensed schools, resident and

non-resident, shall be required to contribute to a student protection fund. The fund shall be used to reimburse eligible Kentucky students, to pay off debts, including refunds to students enrolled or on leave of absence by not being enrolled for one (1) academic year or less from the school at the time of the closing, incurred due to the closing of a school, discontinuance of a program, loss of license, or loss of accreditation by a school or program.

Process for Filing a Claim Against the Kentucky Student Protection Fund

To file a claim against the Kentucky Student Protection Fund, each person filing must submit a signed and completed Form for Claims Against the Student Protection Fund, Form PE-38 and provide the requested information to the following address:

Kentucky Commission on Proprietary Education
500 Mero Street, 4th Floor
Frankfort, Kentucky 40601

Forms may be located at <https://kcpe.ky.gov/Pages/index.aspx>.

Lexington, Kentucky Location & Kentucky Online students

To file a complaint against an institution licensed by the Kentucky Council on Postsecondary Education, submit this form: <https://cpe.ky.gov/campuses/complaintform.html>

REF: 13 KAR 1:020 Section 13. Consumer Complaint Procedure.
<https://apps.legislature.ky.gov/law/kar/titles/013/001/020/>

A person with a complaint or grievance involving misrepresentation against a college licensed under this administrative regulation shall make a reasonable effort to resolve the complaint or grievance directly with the college. If a mutually satisfactory solution cannot be reached, the procedures established in this section shall be followed.

(1) A person shall submit a written complaint to the president that contains evidence relevant to the complaint and documentation that a reasonable effort was made to resolve the complaint directly with the college.

(2) The president shall require an institution to file a written response setting forth the relevant facts concerning the consumer complaint, including a statement on the current status of the complaint, and any resolution of the complaint.

(3) The president shall review the facts as presented and may intervene to bring the matter to a satisfactory conclusion through facilitation, but the facilitation shall not include legal action on behalf of any party.

Ewing, Virginia Location

In accordance with § VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating all written and signed student complaints against postsecondary educational institutions operating in Virginia. Students with a complaint that have exhausted all available grievance procedures at LMU and are not satisfied with the resolution provided by LMU should follow the procedures outlined at [Student Complaints \(schev.edu\)](http://www.schev.edu). The State Council of Higher Education for Virginia, 1010 N. 14th Street, 10th Floor, James Monroe Building, Richmond VA 23219, 804-225-2600.

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 (<https://www.myfloridalegal.com/consumer-protection>).

For students attending programs in Florida, who have a grievance that has not been resolved through other avenues, they can contact the Florida Department of Education - Commission on Independent Education either by sending a letter to: Commission for Independent Education 325 W. Gaines Street, Suite 1414, Tallahassee, FL. 32399-0400, or by email: CIEINFO@fldoe.org, or Fax: 850-245-3238

Complaint Resolution Policies and Procedures for Non-Tennessee Resident Students in State Authorization Reciprocity Agreement States, commonly known as SARA.

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

Complainants not satisfied with the outcome of the Institution's internal process may appeal, within two years of the incident about which the complaint is made, to the Tennessee Higher Education Commission

(<https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>).

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

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

Policy for Administration of Graduate Assistantships

Programs of graduate study are designed to transform individuals 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
<https://myiee.org/>

Josef Silny & Associates
7101 SW 102 Avenue
Miami, FL 33173 305-273-1616
<https://www.jsilny.org/>

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 CIVX 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 CIVX 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 Executive 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 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 Art History 4 ART 381 colleges and universities honor transcript credit designated SC or CE.

Stand-Alone Certificate Candidates

Certificate candidates must apply for graduation for certificate awarding, but are not eligible to participate in the Commencement Ceremony.

Definition of a Credit Hour

Lincoln Memorial University's policy defining the credit hour is published here: <https://www.lmunet.edu/academics/documents/>

[LMU Definition of Credit Hour Policy Approved by Academic Council 3-21-2020](#)

Board of Trustees & Administration

Board of Trustees

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

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Degrees and Certificates

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 (last class admitted Fall 2021), Family Psychiatric & Mental Health Nurse Practitioner, and Nursing Administration. For further information on the school's MSN or DNP programs, please email nursing@lmunet.edu.

Nursing Program Accreditation/Approvals

TENNESSEE/ Programs:

The most recent accreditation decision made by the ACEN Board of Commissioners for the Master of Science in Nursing (MSN) program is continuing accreditation.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Doctor of Nursing Practice (DNP) program is continuing accreditation.

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 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 or call 404-975-5000 or visit www.acenursing.org.

Additionally the Nurse Anesthesia Concentration has been accredited by the Council on Accreditation (COA) of Nurse

Anesthesia Educational Programs. Contact the COA at (224) 275-9130, email accreditation@coacrna.org, 10275 W Higgins Rd Suite 906 Rosemont, IL 60018-5603, or visit their website <http://coacrna.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) [last class admitted Fall 2021], 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 with two entry points.

1. Post-master's program for those which have 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 an earned 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 the above will be considered on an individual basis.
2. Post-bachelor's DNP in nurse anesthesia. Begins Spring 2022.

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.

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 into 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. No credit will be given for advanced pharmacology and advanced health assessment taken at another institution. 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.

For the DNP in Nurse Anesthesia program, no transfer credit is accepted.

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 DNP program. 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 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 and the DNP Student Handbook Section IV: 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 or DNP 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 566, NURS 567, NURS 535, NURS 541, NURS 541A, NURS 542, NURS 542A, NURS 543, and NURS 543A.

Nurse Anesthesia students - No MSN NURS course maybe 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.

DNP Nurse Anesthesia students - No DNP NURS course may be repeated.

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 2021 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:	\$700 per hour
NA Tuition:	\$10,600 per semester
FPMHNP Tuition:	\$700 per hour
Admin Tuition:	\$530 per hour
DNP	\$715 per hour
DNP NA Tuition:	\$10,600 per semester

Additional fees:

Change of Schedule Fee	\$15 per course, not to exceed \$100
Late Registration Fee	\$100
Independent Study Fee	\$25 per class plus course tuition
Graduation Fee	contact nursing
Draft Reject/NSF fee	\$30 per occurrence
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), 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), 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. You will need three (3) professional references, one (1) of those preferably from a faculty who has seen your academic performance, the other two (2) from supervisors or professional colleagues, preferably with a graduate degree including health related fields (Examples include: Licensed Clinical Social worker). If your manager has a BSN that will be an acceptable reference as well.
6. In a letter to the committee, discuss your goals and reasons for wanting to undertake graduate nursing study. Indicate what you hope to do (your career plans) upon program completion. Address the reason for selection of the concentration. The letter does not have to be in APA format.
7. An unencumbered license to practice as a registered nurse 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 and 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.

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 statistics and basic computer skills.
4. Completion of the Graduate Record Exam (GRE) is not required but is recommended.
5. You will need three (3) professional references, one (1) of those preferably from a faculty who has seen your academic performance, the other two (2) from supervisors or professional colleagues, preferably with a graduate degree including health related fields (Examples include: Licensed Clinical Social worker). If your manager has a BSN that will be an acceptable reference as well.
6. In a letter to the committee, discuss your goals and reasons for wanting to undertake graduate nursing study. Indicate what you hope to do (your career plans) upon program completion. Address the reason for selection of the concentration. The letter does not have to be in APA format.
7. An unencumbered license to practice as a registered nurse 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. You will need three (3) professional references, one (1) of those preferably from a faculty who has seen your academic performance, the other two (2) from supervisors or professional colleagues, preferably with a graduate degree including health related fields (Examples include: Licensed Clinical Social worker). If your manager has a BSN that will be an acceptable reference as well.
6. In a letter to the committee, discuss your goals and reasons for wanting to undertake graduate nursing study. Indicate what you hope to do (your career plans) upon program completion. Address the reason for selection of the concentration. The letter does not have to be in APA format.
7. An unencumbered license to practice as a registered nurse 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 Administration 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.

Family Nurse Practitioner Concentration

Degree Type

Master of Science in Nursing

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, Kingsport sites, and online. Please note: The online student will be required to attend on-site intensives during the first semester.

MSN-Family Nurse Practitioner

Complete the following:

Item #	Title	Credits
NURS-566	Family Nurse Prac Internship I	2.0
NURS-567	Family Nurse Prac Internship II	3.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-562	Pediatrics	2.0
NURS-562A	Pediatrics Practice	1.0
NURS-563	Lifespan of Older Adults	2.0
NURS-563A	Lifespan of Older Adults Prac	2.0
NURS-564	Women's Health	2.0
NURS-564A	Women's Health Practice	1.0
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0
NURS-561	Young and Middle Adults	4.0
NURS-561A	Young & Middle Adults Prac	3.0
Total Credits		43

Course Sequencing

Sample Family Nurse Practitioner Curriculum

Year 1 - 1st Semester

Item #	Title	Credits
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0

Year 1 - 2nd Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-561	Young and Middle Adults	4.0
NURS-561A	Young & Middle Adults Prac	3.0

Year 1 - 3rd Semester

Item #	Title	Credits
NURS-562	Pediatrics	2.0
NURS-562A	Pediatrics Practice	1.0
NURS-564	Women's Health	2.0
NURS-566	Family Nurse Prac Internship I	2.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0

Year 2 - 4th Semester

Item #	Title	Credits
NURS-563	Lifespan of Older Adults	2.0
NURS-563A	Lifespan of Older Adults Prac	2.0
NURS-567	Family Nurse Prac Internship II	3.0
NURS-590	Directed Scholarly Inquiry	3.0

Family Psychiatric & Mental Health Nurse Practitioner Concentration

Degree Type

Master of Science in Nursing

The Post-Master's Certificate (PMC) option is available for the Family Psychiatric & Mental Health Nurse Practitioner Concentration as well.

MSN-Psychiatric Mental Health Nurse Practitioner

Complete the following:

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-510	Advanced Pathophysiology	3.0
NURS-542A	Fam Psc & Mental Health NP Prac II	4.0
NURS-543	Fam Psc & Mental Health NP III	2.0
NURS-543A	Fam Psc & Mental Health NP Prac III	5.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0
NURS-535	Psychopharmacology	2.0
NURS-541	Fam Psych & Mental Health NP I	3.0
NURS-541A	Fam Psc & Mental Health NP Prac I	2.0
NURS-542	Fam Psc & Mental Health NP II	4.0
Total Credits		44

Course Sequencing

Sample Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Curriculum

1st Semester

Item #	Title	Credits
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0

2nd Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-535	Psychopharmacology	2.0
NURS-541	Fam Psych & Mental Health NP I	3.0
NURS-541A	Fam Psc & Mental Health NP Prac I	2.0

3rd Semester

Item #	Title	Credits
NURS-542	Fam Psc & Mental Health NP II	4.0
NURS-542A	Fam Psc & Mental Health NP Prac II	4.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0

4th Semester

Item #	Title	Credits
NURS-543	Fam Psc & Mental Health NP III	2.0
NURS-543A	Fam Psc & Mental Health NP Prac III	5.0
NURS-590	Directed Scholarly Inquiry	3.0

NURS-543A: Comprehensive Exam Course

Nursing Administration Concentration

Degree Type

Master of Science in 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 skills that prepare them for complex healthcare nursing administrative positions locally, nationally, and globally.

The ADMN concentration post-baccalaureate option can be completed in 17-months 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. This concentration is offered online.

MSN, Nursing Administration

Complete all Nursing Administration courses:

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-521	Hum. Res. Mgmt. & Business Strategy	4.0
NURS-522	Organizational & Leader.Theory	3.0
NURS-529	Nursing Administration Seminar	2.0
NURS-533	Fin & Budget Strategic Decision Making	4.0
NURS-534	Health Informatics, Data Analysis &2.0 Tech	
NURS-580	Contmp Roles/Iss for Adv Prac	4.0
NURS-587A	Administration	3.0
NURS-579	Leadership Synthesis for the Nursing Administrator	4.0
NURS-587B	Nursing Administration Practicum II	3.0
NURS-590	Directed Scholarly Inquiry	3.0
	Total Credits	36

Course Sequencing

Nursing Administration Graduate Certificate

The Lincoln Memorial University's Nursing Administration Graduate Certificate prepares nurses with a core inclusive of leadership concepts such as finance, budgeting, human resource, and analytics for healthcare strategy. The nurse acquires critical leadership, communication, health policy, and cultural competency that empowers them for healthcare nursing administrative positions. These three courses (12 credit hours) are:

[NURS 521 Human Resource Management and Business Strategy - 4 credit hours](#)

[NURS 533 Finance and Budget for Strategic Decision Making - 4 credit hours](#)

[NURS 579 Leadership Synthesis for the Nursing Administrator - 4 credit hours](#)

Sample Nursing Administration Curriculum

Fall I Semester

Item #	Title	Credits
NURS-521	Hum. Res. Mgmt. & Business Strategy	4.0
NURS-522	Organizational & Leader.Theory	3.0
NURS-529	Nursing Administration Seminar	2.0

Spring I Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-533	Fin & Budget Strategic Decision Making	4.0
NURS-534	Health Informatics, Data Analysis &2.0 Tech	

Summer Semester

Item #	Title	Credits
NURS-580	Contmp Roles/Iss for Adv Prac	4.0
NURS-587A	Administration	3.0

Fall II Semester

Item #	Title	Credits
NURS-579	Leadership Synthesis for the Nursing Administrator	4.0
NURS-587B	Nursing Administration Practicum II	3.0
NURS-590	Directed Scholarly Inquiry	3.0

MSN Program Graduate Certificates

Family Nurse Practitioner Concentration - Graduate Certificate

Degree Type
Graduate Certificate

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 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.

This certificate program is offered at the Harrogate, Cedar Bluff sites, and online. Please note: The online student may be required to attend on-site intensives during the first semester if those courses are required based on their gap analysis.

Gap Analysis Requirement for FNP PMC Students

A master's degree in nursing is required for admission to the PMC option. The completion of required didactic courses and clinical hours for the PMC students can be flexible depending upon waived and/or challenged credit hours and coursework, and as outlined in the student's individualized program of study. The clinical evaluation process is outlined in this handbook.

Each student who is admitted as a candidate for a Post-Master's Certificate (PMC) student in the FNP Concentration will complete a Gap Analysis. The *Gap Analysis* form can be obtained from the nursing department.

Graduate Coursework Requirements for Those with MSN and No Advanced Practice Nurse Certification

Graduate coursework for those with MSN and no advanced practice nursing certification must complete: graduate level courses in pathophysiology, pharmacology, and health assessment as a pre or co-requisite with NURS 561 and NURS 561A Young and Middle Adults, NURS 562 and NURS 562A Pediatrics, NURS 564 and NURS 564A Women's Health, NURS 563 and NURS 563A Lifespan of the Older Adult, and NURS 566/567 Internships. FNP post-master's certificate students who are not already NPs are required to complete a minimum of 660 supervised clinical hours and pass the Comprehensive Examination. Other coursework that may be required at the master's level includes Theoretical Foundations and Research Methods, Contemporary Roles and Issues for Advance Practice Nurses as determined by the Gap Analysis and FNP Concentration Director.

MSN-Family Nurse Practitioner

Complete the following:

Item #	Title	Credits
NURS-566	Family Nurse Prac Internship I	2.0
NURS-567	Family Nurse Prac Internship II	3.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-562	Pediatrics	2.0
NURS-562A	Pediatrics Practice	1.0
NURS-563	Lifespan of Older Adults	2.0
NURS-563A	Lifespan of Older Adults Prac	2.0
NURS-564	Women's Health	2.0
NURS-564A	Women's Health Practice	1.0
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0
NURS-561	Young and Middle Adults	4.0
NURS-561A	Young & Middle Adults Prac	3.0
Total Credits		43

Course Sequencing

Sample Family Nurse Practitioner Curriculum

Year 1 - 1st Semester

Item #	Title	Credits
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0

Year 1 - 2nd Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-561	Young and Middle Adults	4.0
NURS-561A	Young & Middle Adults Prac	3.0

Year 1 - 3rd Semester

Item #	Title	Credits
NURS-562	Pediatrics	2.0
NURS-562A	Pediatrics Practice	1.0
NURS-564	Women's Health	2.0
NURS-566	Family Nurse Prac Internship I	2.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0

Year 2 - 4th Semester

Item #	Title	Credits
NURS-563	Lifespan of Older Adults	2.0
NURS-563A	Lifespan of Older Adults Prac	2.0
NURS-567	Family Nurse Prac Internship II	3.0
NURS-590	Directed Scholarly Inquiry	3.0

Family Psychiatric & Mental Health Nurse Practitioner Concentration - Graduate Certificate

Degree Type

Graduate Certificate

The Post-Master's Certificate (PMC) option is available for the Family Psychiatric & Mental Health Nurse Practitioner Concentration.

Gap Analysis Requirement for FPMHNP PMC Students

A master's degree in nursing is required for admission to the PMC option. The completion of required didactic courses and clinical hours for the PMC students can be flexible depending upon waived and/or challenged credit hours and coursework, and as outlined in the student's individualized program of study.

Each student who is admitted as a candidate for a Post-Master's Certificate (PMC) student in the FPMHNP Concentration will complete a Gap Analysis. The *Gap Analysis* form can be obtained from the nursing department.

Graduate Coursework Requirements for Those with MSN and No Advanced Practice Nurse Certification

Graduate coursework for those with MSN and no advanced practice nursing certification must complete: graduate level courses in pathophysiology, pharmacology, and health assessment as a prerequisite with NURS 541 and NURS 541A FPMHNP I, NURS 542 and NURS 542A FPMHNP II, and NURS 543 and NURS 543A FPMHNP III. FPMHNP PMC students who are not already NPs are required to complete a minimum of 660 supervised clinical hours and pass the Comprehensive Examination. Other coursework that may be required at the master's level includes Theoretical Foundations and Research Methods, Contemporary Roles and Issues for Advance Practice Nurses as determined by the Gap Analysis, and the FPMHNP Concentration Director.

MSN-Psychiatric Mental Health Nurse Practitioner

Complete the following:

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-510	Advanced Pathophysiology	3.0
NURS-542A	Fam Psysc & Mental Health NP Prac II	4.0
NURS-543	Fam Psysc & Mental Health NP III	2.0
NURS-543A	Fam Psysc & Mental Health NP Prac III	5.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0
NURS-535	Psychopharmacology	2.0
NURS-541	Fam Psych & Mental Health NP I	3.0
NURS-541A	Fam Psysc & Mental Health NP Prac I	2.0
NURS-542	Fam Psysc & Mental Health NP II	4.0
Total Credits		44

Course Sequencing

Sample Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) Curriculum

1st Semester

Item #	Title	Credits
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Hlth Assessment	3.0
NURS-530	Adv Pharmacolgy & Therapeutics	4.0

2nd Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Rsrch Meth	4.0
NURS-535	Psychopharmacology	2.0
NURS-541	Fam Psych & Mental Health NP I	3.0
NURS-541A	Fam Psysc & Mental Health NP Prac I	2.0

3rd Semester

Item #	Title	Credits
NURS-542	Fam Psysc & Mental Health NP II	4.0
NURS-542A	Fam Psysc & Mental Health NP Prac II	4.0
NURS-580	Contmp Roles/Iss for Adv Prac	4.0

4th Semester

Item #	Title	Credits
NURS-543	Fam Psys & Mental Health NP III	2.0
NURS-543A	Fam Psys & Mental Health NP Prac III	5.0
NURS-590	Directed Scholarly Inquiry	3.0

NURS-543A: Comprehensive Exam Course

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is a doctoral degree in the CSON that can be completed in six semesters. The DNP in Nurse Anesthesia program at LMU can only be completed as a full-time option and consists of nine semesters.

The DNP 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 healthcare.

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 Post Master's Admission Criteria/Requirements

1. Earned Masters of Science in Nursing (MSN) from a nationally accredited CCNE or ACEN program.
2. Certification 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.
 - 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 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). clinical practicum will require licensure in additional states including Kentucky, Georgia, Virginia, West Virginia, and any other states where students might obtain clinical experience.

Doctor of Nursing Practice in Nurse Anesthesia Post Bachelor's Admission Criteria/Requirements

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 understanding of basic computer skills and completion of an undergraduate statistics course. Competitive GRE scores on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are required.
4. 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).
5. The application must complete undergraduate basic chemistry course and an organic chemistry course, at least one of which has a laboratory component.
6. A statement of professional goals.
7. 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, Virginia, West Virginia, and any other states where students might obtain clinical experience.
8. A minimum of one-year experience as a Registered Nurse in critical care (Level I or Level II trauma center preferred); adult critical care experience preferred.
9. The Nurse Anesthesia concentration is a full-time program. Students may only request full-time status.
10. 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.
11. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
12. 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.
13. Proof of health insurance at all times when enrolled in the program.
14. An in-person or Zoom interview as part of the admission process.
15. Students from outside the United States must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.

16. Students from outside the United States 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).
17. Critical care registered nurse certification (CCRN) preferred.

Students dismissed from a nurse anesthesia or other advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to the DNP in Nurse Anesthesia program. 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.

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. Students 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 be resubmitted to 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. If a student chooses to interrupt the NURS course sequence for any reason an admission application must 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, and current immunization according to the CDC guidelines. See DNP student handbook for detail.

Doctor of Nursing Practice - Nurse Anesthesia

Degree Type

Doctor of Nursing Practice

Prerequisites:

NURS 710 is a prerequisite for NURS 730

NURS 781 is a prerequisite for NURS 782

NURS 782 is a prerequisite for NURS 783

Total Credits	109
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Course Sequencing

Sample DNP in Nurse Anesthesia Post-Bachelor's Curriculum

Spring I

Item #	Title	Credits
NURS-702	Theoretical Foundations & Research Metho	4.0
NURS-731	Advanced Pharmacology & Therapeutics	4.0
NURS-740	Interprof Collaboration, Health Policy,	4.0

Summer 1

Item #	Title	Credits
NURS-705	Information Systems & Technology2.0 App.	
NURS-710	Biostatistics	3.0
NURS-721	Advanced Health Assessment	3.0
NURS-732	Advanced Anesthesia Pharmacology I	3.0

Fall I

Item #	Title	Credits
NURS-701	Advanced Anesthesia Anatomy and Physiology	4.0
NURS-733	Advanced Anesthesia Pharmacology II	3.0
NURS-741	Adaptive Leadership	4.0
NURS-753	Principles & Practice of Anesthesia I	3.0
NURS-753A	Principles & Prac of Anesthesia I Lab	1.0

Spring II

Item #	Title	Credits
NURS-700	Know Dev in Nsg Science	4.0
NURS-711	Advanced Anesthesia Pathophysiology I	4.0
NURS-754	Principles & Practice of Anesthesia II	3.0
NURS-754A	Principles & Pract of Anesthesia II Lab	1.0

Summer II

Item #	Title	Credits
NURS-712	Advanced Anesthesia Pathophysiology II	4.0
NURS-720	Translational Research	4.0
NURS-771	DNP Anesthesia Clinical Practicum I	6.0

Fall II

Item #	Title	Credits
NURS-730	Epidemiology & Population Health	3.0
NURS-755	Principles & Practice of Anesthesia III	3.0
NURS-755A	Prin & Prac of Anesthesia III Lab	1.0
NURS-772	DNP Anesthesia Clinical Practicum II	6.0
NURS-781	DNP Project I	2.0

Spring III

Item #	Title	Credits
NURS-742	Strategic Systems Thinking	4.0
NURS-756	Principles & Practice of Anesthesia IV	3.0
NURS-773	DNP Anesthesia Clinical Practicum III	6.0

Summer III

Item #	Title	Credits
NURS-757	Anesthesia Principles & Practice V	2.0
NURS-777	DNP Anesthesia Clinical Practicum IV	6.0
NURS-782	DNP Project II	2.0

Fall III

Item #	Title	Credits
NURS-778	DNP Anesthesia Clinical Practicum V	6.0
NURS-783	DNP Project III	2.0
NURS-789	Advanced Anesthesia Synthesis	3.0

Doctor of Nursing Practice - Post-Master's

Degree Type

Doctor of Nursing Practice

Prerequisites:

NURS 710 is a prerequisite for NURS 730

NURS 781 is a prerequisite for NURS 782

NURS 782 is a prerequisite for NURS 783

NURS 760 is a prerequisite for NURS 761

Program Credit Hours Pre DNP Core = 27 credits DNP

Practice = 6 credits DNP Project = 6 credits Total= 39 credits

Total Credits	39
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Course Sequencing

Sample Post-Master's DNP Curriculum

Spring I

Item #	Title	Credits
NURS-700	Know Dev in Nsg Science	4.0
NURS-740	Interprof Collaboration, Health Policy,	4.0

Summer I

Item #	Title	Credits
NURS-705	Information Systems & Technology App.	2.0
NURS-710	Biostatistics	3.0

Fall I

Item #	Title	Credits
NURS-781	DNP Project I	2.0
NURS-720	Translational Research	4.0

Spring II

Item #	Title	Credits
NURS-741	Adaptive Leadership	4.0
NURS-782	DNP Project II	2.0
NURS-760	DNP Practice I	3.0

Summer II

Item #	Title	Credits
NURS-730	Epidemiology & Population Health	3.0
NURS-761	DNP Practice II	3.0

Fall II

Item #	Title	Credits
NURS-742	Strategic Systems Thinking	4.0
NURS-783	DNP Project III	2.0

* 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.

Richard A. Gillespie College of Veterinary Medicine

This Catalog is designed to serve as a guide to the rules, policies, and services of the Richard A. Gillespie College of Veterinary Medicine's graduate programs; therefore, it is not intended to establish a contract, and the University reserves the right to amend, modify, or change regulations, policies, and financial charges stated in this handbook throughout the year. In such a case, the University will make reasonable efforts to notify the University community of any changes in policies and regulations in a timely manner. Notification shall be made via MyLMU, the University website, or to University-issued email accounts as deemed appropriate. Any rules, regulations, policies, procedures, or other representations made herein may be interpreted and applied by the Richard A. Gillespie College of Veterinary Medicine (LMU-CVM) to promote fairness and academic excellence, based on the circumstances of each individual situation.

This Catalog represents a program of the current curricula, educational plans, offerings, and requirements of the LMU-CVM graduate programs. The College reserves the right to change any provisions, offerings, tuition, fees, or requirements at any time within the student's period of study at the LMU-CVM.

Policies and procedures, including disciplinary actions, for LMU-CVM graduate programs are detailed at length within the Richard A. Gillespie College of Veterinary Medicine Student Handbook.

Effective through July 31, 2025.

Oaths, Ethics, and Honor Code

LMU-CVM Student Ethics and Honor Code

Establishing and maintaining the highest concepts of honor and personal integrity during veterinary education are critical to our training as veterinary health professionals. It is our responsibility to actively support these standards throughout our tenure at Lincoln

Memorial University – Richard A. Gillespie College of Veterinary Medicine (LMU-CVM) and it is reasonable to expect our fellow students to do the same.

These standards include respect for patients, faculty, staff, fellow students, hospital personnel, community, self, proper documentation, laws, policies, regulations, and academic standards. I hereby accept the LMU-CVM Student Ethics and Honor Code, realizing that it is my duty to uphold the Code and the concepts of personal and collective responsibility upon which it is based.

Richard A. Gillespie College of Veterinary Medicine Administration

Stacy Anderson, DVM, MVSc, Ph.D., DACVS-LA | *Executive Dean of LMU-CVM (Dean)*

Elizabeth Devine, DVM, MS, DACVS-LA | *Associate Dean for Student Affairs and Admissions (ADSAA)*

Randall Evans, DVM | *Associate Dean of Career Services and Professional Development (ADCPD)*

Julie Hunt, DVM, MS | *Associate Dean of Clinical Services (ADCS)*

Christopher Kelly, DVM, MS | *Medical Director, DeBusk Veterinary Teaching Center*

Jay Miles, DVM | *Assistant Dean for Undergraduate Programs*

Mitchell Moses, DVM, MBA | *Associate Dean of Clinical Relations and Outreach (ADCRO)*

Ashutosh Verma, DVM, Ph.D., DACVM | *Associate Dean of Basic Sciences and Research (ADBSR)*

Mission Statements

LMU-CVM Mission Statement

The mission of Lincoln Memorial University-Richard A. Gillespie College of Veterinary Medicine is to prepare veterinary professionals who are committed to the premise that the cornerstone of meaningful existence is service to attain optimal health for people, animals, and our environment within the Appalachian region and beyond. The mission is achieved by:

- Investing in quality academic programs supported by excellent faculty, facilities, technology, and partnerships;

- Serving the health and wellness needs of all animal species within the Appalachian region and beyond with an emphasis on One Health;
- Providing quality research opportunities for students and faculty in animal health, One Health, and veterinary education;
- Providing a values-based learning community as the context for teaching, research, and service;
- Promoting diversity, equity, inclusion, and belonging by actively addressing systemic barriers, fostering a sense of belonging, and cultivating an environment where all individuals thrive and reach their full potential.

Master of Veterinary Biomedical Science (VBMS) Program Mission Statement

The mission of the Veterinary Biomedical Science (VBMS) program at Lincoln Memorial University is to provide advanced academic learning in the life sciences through graduate coursework, professional training, and research with the aim to prepare graduates for veterinary medicine programs, advanced biomedical training, or entry into the biomedical field. The mission is achieved by:

- Graduating students with a Master of Science in Veterinary Biomedical Science degree;
- Enhancing the learning of graduate students in content knowledge of cell and molecular biology, biochemistry, and organismal biology;
- Promoting ethical and regulatory guidelines in animal biomedical research and clinical care.

Master of Veterinary Education (MVEd) Program Mission Statement

The mission of the Master of Veterinary Education (MVEd) program at Lincoln Memorial University is to enhance veterinary student learning by increasing instructional effectiveness of the faculty who teach them. The mission is achieved by:

- Graduating students with a Master of Veterinary Education degree;
- Introducing students to the theories of learning and teaching and encouraging their development of a personal teaching philosophy as a foundation for a career in education;
- Providing students with the knowledge and tools used in the education profession to effectively present content, assess student learning, and provide educational leadership among their peers.

Master of Veterinary Clinical Care (MVCC) Program Mission Statement

The mission of the Master of Veterinary Clinical Care (MVCC) program at Lincoln Memorial University is to provide advanced academic learning in veterinary technology through graduate coursework to prepare graduates for advanced veterinary nursing careers. The mission is achieved by:

- Graduating students with a Master of Veterinary Clinical Care degree;
- Enhancing the learning of graduate students in content knowledge of veterinary nursing and technology to advance patient care and extend care of the veterinary health care team.

Campus Facilities and Departments

LMU Facilities

The 1,000-acre LMU campus--its grounds, buildings, equipment, and human resources--is one of the most strikingly beautiful and functional in the country. Located in a rural setting just 55 miles north of Knoxville, Tennessee, the campus is a visual treat under dynamic, experienced administrative leadership and a committed, well-prepared faculty. LMU has an atmosphere of openness and concern for the needs of each individual and sets a premium on creating the best conditions for learning.

LMU-CVM Facilities

The LMU-CVM primarily operates from two locations: the College of Veterinary Medicine building, located on the main campus in Harrogate, TN; and the DeBusk Veterinary Teaching Center (DVTC), located in nearby Ewing, VA. Normal operating hours across both campuses are Monday through Friday, 8:00 am to 4:30 pm. Students should always have their student ID/swipe card visible above the waist. All students, faculty, and staff vehicles must be registered with the University Office of Student Services during the completion of academic registration.

College of Veterinary Medicine Building (CVM)

Located on LMU's main campus in Harrogate, TN, the CVM building includes two large lecture halls, each of which seats over 250 people per hall, and can be combined to accommodate over 500 people. The building also has 24 state-of-the-art communications laboratories, simulation laboratories, basic and clinical sciences classrooms, numerous study rooms, student break areas, faculty offices, student and academic services offices, clinical relations and

outreach offices, and the Dean's suite. The building includes numerous smaller spaces, designed with the flexibility to accommodate small group/active learning, wellness activities, and student club events. The CVM building is available to faculty, staff, and students during normal business hours or anytime through ID/Swipe access. After normal business hours or 6:00 pm, students will need their ID/Swipe card to enter and remain in the building. No guests are allowed in the building. The CVM building can be reached at 423.869.6600..

DeBusk Veterinary Teaching Center (DVTC)

The DVTC, located in Ewing, VA, includes 10,000 square feet of facilities designed for teaching veterinary sciences, specifically designed for education, research, and service in veterinary medicine. It is used for large animal (food animal and equine) and small animal (canine, feline, exotics) core clinical skills instruction, including safe animal handling. The DVTC can be reached at 423.869.6535. The DVTC Policies and Procedures offer guidance on this facility; refer to the CVM Student Handbook for more information.

LMU-CVM Graduate Programs Admissions

Admission Requirements

Policies will follow existing LMU policies for undergraduate and/or master's degree programs, with any differences for these degree programs noted in this catalog. Each applicant is evaluated holistically by considering each required element of the application package. Application for each of the graduate programs begins with the required application materials:

- Complete the PostbacCAS application
 - Official transcripts for all institutions attended
 - Letters of recommendation
 - Essays as required
 - Application fee (PostbacCAS fee + LMU Application fee)

Each program has additional materials required:

- VBMS: Proof of prerequisite course completion
- MVCC: Full CV, proof of prerequisite course completion, proof of Veterinary Technician Credentials (LVT, LVMT, RVT, CVT, etc.)
- MVEd: Full CV, proof of DVM or four-year degree in a veterinary-related field
- CVEd: Full CV, proof of DVM or four-year degree in a veterinary-related field with credentials, OR two-year

degree, credentials, and proof of a minimum of 5 years experience in an accredited veterinary education setting

When reviewing application files, the committee looks at numerous applicant criteria including undergraduate and graduate coursework, letters of recommendation, personal statement, and any other pertinent materials that may be included with the file. Upon acceptance into the graduate 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.

Program-specific admissions requirements, policies, and procedures are noted in the individual programs' entries within this Graduate Catalog.

Matriculation Process

Seat Deposit

Upon each accepted applicant's admission decision notification, a \$250.00 non-refundable seat deposit will be assigned to the student's MyLMU account. This deposit will be applied to the cost of the student's tuition for the semester. Seat deposits must be paid by July 10, 2024, for the 2024 Fall semester; students can pay the seat deposit via their MyLMU account. Information on how to access the student's email address and log into MyLMU are included with the acceptance packet.

For the 2025 Spring semester, the seat deposit must be paid by December 13, 2024.

Confirmation of Attendance Form

In addition to the seat deposit, each accepted applicant must complete and sign a program-specific "Confirmation of Attendance" form, which serves as the applicant's commitment to attend the LMU-CVM graduate program to which they applied and were accepted. The Confirmation of Attendance form is due July 10, 2024, for the 2024 Fall semester; for the 2025 Spring semester, the Confirmation of Attendance form must be returned by December 13, 2024.

LMU-CVM reserves the right to revoke an offer of admission from an applicant who fails to return their Confirmation of Attendance form by the posted deadline. Any accepted applicant who paid a seat deposit but failed to submit their Confirmation of Attendance form by the deadline forfeits the seat deposit in the event the admission offer is revoked.

Transfer Credit Policy

Accepted applicants to the MVCC and VBMS programs may request to transfer up to six (6) relevant graduate credit hours. Students must request the transfer of credits before the first day of classes in the student's first semester in their program of study.

All transfer credit requests are subject to committee approval, either by the program's admissions committee or the Graduate Council.

Tuition and Fees

LMU-CVM graduate programs are billed per credit hour, not including additional university fees. Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage, [here](#).

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the **Student Financial Services team**.

Accessible Education Services and Accommodations Policy & Procedures

Accommodations Policy and Procedures from the Office of Accessible Education Services

LMU is committed to providing accessible educational support services to enable students with disabilities to participate in, and benefit from, all University programs and activities. Every effort is made to reasonably accommodate the needs of a student with a disability. It is important for students to understand that it is the student's responsibility to request accessibility services at a post-secondary institution, and timely requests for services are imperative for the best possible outcomes in seeking and receiving reasonable accommodations. Our mission is to work with you as a team to remove barriers that may hinder your ability to fully participate in the academic experience at Lincoln Memorial University.

Accessible educational support services are administered by the Office of Accessible Education Services. To learn more about the Office of Accessible Education Services, visit online at **Lincoln Memorial University Accessible Education Services**. Any issues related to accessibility, the

Americans with Disabilities Act ("ADA"), or Section 504 of the Rehabilitation Act of 1973 ("Section 504") should be directed to:

Jason Davis
Lincoln Memorial University
6965 Cumberland Gap Parkway
Harrogate, TN 37752

Office Location: Carnegie-Vincent Library - Office 105
Phone: 423.869.6587
jason.davis@lmunet.edu

Procedure to Request an Accommodation

The following procedure must be followed in order for any student with a disability to be considered for accommodations through Lincoln Memorial University:

1. Accommodations must be requested by the student **EACH** semester. To request an accommodation, the student must submit a Student Request for Accommodations form and the required medical documentation to the Office of Accessible Education Services by the following deadlines: **September 1 (fall semester); February 1 (spring semester); June 1 (summer semester)**. Accommodation requests will be considered after the deadline only if the disability first presents itself after the corresponding deadline, but in any event no fewer than fourteen (14) days preceding the requested effective date of the accommodation.
2. Upon receipt of a student's request for accommodations, the Director of Accessible Education Services will contact the student to discuss specific accommodation needs and request any additional information necessary to make a determination on the student's request.
3. If accommodations are approved, a Letter of Accommodation listing the accommodations for that semester will be provided to the student and assigned faculty. All parties must sign for accommodations to be effective. Signatures may be collected via Adobe Sign.
4. Accommodations will not be provided until the Director of Accessible Education Services has received the Letter of Accommodation signed by the student and each faculty member. Accommodations are not retroactive, so it is extremely important that students and faculty sign the Letter of Accommodation as soon as possible.

If accommodations are denied, the student may appeal the decision by following the grievance procedure listed below.

*Note: **Accommodations remain in effect only for the academic semester in which the accommodations are granted. THERE ARE NO AUTOMATIC RENEWALS OF ACCOMMODATIONS. Students must request accommodations for each semester by following the procedure outlined above.***

Documentation Requirements

Students requesting accommodations or services from LMU because of a disability are required to submit sufficient documentation to determine eligibility for those accommodations or services in accordance with Section 504 and the ADA. A diagnosis of a disability does not necessarily qualify a student for academic accommodations under the law. To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits a major life activity. If academic or classroom-based adjustments and/or accommodations are requested, learning must be one of the major life activities affected. Students requesting services for the manifestations of multiple disabilities must provide supporting documentation for all such disabilities.

LMU will determine eligibility for and appropriateness of requested services on a case-by-case basis based on the adequacy and completeness of the documentation submitted. **If the documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the University has the discretion to require additional documentation. Any costs incurred in obtaining additional documentation shall be incurred by the student.** In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family or by a member of the LMU Office of Mental Health Counseling. Evidence that a student has received prior accommodations, either at LMU or another institution, is not considered adequate or complete documentation.

LMU will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. LMU reserves the right to request reassessment of the student's disability when questions arise regarding previous assessment, provision of services or accommodations, or when the student requests additional services or accommodations above and beyond what has been previously provided to the student.

The following documentation requirements provide students, schools, and professional diagnosticians with a

common understanding of the components of documentation that are necessary to validate the existence of a disability, the impact on the individual's educational performance, and the need for academic accommodations for purposes of the ADA and Section 504. Students are encouraged to provide these documentation requirements to their medical professional to ensure that all requirements are met and to facilitate a timely response to the student's request for accommodation.

1. A Qualified Professional Must Conduct the Evaluation - Students must provide diagnostic documentation from a licensed clinical professional (e.g., medical doctor, psychologist, neurophysiologist, education diagnostician, etc.) who specializes in a field consistent with the diagnosis and who is familiar with the student's medical history and functional implications of the impairments. The documentation must be provided on the professional's letterhead or official medical record and include the professional's full name, license number, certifications, the facility at which the professional practices, the date, and signature of the professional. The professional should not be a member of the student's family or a member of the LMU Office of Mental Health Counseling.
2. Documentation Must be Current - Reasonable accommodations are based on the current impact of the disability on the student's daily life activities and/or academic performance. In most cases this means that a diagnostic evaluation should be age appropriate, relevant to the student's learning environment, and show the student's current level of functioning. If documentation does not address the student's current level of functioning, a re-evaluation may be required.
3. Documentation Must Include a Specific Diagnosis - The report must include a clear and direct statement that a disability does or does not exist. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.
4. Documentation Must be Comprehensive - The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis. Documentation relative to a learning disability, ADD/ADHD, or psychological disability must also include objective data regarding aptitude, achievement, and information processing as indicated in the Student Request for Accommodation Form. Documentation relative to dining service accommodations must include specific dietary

restrictions and/or food allergies for which an accommodation is being sought.

5. **Recommendations for Accommodations** - The documentation must include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of that accommodation. Each accommodation recommended by an evaluator should include a medical-based rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation is not clearly identified in the diagnostic report, LMU has the right to seek clarification and/or additional information from the student's physician.

Temporary Accommodations

In the event that a student has a temporary disabling condition, the student may request temporary accommodations utilizing the process and documentation requirements set forth above. Temporary accommodations remain in effect until the student's medical professional has indicated the accommodations are no longer necessary or the end of the academic semester, whichever comes first. If the temporary disabling condition persists into the following semester, the student must again request accommodations following the procedure set forth above.

If a student requires a temporary parking pass because of a temporary disabling condition, the student may request a Temporary Disabled Permit through Lincoln Memorial University's Campus Police and Security or online at <https://www.emailmeform.com/builder/form/F040P0kb2bH7r1>. All students requesting a Temporary Disabled Permit must also complete the application for a temporary parking placard through the State of Tennessee.

ADA/Section 504 Grievance Procedure

The following procedure must be followed for all grievances concerning disability-related matters including, but not limited to, a request for accommodation, the provision of accommodations, or access to facilities. Students may make a complaint about:

- A determination regarding a requested service or accommodation;
- Administration of a requested service or accommodation;
- Inaccessibility of a university program, activity, service, or facility;
- Harassment on the basis of disability in violation of university policy; or

- Any other alleged university violation of the ADA or the Rehabilitation Act.

The university encourages individuals to utilize this procedure before pursuing remedies outside the university. Students have the right to file a complaint directly with the Office of Civil Rights of the United States Department of Education.

For more information regarding the Grievance procedures, visit the **Lincoln Memorial University Accessible Education Services** webpage.

Pregnant and Parenting Student Academic Adjustments

Lincoln Memorial University's Office of Institutional Compliance--via the Title IX team--is proud to serve pregnant and parenting students. Under Title IX, pregnant and parenting students have rights regarding their access to education. If you are pregnant or parenting, Title IX protections and reasonable related academic adjustments include but may not be limited to the following:

- Guaranteed access to classes and school activities
- Excused absences and medical leave
- Protection from harassment

Please review the full policy at the Title IX and Institutional Compliance webpage.

Lactation

LMU-CVM supports lactating women. There are designated lactation rooms in VET 213 and CVM 252. These can be reserved through the building coordinators. Students will make reasonable efforts to pump between classes or outside of instruction time. Lactating students who must pump during a portion of their class period must seek temporary accommodations through the Title IX Office through the aforementioned process. Instructors are prohibited from penalizing breastfeeding students for their absence to express breast milk on campus. Instructors and students shall work together to identify solutions for making up missed instruction. If problems arise, or a student must miss class for longer periods due to medical necessity, the student may contact the ADSAA and Title IX for assistance establishing reasonable accommodations.

For more information about resources available on and off campus and to view the harassment, discrimination, and sexual misconduct policies, visit the **LMU Title IX** webpage or contact the Title IX Office:

Rebekah Webb, Title IX Coordinator and Institutional Compliance Officer

Academic Progress, Standards, and Policies

LMU-CVM Graduate Program Requirements for Graduation

Each of the LMU-CVM graduate programs has its own requirements for graduating with the intended degree. Refer to each program's entry within this graduate catalog for program-specific policies.

All LMU-CVM graduate students must complete their degree program with a cumulative GPA of 2.85+ to be awarded the degree, unless otherwise required to be higher. The student bears the ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree.

Grades

LMU-CVM graduate students receive two sets of grades for each course: letter grades and percentages.

For the official LMU transcript, grades of A, B, C, or F are used. The CVM does not assign + or - to grades. If a student fails a course and successfully retakes the course, the passing grade will replace the failing grade for the purposes of calculating the cumulative program GPA.

The official LMU transcript will reflect a GPA based on a 4.0 scale, as follows:

GPA
Calculation
Key
A 4
B 3
C 2
F 0

Within the CVM, students earn an actual percentage in each course, as outlined in the courses' individual syllabi. For reporting the 100% scale to the 4.0 scale, grades are rounded (e.g. 79.4 = C; 79.5 = B). On the 100% scale, the grades are assigned as follows:

100% Scale
Key
A 89.5 - 100
B 79.5 - 89.5
C 69.5 - 79.4
F < 69.5%

Satisfactory Academic Progress Policy

CVM graduate students are required to maintain a ≥ 3.0 GPA in their program of study. Any student found to have performed below the 3.0+ standard in a given semester will be placed on academic probation for the following semester and may remain on academic probation until their cumulative program GPA meets the standard.

Required Procedures for CVM Graduate Students on Academic Probation

A CVM graduate student placed on academic probation is required to meet with the CVM Academic Success Team twice in the semester following notification of probation; for example, a student who performs below a 3.0+ GPA in the 2024 Fall semester will be placed on academic probation for the 2025 Spring semester, and during the 2025 Spring semester must meet with the CVM Academic Success Team at least twice.

One Academic Success meeting must be held at the beginning of the semester, and the second must be held by the end of midterms. The student may meet with the Academic Success Team as many times as necessary or desired but must meet a minimum of twice within the stated time frame. Failure to fulfill this requirement will be interpreted as disregard for academic progress and/or a lack of professionalism, which may result in dismissal from their program of study.

A student on academic probation must achieve a ≥ 3.0 GPA in the semester of their probation; if a student fails to meet this benchmark, they will remain on academic probation and be required to complete further academic counseling. If a student is unable to achieve a minimum cumulative GPA of ≥ 2.85 at the end of their second consecutive probationary semester, the student may be dismissed from their program of study.

Procedures for Academic Deficiencies

CVM graduate student progress through their program of study is subject to the LMU-CVM Student Progress Committee (SPC) procedures and policies. In addition to placement on academic probation, a CVM graduate student found to be failing to progress satisfactorily through their degree program may be subjected to LMU-CVM Student Progress Committee review. For a detailed outline of SPC policies and procedures, refer to the LMU-CVM Student Handbook.

Outcome for Graduate Student Academic Deficiencies

CVM graduate students are required to maintain a $\geq 3.0+$ GPA in their program of study. Any student found to have performed below the 3.0+ standard in a given semester will be placed on academic probation for the following semester, and may remain on academic probation until their cumulative program GPA meets the standard. If a student is not able to maintain the required GPA, the Graduate Council and/or the CVM Student Progress Committee has the authority to recommend the student's dismissal from the program. If it is determined to be numerically impossible to reach the required cumulative GPA, even with earning the highest possible grades in subsequent coursework, the student may be dismissed from their program of study. The CVM Dean will provide official notification in such cases. The minimum required cumulative GPA for degree completion is 2.85.

Graduate Course Repetition Policy

Repeating a course will 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. No course may be repeated more than once, and a student may repeat a maximum of two (2) courses in a degree program.

Leaves of Absence Policy

Progression in a student's academic program can be interrupted for various reasons, resulting in gaps within the scheduled curriculum.

Any absence request greater than 5 business days requires permission from the Dean and may require a student to take a leave of absence. A leave of absence may be granted from LMU-CVM for one of the following reasons: 1) a medical, personal, or family emergency; 2) a financial emergency; 3) maternity; 4) a call to active military service; or 5) pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized teaching facility. The student must meet with the Associate Dean for Student Affairs and Admissions to provide justification for the leave. The Associate Dean for Student Affairs and Admissions will recommend a student to the Dean for a Leave of Absence. The Dean may grant a Leave of Absence for the student. Only students who are in good academic standing with LMU-CVM will be granted a leave of absence. Students who are on academic probation, and have no professional or disciplinary sanctions, who that are seeking a leave of absence for

health/medical reasons may be allowed the leave on a case-by-case basis. Upon return, the student would remain on academic probation.

The LMU-CVM will notify the student in writing about the decision regarding the Leave of Absence and any requirements about the student's return to campus. Leaves of absence are granted for a maximum of one year. Before a student's leave of absence may begin, he or she must go through LMU-CVM's prescribed check-out procedure that includes completion of the Student Separation Form.

Students seeking to return from a leave of absence must ensure that all approved terms and conditions of the leave are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted to the LMU-CVM by the preceding June 30th for fall semester and October 31st for spring semester of the academic year in which the student wishes to be readmitted. The written request should be directed to the Associate Dean for Student Affairs and Admissions.

Students granted a medical leave of absence must have a licensed physician or mental health professional certify in writing that the student's physical and/or mental health is sufficient to re-enter in the academic program. This letter must be approved by the Associate Dean for Student Affairs and Admissions before the student will be allowed to return to LMU-CVM.

Maximum Timeframes for Program Completion

VBMS: Students must complete their studies within two (2) years after initial registration, unless they are dually enrolled in a professional program. Students in the VBMS thesis track must complete all requirements within three (3) years full-time enrollment or five (5) years part-time enrollment after initial registration.

MVCC: Students must complete their studies within five (5) years after initial registration.

MVED: Full-time students (3 courses per semester) can complete their studies within two (2) years after initial registration. Part-time students (1-2 courses per semester) must complete all requirements within four (4) years after initial registration, unless an extension is granted by the Graduate Council.

CVEd: Full-time students (2-3 courses per semester) can complete their studies in one (1) year after initial registration. Part-time students (1-2 courses per semester) must complete all requirements within two (2) years after initial registration.

A request for an extension of graduate program completion requires the approval of the Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

Dismissal or Withdrawal

The LMU-CVM reserves the right to dismiss any student at any time prior to graduation. Circumstances warranting such action may be of an academic, ethical, legal, or professional nature. It is imperative that any student who is dismissed or withdraws from the LMU-CVM complete the Student Separation Form. Failure to complete the Student Separation Form will result in the LMU-CVM withholding all records pertaining to the student's attendance. When the student completes all prescribed obligations, the LMU-CVM will release the student's academic records upon request through the Office of the Dean.

If the student is withdrawing, he or she must supply the Dean with a letter of resignation. Upon notification of the student leaving the program, the Dean will produce a memorandum stating the change in the student's status to be distributed to all LMU and LMU-CVM offices and to LMU-CVM course directors.

If a student withdraws or is dismissed from the program, the LMU Security Office will also be notified. The student will forfeit their LMU-CVM student identification card to LMU Security prior to leaving campus.

Right to Appeal

A student wishing to appeal the LMU-CVM Dean's decision must submit a letter requesting an appeal to the Student Appeals Committee via email to LMU-CVMAppealsCommittee@student.lmunet.edu within five (5) working days of receiving notification of that decision. During the process of the appeal, the conditions set forth in the dean's decision will stand (e.g., probation, dismissal/ separation).

The Appeals Committee determines if the LMU-CVM policies and procedures relating to the case were followed and that no gross misapplication of fact occurred. The committee does not render a judgment on the Ethics and Honor Code violation or academic deficiencies, only that the proper policies and procedures were followed. They will meet with the student and if requested by the student, a Procedural Advocate, but not with witnesses or complainants. The decision of the committee will be forwarded in writing by the chair to the Dean of LMU-CVM. The Dean of LMU-CVM will forward it to the student by email or certified mail to their last official address or hand-

delivered with return receipt. All decisions of the Appeals Committee will be final and binding. No further option for appeal will be considered.

The Student Appeals Committee has five (5) working days to finalize the case.

Failure to appear for the appeals hearing will result in automatic Appeals Committee decision to uphold Dean's decision.

Conduct and Professionalism Policies

LMU Code of Student Conduct

Refer to the **Railsplitter Community Standards Guide**.

LMU-CVM Student Ethics & Honor Code

Establishing and maintaining the highest concepts of honor and personal integrity during veterinary medical education is critical to our training as veterinary professionals. It is our responsibility to actively support these standards; and it is reasonable to expect our fellow students to do the same.

These standards include respect for patients, faculty, staff, fellow students, hospital personnel, community, self, proper documentation, laws, policies, regulations, and academic standards. I hereby accept the LMU-CVM Student Ethics and Honor Code, realizing that it is my duty to uphold the Code and the concepts of personal and collective responsibility upon which it is based.

Ethical, Attitudinal, and Behavioral Requirements for Students of Veterinary Medicine

In addition to all LMU required behavior, the LMU-CVM firmly believes that as a part of the veterinary profession and as a professional veterinary education program we must hold ourselves to a high standard to practice our core values. Desirable characteristics of veterinary students are based not only on academic achievement, but also on non-academic factors that serve to ensure that students have the behavioral and social attributes necessary to contribute positively to the veterinary profession. LMU-CVM students possess the necessary character traits, attitudes, and values that will result in beneficent and ethical veterinary care.

These include, but are not limited to, the following:

1. A student must never perform any action that might be construed as the practice of veterinary medicine, except as permitted under the laws of the applicable jurisdiction in which the student may function in the role of providing animal health care under the direction of a licensed veterinarian. It is the student's responsibility to know and understand the applicable laws and regulations pertaining to the practice of veterinary medicine.
2. A student must be able to relate to instructors, classmates, staff, community, clients, and their animals with honest, compassion, empathy, integrity, and dedication.
3. A student must not allow considerations of religion, disability, ethnicity, gender, sexual orientation, politics, or social standing to preclude productive and constructive relationships with instructors, staff, classmates, or clients.
4. A student must not allow considerations of breed or species to influence relationships with his/her patients or teaching animals. For example, a student must never intentionally withhold medical care from a feline patient out of a dislike or distrust of cats.
5. A student must be able to understand and use the authority, special privileges, and trust inherent in the veterinary student-client relationship for the benefit of both the client and the patient and avoid behaviors that constitute misuse of this power.
6. A student must never compromise care of an animal that has been left in his or her care or is his or her responsibility, regardless of whether this care conflicts with personal schedules or activities.
7. Any LMU-CVM recognized student organization that organizes or sponsors a sanctioned off campus event where alcohol is served, used, or sold must use a third-party vendor, such as a hotel or restaurant, to serve the alcohol. The third-party vendor must have a cash bar with individual students paying for their own alcohol. Monetary transactions will be between the individual students and the third party; there will be no monetary transaction between the LMU student organization and the third-party vendor. Student association funds will not be used to pay for alcohol; likewise, members of the club will not participate in serving the alcohol. Any student organization that violates this rule will be sanctioned.
8. A student must be able to fully utilize his/ her intellectual ability, to exercise good judgment, to complete patient care responsibilities promptly and properly and to relate to patients, patients' owners, faculty, administrators, staff and colleagues with courtesy, compassion, maturity, and respect for their dignity.
9. A student must demonstrate maturity, including the ability to adapt to local culture, the ability to exercise good judgment, and tolerance and acceptance of social, cultural and/or political differences.
10. A student must be able to work collaboratively and flexibly as a professional team member.
11. A student must behave in a professional manner despite stressful work demands, changing environments and/or clinical uncertainties.
12. A student must have the capacity to modify behavior in response to constructive criticism.
13. A student must be open to examining personal attitudes, perceptions and stereotypes that may negatively impact patient care or interpersonal relationships.
14. A student must possess an intrinsic desire for excellence and be motivated to become an effective veterinary professional.
15. Because the veterinary medical profession is governed by ethical principles and bylaws, a student must have the capacity to understand, learn, and abide by relevant and applicable values and laws. Examples of breaches of veterinary medical ethics include, but are not limited to cheating, plagiarism, or other forms of academic dishonesty; submitting fraudulent medical records or certificates; willfully withholding medical treatments ordered by a clinician; betraying a client's confidence; or animal cruelty, whether through acts of commission or omission.

Professional Conduct

Establishing and maintaining the highest concepts of honor and personal integrity during veterinary education are critical to training veterinary professionals. It is the responsibility of the student to actively support these standards and it is reasonable to expect that colleagues will do the same. Behavior and speech should demonstrate respect for the diversity of colleagues. One must avoid disparaging remarks or actions with regard to a person's race, age, gender, disability, national origin, position,

religion, or sexual orientation. Students will strive to create an environment that fosters mutual learning, dialogue, and respect while avoiding verbal, written or physical contact that could create a hostile or intimidating environment.

Since a person's actions continuously reflect one's intentions, students will adhere to the standards of Professional Conduct when within, representing, or in any way impacting the community, including behaviors in off campus settings or at non-LMU events where other LMU students are participating or present.

Respect for Faculty, Staff, Colleagues, Hospital Staff, and Community

Students will exhibit respect for faculty, staff, colleagues, and other members of the veterinary health care team. This respect will be demonstrated by professional conduct in mannerism, conversation, and relationships. Students will refer to faculty and staff by their appropriate title, such as "Doctor Smith," or "Mrs. Jones," unless otherwise directed. Students will strive to understand the role and responsibility as well as importance of their peers, colleagues, and team members. Students will make every effort to maintain an even disposition, display a judicious use of others' time, and handle private information maturely. They will express views in a calm, respectful and mature manner when in disagreement with another individual, understanding that a mutual agreement will not always be reached. Confrontations of such nature will be carried out in a private location as soon as time permits.

Respect for Self

A diversity of personal beliefs serves to enrich the veterinary medical profession. Therefore, students are encouraged to uphold personal ethics, beliefs, and morals in both daily conduct and in the practice of this Code. Understanding conflicts may exist that interfere with personal beliefs, students are encouraged to be proactive with communicating these situations.

Respect for Laws, Policies, and Regulations

Laws, policies and regulations at the university, local, state, and federal levels benefit the community and are not to be disregarded or violated. Any matters under the jurisdiction of local, state, or federal laws are explicitly deemed "outside the scope" of this Code.

Substance Abuse

Substance abuse will not be tolerated by any student while enrolled at LMU. Students are not to attend a class, laboratory, or a clinical rotation when under the effects of alcohol or drugs. Students found abusing or misusing

alcohol or drugs will face disciplinary action up to and including dismissal. Students needing professional help with alcohol or substance abuse/misuse issues should contact LMU counseling services. A student may be subjected to substance testing without notice at any time.

The LMU-CVM is committed to maintaining a drug-free environment in compliance with applicable laws. The unlawful possession, use, distribution, sale, or manufacture of controlled substances is prohibited on the university campus, its facilities, or any clinical site. Violation of this policy may result in the appropriate disciplinary action up to and including dismissal.

Academic Conduct and Standards

Students are responsible for ethical conduct and integrity in all scholastic and clinical work. As future veterinary healthcare professionals, LMU-CVM graduate students recognize that they are obligated to develop their knowledge and skills to the best of their abilities, realizing the health of the patient is dependent upon their competence. Students will work together as a team to utilize all available resources.

Academic Integrity

It is the aim of the faculty of LMU-CVM to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his/her own work that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable for severe consequences and possible dismissal.

Cheating

Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions, the use of unauthorized notes (either written or electronic) during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating. Cell phones, smart phones, and smart watches are not permitted during examinations. A student who is found to have a cell phone or smart device on their person during an examination will receive a zero for that examination and will be subject to dismissal.

Plagiarism

Offering the work of another as one's own without proper acknowledgment is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports, or other

writings of a fellow student has committed plagiarism. In addition, submitting someone else's work as one's own or submitting one's work for multiple courses is considered plagiarism or self-plagiarism, respectively.

AI Policy

The use of GenAI in any work performed in class, labs, clinical work, submitted as assignments, or other course requirements, if allowed, will be made clear to students by the instructor. All work is to be the student's own original work and composed entirely by the student, unless otherwise explicitly permitted by the instructor. All assistance or use of GenAI that is disallowed by an instructor may incur penalties according to the Academic Integrity policies of the University and LMU-CVM.

Stealing

Students will not take temporary or permanent possession of LMU-CVM property without the organization's express written permission. This includes, but is not limited to, hospital surgical attire, books, food, etc.

Electronic Mail Policy

All LMU students in the LMU-CVM programs will utilize their LMU.net.edu email address for communication within the college and university. All official communications to students will be sent to this e-mail address. It is the student's responsibility to check their LMU email account on a daily basis. Failure to check and respond to email and learning management system announcements (e.g. Canvas) may result in missing important information and may result in receiving incomplete or failing grades for a course.

Students should subscribe to and monitor Canvas notifications.

Professionalism Standards in Social Media

Social media is a term that describes any of the various applications and web-based networking sites that students use to communicate and connect in a private or public venue. The most popular examples are GroupMe, Facebook, Instagram, Snapchat, and X (formerly Twitter), but other applications are applicable. Any communications about course notifications or information should be through official LMU email or the learning management system.

The LMU-CVM recognizes the major advantages of social networking sites. Not only do they connect students quickly and widely, they also provide valuable exchanges of information and the ability to comment, critique, and carry on dialogue. Any engagement in social media should

be framed in professional, mature and reflective discussions and interactions. Unprofessional postings include profanity, discriminatory statements, personally directed abuse of any individual, alcohol/substance abuse, sexually suggestive material, and violations of patient/client confidentiality.

While quick and far-reaching, social media posts are also fairly permanent. Although you may think you have deleted an inappropriate post, it is probably archived in someone's file. As a rule of thumb, if you would be embarrassed if your Dean read your statements, then you are better off not posting them. Prospective employers, residency directors, and future clients use social networking sites to check out your background, interests, and professional standards. Do not post inappropriate photos that provide unflattering references. Remove any unprofessional postings as soon as possible.

No photos, videos or digital recording of LMU-CVM animals should ever be posted on social media. Cameras and cell phones are strictly prohibited in the anatomy and clinical skills labs unless specifically approved by the LMU-CVM. Failure to follow this policy will be considered a violation of the Ethics and Honor Code.

Photo Policy

Photography or any use of recording devices (e.g., film or digital cameras, camera phones, sound recorders) is strictly prohibited in animal use areas, unless specifically approved by the LMU-CVM. This includes any and all animals or patients at or owned by LMU-CVM. Failure to follow this policy will be considered a violation of the Ethics and Honor Code.

Exceptions:

1. When performed by government inspectors (e.g. USDA Veterinary Medical Officer).
2. When required by personnel authorized by the Institutional Officer assist in clinical diagnosis of disease.
3. When the Institutional Officer has requested to document conditions of the animal facilities.

Academic Environment

The University considers both the in-class and the out-of-class learning spaces to be equally important. Thus, in both cases, we strive to create environments conducive to optimal learning. Cell phones are to be turned off at all times while classes are in session so as not to interrupt the flow of instruction and learning. Laptops should judiciously

be used only for course materials while classes are in session. Additionally, children are not to be brought to class without special permission from the ADSAA. Students who violate this policy may be asked to leave.

Academic Freedom

College and University students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens within the University mission enjoy; and as members of the academic community, students are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus. (Adapted from the 1992 American Association of University Professors statement on Student Rights and Freedom).

Sexual and other Discriminatory Harassments

Lincoln Memorial University 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. Lincoln Memorial University 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.

The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community. 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 any LMU employee is informed 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 students would like to speak with an individual who does not have this obligation, confidential counseling is available free of charge through the LMU

Office of Mental Health Counseling. Appointments can be scheduled online: <https://www.lmunet.edu/counseling/index.php>. If students have experienced discrimination, help and support is available. To make a report, contact:

Rebekah Webb, Title IX Coordinator and Institutional Compliance Officer
Cumberland Gap Offices #3
Rebekah.Webb@LMU.net or TitleIX@LMU.net
(423) 869-6315

An online reporting form is available at <https://cm.maxient.com/reportingform.php?LincolnMemorialUniv&layoutid=50>. For more information about resources available on and off campus, and to view the harassment, discrimination, and sexual misconduct policies, visit <http://www.lmunet.edu/titleix>.

Student Ethics and Honor Code Violations and Accountability

Our honor as community members and students of a veterinary educational program is maintained through accountability. We will act in accordance with this code; we expect our peers to do the same. We will act with honor to avoid burdening our peers with responsibility for our own integrity. Actions not in accordance with the aforementioned standards constitute a violation of this Code. Any time period described in the Code may be extended for good cause at the discretion of the LMU-CVM Dean or ADSAA. Any meeting or hearing described in the Code may be rescheduled for good cause at the discretion of the LMU-CVM Dean or ADSAA.

Reporting Procedure for Ethical and Honor Code Violations

A case of a suspected violation or an unresolved situation may be brought to the ADSAA through self-reporting or by the observer of a violation, at which point the case proceeds to an investigation if warranted and, potentially, a subsequent hearing for resolution. Reporting violations should be accomplished by submitting the appropriate Ethics and Honor Code Violation form available in the LMU-CVM Graduate Student Support SharePoint. After submission of a signed complaint, the involved parties will be notified within 5 working days of Misconduct Allegation and informed of a preliminary meeting date, time, and location with the ADSAA. If the complaint is anonymous and unsigned, an investigation of the allegations shall be conducted by the ADSAA or someone appointed by the ADSAA. Based on the findings of the investigation, further action may be taken by the ADSAA through a preliminary meeting. If the preliminary investigation determines that no violation occurred, the matter is considered resolved.

Records will be placed in a confidential file and destroyed upon the student's graduation. Records are to be kept at each level of the process. The Chair will appoint a member to maintain all documentation. All records will be kept on file that is maintained by the ADSAA.

Ethical and Honor Code Violation Procedures

The LMU-CVM Ethical and Honor Code Violation Procedures, including a step-by-step breakdown of the process and potential resolutions, sanctions, and outcomes are covered at length in the LMU-CVM Student Handbook. Refer to the LMU-CVM Student Handbook section on Ethical and Honor Code Violation Procedures for details.

Right to Appeal

A student wishing to appeal the LMU-CVM Dean's decision must submit a letter requesting an appeal to the Student Appeals Committee via email to LMUCVMAppealsCommittee@student.lmunet.edu within five (5) working days of receiving notification of that decision. During the process of the appeal, the conditions set forth in the dean's decision will stand (e.g., probation, dismissal/ separation).

The Appeals Committee determines if the LMU-CVM policies and procedures relating to the case were followed and that no gross misapplication of fact occurred. The committee does not render a judgment on the Ethics and Honor Code violation or academic deficiencies, only that the proper policies and procedures were followed. They will meet with the student and if requested by the student, a PA, but not with witnesses or complainants. The decision of the committee will be forwarded in writing by the chair to the Dean of LMU-CVM. The Dean of LMU-CVM will forward it to the student by email or certified mail to their last official address or hand-delivered with return receipt. All decisions of the Appeals Committee will be final and binding. No further option for appeal will be considered.

The Student Appeals Committee has five (5) working days to finalize the case.

Failure to appear for the appeals hearing will result in automatic Appeals Committee decision to uphold the Dean's decision.

Governing Body of LMU-CVM Graduate Programs Graduate Council

The LMU-CVM Graduate Council is the policy-making and recommending body for the graduate programs provided

by the LMU-CVM. It is composed of the Program Directors of each graduate program and a graduate programs staff member. The Graduate Council meets regularly to review program functions, admissions status, student academic progress, proposed academic changes, and policy effectiveness. Programmatic recommendations flow from this council to the CVM Dean's Executive Committee of the Richard A. Gillespie College of Veterinary Medicine before being considered by the University Academic Council, University Cabinet, University President, or Board of Trustees.

Master of Veterinary Biomedical Science

The **Master of Veterinary Biomedical Sciences (VBMS)** program 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.

The VBMS program **does not guarantee admission to any professional program, at LMU or elsewhere.**

Master of Veterinary Biomedical Science Admissions

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. Each applicant is evaluated holistically by considering each required element of the application package.

Eligibility

All applicants to the VBMS program must:

- hold a bachelor's degree from an institution with regional accreditation or equivalent verification in the case of international degrees
- have a 2.7+ cumulative (CUM) GPA

Any applicant who has attempted DVM-level coursework prior to applying to the VBMS program at LMU-CVM must demonstrate a cumulative GPA of 2.0+ in their professional coursework *and* request a Recommendation Questionnaire from the Dean or Administrator at their previous CVM. Applicants who fail to meet this standard and/or do not receive a recommendation from their past CVM Dean/

Administrators do not qualify for admission to the VBMS program at LMU-CVM. Both conditions must be met to qualify for admission consideration.

Required Prerequisite Coursework

All applicants to the VBMS program must demonstrate successful completion of the following required prerequisite coursework prior to their intended starting semester with a GPA of 2.0+:

- Six (6) credit hours of **English**
 - *Reading and/or Composition courses can count towards this total.*
- Six (6) credit hours of **Mathematics** at the College Algebra level or higher
 - *Probability and Statistics can count towards this total.*
- Sixteen (16) credit hours of **Biological Sciences** with labs
 - *Eight (8) credits of General Biology*
 - *Eight (8) credits of upper-level Biology*
- Twelve (12) credit hours of **Chemistry**
 - *Six (6) credits of **Organic Chemistry** and labs*
 - *Six (6) credits of **General Chemistry** and labs*
- Three (3) credit hours of algebra- or calculus-based **Physics** with labs
- Three (3) credit hours of **Biochemistry**
- **Probability and Statistics**
- **Molecular Genetics**

*To achieve the required 2.0+ required GPA in the above listed prerequisite coursework, applicants must demonstrate a C or better in that coursework. Applicants who earned a C-, D, or F in any of the above listed required prerequisite coursework do not meet the admissions requirements and thus are not eligible for the VBMS program.

VBMS Required Application Materials

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended
 - Two (2) letters of recommendation*
 - One (1) personal statement that professionally articulates a response to the following prompt:
 - *How will the VBMS program help you achieve your career goals?*
 - Application fee (PostbacCAS fee + LMU Application fee)
 - Full CV

*Letters should be requested from the applicant's instructors (natural science instructor recommended), a veterinarian familiar with the applicant's experiences in veterinary medicine, or a health professions advisory committee.

VBMS Admissions Procedure

Upon receipt of a **complete and verified** application through PostbacCAS, the following process will commence:

1. **Initial Review:** The LMU-CVM Office of Graduate Programs will confirm that all required elements of the application have been received. Incomplete applications will be returned to the applicant for resubmission with missing materials noted.
2. **Committee Review:** The VBMS Admissions Committee will review the application and assess the strength of the whole packet. Applicants who meet the criteria for admission will be invited for a committee interview.
3. **Admission Interview:** The Zoom interview will allow committee members to assess the applicant's fit with the VBMS program.
4. **Recommendation and Dean's Decision:** The committee will make a recommendation of admission to the LMU-CVM Dean. The Dean will make the final decision of admission.
5. **Admission Decision Notification:** The LMU-CVM Office of Graduate Programs will make the notification of the Dean's decision to each applicant.

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file.

Upon acceptance into the graduate 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.

Applicants with Foreign Coursework

Applicants to the VBMS program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.
- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#).

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the [Student Financial Services](#) team.

VBMS Degree Completion after Matriculation to LMU-CVM DVM Program

Students previously enrolled in the VBMS program who become new CVM-I students prior to completion of the VBMS degree may complete their VBMS courses at no additional tuition charge above tuition paid for their CVM-I year, provided the total credits in courses for both programs do not exceed the maximum number in the typical CVM-I schedule (see CVM Course Catalog for credit hours). VBMS 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. Students desiring to complete the MS degree in CVM-II 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 other VBMS credit hours for that year.

Note: Matriculation to LMU-CVM's DVM Program prior to completion of the VBMS program is unusual and should **not** be expected. VBMS students should expect to complete both semesters of the program.

VBMS Academic Progress, Standards, and Policies

VBMS Program Requirements for Graduation

A minimum of 30 (VBMS) credit hours graduate coursework 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 GPA of 2.85 or greater to be awarded the degree unless otherwise required to be higher.

The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The student should review their academic progress on MyLMU by accessing WebAdvisor for Students, Academic Planning, and then Program Evaluation to access their academic evaluation. This document also represents the Intent to Graduate form which is signed and submitted to the Registrar's Office by the specified due date for participation in the commencement ceremony and conferring of degree.

Students are also required to complete all program and University assessments and surveys.

VBMS Curriculum

The Master of Veterinary Biomedical Science (VBMS) curriculum is a full-time two-semester program leading to the Master of Science (M.S.) degree. The curriculum is designed to provide 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.

Employment while Enrolled

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.

Enrollment in other Master Programs

No student will be permitted 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 VBMS semesters.

Enrollment Status as Determined by Credit Hours

Full-time status as a VBMS graduate student is a minimum of nine (9) graduate credits in a Fall or Spring semester, or six (6) during a summer session. Generally, VBMS students enroll in 15 credit hours per Fall and Spring semester. Summer session courses are not guaranteed.

Students must be registered for a minimum of six (6) credit hours to qualify for financial aid. Contact the Office of Student Financial Services for more information if necessary.

Attendance

Graduate students in the Master of Veterinary Biomedical Science degree program are required to follow the attendance policies of each of the courses in which they are registered.

Participation in Research Courses

Scholarly work is a desirable characteristic of a veterinary school or residency applicant. 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. Capacity for students to participate in research projects is limited by the number and workload of supervisory faculty members in the several departments. 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.

Research Travel Awards

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. 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 submit 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. Students must submit their own application.

The Office of the CVM Dean, or its assignees, will review all applicants and make the awards. Awards may be granted multiple times each budget year depending on available funds.

Participation in DVM Courses

Participation in DVM-level courses is dependent on past academic performance, capacity, and adhering to ethical and behavioral standards. Prerequisites 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.

Academic Performance in Professional Courses

If a grade of "B" or better is earned in DVM-level courses, students who are accepted into the LMU-CVM DVM program will not have to repeat the classes during their first year at 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 and Tutors.

These credits will be considered transfer credits, and thus any student who transfers credits from the VBMS program into the LMU-CVM DVM program will not be eligible for Valedictorian or Salutatorian awards. See the LMU-CVM Student Handbook for more information.

Guaranteed Interview to LMU-CVM DVM Program

Students who achieve a cumulative 3.0+ graduate GPA over at least 15 credits in the VBMS program *and* complete

their Veterinary Medical College Application Services (VMCAS) application and apply to LMU-CVM will be granted an interview with the LMU-CVM.

Students who perform below the 3.0+ graduate GPA standard in a 15-credit hour semester will **not** receive a guaranteed interview. Students placed on academic probation should not expect an interview to the LMU-CVM DVM program.

An interview does **not** guarantee admission to the LMU-CVM DVM program, or any other professional program at any other institution.

VBMS Addendum to LMU-CVM Leaves of Absence Policy

For a student in the thesis track of the VBMS program, the petition for a leave of absence 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 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 graduate program.

Maximum Timeframe for Program Completion

Students must complete their studies within two (2) years after initial registration, unless they are dually enrolled in a professional program. Students in the VBMS thesis track must complete all requirements within three (3) years of full-time enrollment or five (5) years part-time enrollment after initial registration.

A request for an extension requires the approval of the VBMS Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

VBMS Program Committees

Veterinary Biomedical Science Admissions Committee

When reviewing application files, the committee looks at numerous applicant criteria including undergraduate/graduate coursework, letters of recommendation, essay, personal statement, and any other pertinent materials that

may be included with the file. The committee may consist of faculty members from collaborating programs, including LMU-CVM and the School of Mathematics and Sciences; the Program Director; or other representative from the Graduate Council.

Veterinary Biomedical Science Thesis Supervisory Committees

The appointment of all Thesis Supervisory Committee members is made by the CVM Dean upon recommendation and agreement by the Thesis Faculty Advisor and graduate student. The committee consists of members with relevant expertise to support the student's research topic and includes the Chair (CVM faculty) and a minimum of 2 additional graduate faculty members, with at least one chosen from CVM faculty. Additional information about this committee and thesis guidelines are found in the M.S. Thesis Guidebook.

Veterinary Biomedical Science Non-Thesis Track

Degree Type
Master of Science

The Master of Veterinary Biomedical Science program (VBMS) is a 1-year bridge curriculum dedicated to providing advanced academic learning in the life sciences. **Students must complete a minimum of 30 total credit hours for the Veterinary Biomedical Science Non-Thesis Track.**

Required Courses

Complete all of the following required courses.

Item #	Title	Credits
VANT-710	Veterinary Anatomy I	5.0
LSCI-603	Colloquial Principles of Life Science	1.0
LSCI-604	Research Design & Analysis	3.0
BCHM-503	Advanced Cellular Biochemistry	3.0
LSCI-510	Principles of Physiology	3.0
LSCI-503	Advanced Molecular Genetics & Cell Biology	3.0
LSCI-603	Colloquial Principles of Life Science	1.0

Required Courses, Choice of Either

Select ONE of the following required courses to complete in the VBMS program.

VBMS students are required to take one of the following courses. Students who begin the VBMS program in the Fall semester will have the option to take Parasitology or Veterinary Anatomy II in the Spring. Students who begin the VBMS program in the Spring semester must take Parasitology in the Spring and Veterinary Anatomy I in the Fall.

Item #	Title	Credits
VANT-720	Veterinary Anatomy II	4.0
VANT-713	Veterinary Parasitology	3.0

Elective Courses

Complete up to 8 credit hours of electives from the following list:

Item #	Title	Credits
LSCI-504	Advanced Techniques for Molecular Biology	2.0
LSCI-506	Microscopic Imaging Theory and Technique	3.0
LSCI-507	Life Sciences Research Instrumentation	2.0
LSCI-508	Techniques in Physiological Research	2.0
LSCI-606	Appl Ethics Biomed Sci	3.0
LSCI-610	Advanced Immunology	3.0
LSCI-611	Princ of Pharmacology	3.0
LSCI-612	Medical Microbiology	4.0
LSCI-614	Prin Infectious Disease/Epidemiology	3.0
LSCI-653	Special Topics in Life Science	3.0
LSCI-683	Graduate Research Project	1.0-6
VANT-712	Veterinary Histology	1.0
LSCI-601	Applied Pharmacology	3.0
	Total Credits	30

Veterinary Biomedical Science Thesis Track

Degree Type

Master of Science

Required Courses

Complete all of the following required courses for the Thesis Track in the VBMS program:

Item #	Title	Credits
LSCI-603	Colloquial Principles of Life Science	1.0
LSCI-604	Research Design & Analysis	3.0
LSCI-605	Scholarly Writing in Life Science	2.0
LSCI-693	Life Science Thesis Research	1.0-9

Elective Courses

Item #	Title	Credits
BCHM-503	Advanced Cellular Biochemistry	3.0
LSCI-503	Advanced Molecular Genetics & Cell Biology	3.0
LSCI-504	Advanced Techniques for Molecular Biology	2.0
LSCI-506	Microscopic Imaging Theory and Technique	3.0
LSCI-507	Life Sciences Research Instrumentation	2.0
LSCI-508	Techniques in Physiological Research	2.0
LSCI-510	Principles of Physiology	3.0
LSCI-606	Appl Ethics Biomed Sci	3.0
LSCI-610	Advanced Immunology	3.0
LSCI-611	Princ of Pharmacology	3.0
LSCI-612	Medical Microbiology	4.0
LSCI-613	Case Studies in Life Sciences	1.0
LSCI-614	Prin Infectious Disease/Epidemiology	3.0
LSCI-653	Special Topics in Life Science	3.0
LSCI-683	Graduate Research Project	1.0-6
STAT-683	Applied Statistical Analysis	1.0
VANT-713	Veterinary Parasitology	3.0
VANT-710	Veterinary Anatomy I	5.0
VANT-712	Veterinary Histology	1.0
VANT-720	Veterinary Anatomy II	4.0
Total Credits		30

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 semester before summer research. Electives will be determined by the Supervisory Committee.

Master of Veterinary Clinical Care

The **Master of Veterinary Clinical Care (MVCC)** program is for credentialed veterinary technicians who desire to have advanced knowledge in patient case management,

evidence-based medicine and clinical practice, critical thinking, practice management, clinical skills, and professional skills.

Master of Veterinary Clinical Care Admissions

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. Each applicant is evaluated holistically by considering each required element of the application package.

MVCC Admission Requirements Eligibility

All applicants to the MVCC program must:

- be credentialed veterinary technicians with proof of credentials*
- hold a four-year bachelor's degree with a cumulative GPA of 2.8+**

Prerequisite Coursework

All applicants to the MVCC program must demonstrate completion of the following required prerequisite coursework:

- Six (6) credits of 100+ level Biology
 - *Anatomy, Physiology, and Microbiology are acceptable substitutions.*
- Six (6) credits of 100+ level Chemistry
 - *Pharmacology (up to six (6) hours) is an acceptable substitution.*
- Six (6) credits of 100+ level English
 - *Applicants with foreign coursework who did not take English courses may substitute an official TOEFL score, provided the score is submitted via official channels and is no older than 2 years. See below for TOEFL requirements.*

**Applicants who meet all other admissions criteria but who work in a state that does not provide veterinary technician credentialing may contact CVMGradPrograms@LMU.net.edu for eligibility.*

***Applicants with a cumulative GPA below 2.8 may be considered for the program but will be admitted under automatic academic probation for their first semester.*

Required Application Materials

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended

- Two (2) letters of recommendation
- Two (2) personal essays in response to the following prompts:
 - *Why do you feel the MVCC program is the next step in your career, and what do you hope to contribute to your field after graduation? Please include specific examples from your career and/or education to support your response. 500 words maximum.*
 - *What do you see as primary barriers to technician utilization and technician retention in the veterinary profession? How do you feel technicians could be better utilized within the current scope of practice? 500 words maximum.*
- Application fee (PostbacCAS fee + LMU Application fee)
- Full CV
- Proof of Veterinary Technician Licensure or Credentials

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file. Upon acceptance into the graduate program, applicants will receive an official packet of materials including an acceptance letter and any other items than may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

Applicants with Foreign Coursework

Applicants to the MVCC program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, or if an applicant attended an institution located outside of the United States and did not complete six (6) hours of 100+ English courses*, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.

- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#). The MVCC program is billed per credit hour.

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the **Student Financial Services** team.

MVCC Academic Progress, Standards, and Policies

MVCC Program Requirements for Graduation

A minimum of 30 credit hours of graduate coursework and satisfactory completion of all core courses is required for graduation with the Master of Veterinary Clinical Care degree. The student must complete the degree program with a minimum cumulative GPA of 2.85 or greater to be awarded the degree, unless otherwise required to be higher.

The student bears the ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The student should review their academic progress on MyLMU by accessing WebAdvisor for students, then Academic Planning, then Program Evaluation to access their academic evaluation. This document also represents the Intent to Graduate form, which is signed and submitted to the Registrar's Office by the specified due date for participation in the commencement ceremony and conferring of degree.

MVCC Curriculum

The Master of Veterinary Clinical Care (MVCC) curriculum is designed for credentialed veterinary technicians who desire to have advanced knowledge in patient case management, evidence-based medicine, clinical practice, critical thinking, practice management, clinical skills, and professional skills.

Enrollment Status as Determined by Credit Hours

Full-time status as an MVCC student is nine (9) graduate credits in a Fall or Spring semester. Part-time status is anything fewer than 9 hours. Students may alternate between full- and part-time enrollment. Part-time students must obtain course schedule approval from the MVCC Program Director before registering.

Students must be registered for a minimum of six (6) credit hours to qualify for financial aid. Contact the Office of Student Financial Services for more information if necessary.

Attendance

Graduate students in the MVCC program have online courses and are expected to follow the online attendance and participation policies of the program in which they are registered.

Maximum Timeframe for Program Completion

Students must complete their studies within five (5) years after initial registration.

A request for an extension of graduate program completion requires the approval of the Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

Master of Veterinary Clinical Care

Degree Type

Master of Veterinary Clin Care

Required Courses

Complete all of the following required core courses:

Item #	Title	Credits
MVCC-501	Veterinary Management & Leadership	3.0
MVCC-502	Clinical Veterinary Physiology	3.0
MVCC-503	Principles of Surgery & Wound Management	3.0
MVCC-504	Evidence Based Medicine	1.0
MVCC-505	Anesthesia & Pain Management	3.0
MVCC-506	Population Med & One Health	2.0
MVCC-507A	Small Animal Internal Medicine	3.0
MVCC-508	Diagnostics and Clinical Pathology	3.0
MVCC 509	Pharmacology Foundations	3.0

Elective Courses

Complete 6 credits of electives:

Item #	Title	Credits
MVCC-590A	Small Animal Emergency and Critical Care	2.0
MVCC-590C	Advanced Small Animal Emergency and Critical Care	2.0
MVCC-590D	Veterinary Dentistry	2.0
MVCC-590E	Veterinary Imaging	2.0
MVCC-590F	Small Animal Dermatology	2.0
MVCC-590G	Shelter Medicine	2.0
	Total Credits	30

Master of Veterinary Education

The **Master of Veterinary Education (MVEd)** program is for current DVM faculty or veterinary practitioners who wish to obtain advanced training in the foundations of education to improve the quality of veterinary education through increasing awareness and knowledge of educational research, theory, and evidence-based teaching practices within the veterinary profession.

Master of Veterinary Education Admissions

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. Each applicant is evaluated holistically by considering each required element of the application package.

MVEd Required Application Materials

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended
 - Two (2) letters of recommendation
 - One (1) personal essay in response to the following prompt:
 - *Explain your motivation for obtaining a Master of Veterinary Education degree, how your background and training have prepared you to earn a graduate degree in education, and how/why this degree will help you in your career goals.*
 - Application fee (PostbacCAS fee + LMU Application fee)
- Full CV

- Proof of DVM or four-year baccalaureate degree in veterinary-related field

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file. Upon acceptance into the graduate program, applicants will receive an official packet of materials including an acceptance letter and any other items than may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

Applicants with Foreign Coursework

Applicants to the MVEd program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, or if an applicant attended an institution located outside of the United States and did not complete six (6) hours of 100+ English courses*, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.
- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#). The MVEd program is billed per credit hour at the same rate as online Master of Education programs.

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the **Student Financial Services** team.

MVEd Academic Progress, Standards, and Policies

MVEd Program Requirements for Graduation

A minimum of 32 credit hours of graduate coursework and satisfactory completion of all core courses is required for graduation with the Master of Veterinary Education degree. The student must complete the degree program with a minimum cumulative GPA of 2.85 or greater to be awarded the degree, unless otherwise required to be higher.

The student bears the ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The student should review their academic progress on MyLMU by accessing WebAdvisor for students, then Academic Planning, then Program Evaluation to access their academic evaluation. This document also represents the Intent to Graduate form, which is signed and submitted to the Registrar's Office by the specified due date for participation in the commencement ceremony and conferring of degree.

MVEd Curriculum

The Master of Veterinary Education (MVEd) curriculum is designed for faculty who currently teach in AVMA-COE- or CVTEA-accredited programs and wish to obtain advanced training in the foundations of education to improve the quality of veterinary education through increasing awareness and knowledge of educational research, theory, and evidence-based teaching practices within the veterinary medical professions. MVEd students may enroll with full- or part-time course loads, as defined by the following section.

Enrollment Status as Determined by Credit Hours

Full-time status as an MVEd graduate student is a minimum of seven (7) graduate credits in a Fall or Spring semester. Part-time status is anything fewer than 7 hours. Students may alternate between full- and part-time enrollment. Summer session courses may be available but are not guaranteed.

Students must be registered for a minimum of six (6) credit hours to qualify for financial aid. Contact the Office of Student Financial Services for more information if necessary.

Attendance

Graduate students in the MVEd program have online courses and are expected to follow the online attendance and participation policies of the program in which they are registered.

Maximum Timeframe for Program Completion

Full-time students (3 courses per semester) can complete their studies within two (2) years after initial registration. Part-time students (1-2 courses per semester) must complete all requirements within four (4) years.

A request for an extension of graduate program completion requires the approval of the Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

Certificate of Veterinary Education

Degree Type

Graduate Certificate

Certificate of Veterinary Education

Admissions

CVEd Program Admissions Requirements

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended
 - Two (2) letters of recommendation
 - One (1) personal essay in response to the following prompt:
 - *Explain your motivation for obtaining a Certificate of Veterinary Education, your current position and how you interact with students, and how/why this certificate will help you in your career goals.*
 - Application fee (PostbacCAS fee + LMU Application fee)
 - Full CV
 - Proof of DVM or four-year baccalaureate degree in veterinary-related field with credentials, OR two-year degree, credentials, and proof of a minimum of five (5) years experience in an accredited veterinary education setting

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file. Upon acceptance into the graduate 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 and other paperwork will be included in the acceptance packet.

Applicants with Foreign Coursework

Applicants to the CVEd program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, or if an applicant attended an institution located outside of the United States and did not complete six (6) hours of 100+ English courses*, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.
- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#). The CVEd program is billed per credit hour at the same rate as online Master of Education programs.

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the **Student Financial Services** team.

CVEd Academic Progress, Standards, and Policies

CVEd Program Requirements for Graduation

A minimum of 14 credit hours of graduate coursework and satisfactory completion of all core courses is required for the Certificate of Veterinary Education graduate

certification. The student must complete the program with a minimum cumulative GPA of 2.85 or greater to be awarded the certificate, unless otherwise required to be higher.

The student bears the ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen certificate. The student should review their academic progress on MyLMU by accessing WebAdvisor for students, then Academic Planning, then Program Evaluation to access their academic evaluation. This document also represents the Intent to Graduate form, which is signed and submitted to the Registrar's Office by the specified due date for the conferring of the certification.

CVEd Curriculum

The Certificate of Veterinary Education (CVEd) curriculum is designed for faculty who serve in veterinary education programs to develop a foundation in educational theories and practices. This program is conducted jointly with the MVEd program, with students enrolled in MVEd courses.

Enrollment Status as Determined by Credit Hours

Full-time status as a CVEd student is seven (7) graduate credits in a Fall or Spring semester. Part-time status is anything fewer than 7 hours. Students may alternate between full- and part-time enrollment. Summer session courses may be available but are not guaranteed.

The CVEd program is not eligible for financial aid, regardless of credit hour load.

Attendance

Graduate students in the CVEd program have online courses and are expected to follow the online attendance and participation policies of the program in which they are registered.

Maximum Timeframe for Program Completion

Full-time students (2-3 courses per semester) can complete their studies in one year. Part-time students must complete all requirements within two years after initial registration.

A request for an extension of graduate program completion requires the approval of the Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

Required Courses

The following courses are required for the Certificate of Veterinary Education Program.

For degree completion, students are also required to take at least one elective from the options listed in the next section.

Item #	Title	Credits
MVE-610	Theories of Learning & Instruction	3.0
MVE-612	Methods for Lectures, Labs, and Clinical Supervision	3.0
MVE-613	Andragogy and the 21st Century Learner	3.0
MVE-614	Assessing Student Learning in Vet Education	3.0

Elective Courses

Students are required to take at least one of the following courses. Limit one elective per semester.

Item #	Title	Credits
MVE-611	Educational Technology: Applications and Innovations	2.0
MVE-618	Interprofessional Education, International Education, and Diversity	2.0
MVE-619	Student Services & Mentoring Students	3.0
Total Credits		14-20

Master of Veterinary Education

Degree Type

Master of Education

MVED Required Courses

Students are required to take each of the following courses for a minimum total of 32 credit hours.

Item #	Title	Credits
MVE-610	Theories of Learning & Instruction	3.0
MVE-611	Educational Technology: Applications and Innovations	2.0
MVE-612	Methods for Lectures, Labs, and Clinical Supervision	3.0
MVE-613	Andragogy and the 21st Century Learner	3.0
MVE-614	Assessing Student Learning in Vet Education	3.0
MVE-615	Research Methods in Education	3.0
MVE-616	Curriculum Development in Vet Education	2.0
MVE-617	Educational Leadership in Vet Education	3.0
MVE-618	Interprofessional Education, International Education, and Diversity	2.0
MVE-619	Student Services & Mentoring Students	3.0
MVE-620	Capstone/Thesis in Veterinary Education	2.0
MVE-632	Program Assessment and Accreditation in Veterinary Education	3.0
Total Credits		32

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

AHSS Graduate Schools Contact Information

Dean, School of AHSS
Office Phone: 423.869.6815
Room 101, Avery Building, Main Campus

Graduate School Administrative Assistant, AHSS Office
Phone: 423.869.6764
Room 100, Avery Building, Main Campus

Recruitment & Student Success Coordinator, AHSS Office
Phone: 423.869.6403
Room 309, Avery Building, Main Campus

Program Director, Master of Public Administration Office
Phone: 865.531.4168
Room 171, LMU Cedar Bluff, Knoxville

Program Director, Master of Science in Criminal Justice
Office Phone: 865.531.4167
Room 171, LMU Cedar Bluff, Knoxville

Program Director, Master of Science in Psychology Office
Phone: 865.531.4107
Room 171, LMU Cedar Bluff, Knoxville

AHSS 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 Paul V. Hamilton 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.

Applicable Catalog

The student must meet the requirements of the LMU 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 an LMU Graduate Catalog in effect prior to initial graduate program enrollment.

Program Acceptance

Upon acceptance into the Master of Public Administration (MPA), Master of Science in Criminal Justice (MSCJ), or Master of Science in Psychology (MSP) graduate programs, students 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. Students may begin their graduate studies in any semester.

Orientation and Advisement

New graduate students will be required to attend an initial program online orientation. The 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.

Maximum Program Completion

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

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. Attendance in online classes is based on completion of weekly assignments. 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 MPA, MSCJ, and MSP 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 MPA, MSCJ, and MSP students. 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).

Grade Definition	Quality Points Per Credit Hour
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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*	
WD	Withdrawal	

* Incomplete grades will automatically become an "F" if not completed within the timeframe agreed upon between the course instructor and student unless an extension is granted by the Dean of the School of Arts, Humanities, and Social Sciences.

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 MPA, MSCJ, and MSP students.

Academic Dismissal

MPA, MSCJ, and MSP students who fall into the following 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, unless otherwise approved by the Program Director.

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 (or date of email) to present the appeal in writing to the Dean of the School of Arts, Humanities, and Social Sciences. 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.

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, Graduate Programs Coordinator, 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. If the advisor and faculty are the same person, an alternate advisor will be assigned by the Dean of the School of Arts, Humanities, and Social Sciences. 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 Arts, Humanities, and Social Sciences Appeals 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 Arts, Humanities, and Social Sciences. 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 Arts, Humanities, and Social Sciences. A final decision may be rendered by the Vice President for Academic Affairs.

Graduate Student Course Load

The normal load for a part-time student is six (6) hours. The maximum load for a graduate student is nine (9) semester credit hours during Fall and Spring semesters, and six (6) semester credit hours for the Summer session. Students must seek and receive permission from the department chair or Dean of the School of Arts, Humanities, and Social Sciences to take twelve (12) hours or more in any one semester.

Advance to Master's Program

Undergraduate students accepted to the Advance to Master's Program (AMP) are eligible to complete up to 6 credits of graduate level coursework from participating LMU graduate programs prior to the completion of their undergraduate studies. Graduate credits received through AMP will apply to upper-level (300, 400) elective credits towards the undergraduate degree and count as graduate credit towards the related LMU graduate degree programs. Acceptance to AMP does not guarantee acceptance to the master's program.

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 Arts, Humanities, and Social Sciences). The graduate credit must be earned within the last five (5) years.

Graduate Programs Committees

a. 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 and the graduate program directors.

b. 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.

c. 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 and the graduate program directors, though meetings are open to all graduate faculty.

MS, Psychology

Mission Statement

The primary mission of the Master of Science in Psychology Program is to provide students with a broad training including the areas of developmental, cognitive/ neuroscience, social psychology, and personality. Also, the focus of this program will prepare graduates to teach, conduct research, further their education, and/or utilize their skill and understanding in the applied areas of psychology.

Admissions Requirements

- A. **Bachelor's Degree** – Degree must include a minimum of 18 hours in psychology (or related field) and have been awarded from an institution with regional accreditation or equivalent verification. Currently, international students do not qualify for the program due to the 100% Online format.
- B. **Undergraduate Grade Point Average** – Students must have achieved an undergraduate GPA of 2.75 or higher on a four (4)-point scale.
- 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 MSP program, relevant skills, qualifications, preparation, and a statement of goals after completing the program.
- E. **Transfer Credit** – A maximum of nine (9) graduate credit hours closely related to the MSP degree will be allowed in transfer by approval of the program's Admissions Committee.
- F. **Entrance Interview** – An entrance interview may be requested if one or more requirements are not met.

Graduation Requirements

- A. A minimum of thirty-three (33) credit hours of graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Science in Psychology 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 MSP 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 will be required to retake sections for which they did not 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 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.

Curriculum & Standards

The curriculum of the MSP 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 AHSS Graduate Council. There are two tracks students can pursue, (1) **General Track** and (2) **Forensic Psychology track**. The Forensic Psychology track consists of 6 graduate courses from the MSP General Track and 5 graduate courses from the Master of Science in Criminal Justice Program. Each track consists of 33 total credit hours and designed to be completed in 16 months or less.

MS, Psychology

Degree Type

Master of Science

General Track

Course Offerings (3 credit hours each; 33 hours):

Item #	Title	Credits
PSYC-510	Research & Statistical Methods	3.0
PSYC-520	Social Psychology	3.0
PSYC-530	Personality	3.0
PSYC-550	Developmental Psychology	3.0
PSYC-560	Psychopathology	3.0
PSYC 570	Legal and Ethical Issues in Psychology	3.0
PSYC 580	Advanced Cognition	3.0
PSYC 590	Addictions	3.0
PSYC-600	Applied Psychology	3.0
PSYC 610	Advanced Forensic Psychology	3.0
PSYC-625	Practicum in Psychology	3.0

Forensic Track

Course Offerings (3 credit hours each; 33 hours):

Item #	Title	Credits
PSYC-520	Social Psychology	3.0
PSYC-530	Personality	3.0
PSYC-560	Psychopathology	3.0
PSYC 580	Advanced Cognition	3.0
PSYC-600	Applied Psychology	3.0
PSYC 610	Advanced Forensic Psychology	3.0
CRIM-505	Theories of Crime and Criminal Justice	3.0
CRIM-506	Ethics and Issues in Criminal Justice	3.0
CRIM-510	Crime and Public Policy Analysis	3.0
CRIM-511	Criminal Justice Research Methods	3.0
CRIM-512	Justice Administration and Leadership	3.0
	Total Credits	33

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.

Expected Learning Outcomes

- A. To lead and manage in the public, nonprofit, and health care sectors
- B. To understand, analyze, and participate in the public policy process

- C. To analyze, solve, and track public sector problems
- D. To articulate public sector values

Admissions Requirements

- A. **Bachelor's Degree** – Student must complete bachelor's 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.
 - Recommended 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, or courses about government structure, policy making, and administration and budgeting.
- B. **Undergraduate Grade Point Average** – Students must have achieved an undergraduate GPA of 2.75 or higher on a four (4)-point scale.
- 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 closely related to the MPA degree will be allowed in transfer by approval of the program's Admissions Committee.
- F. **Entrance Interview** – An entrance interview may be requested if one or more requirements are not met.

Graduation Requirements

- A. A minimum of thirty (30) 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 unable to pass the comprehensive examination will be required to retake sections for which they did not 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 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.

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 Admissions Committees and Program Directors.

Non-PADM Electives

Students may, upon consultation with their advisor, choose up to nine (9) hours of approved MSCJ courses.

Healthcare Policy Graduate Certificate

Degree Type

Graduate Certificate

Healthcare Policy Graduate Certificate

The Healthcare Policy Graduate Certificate (HCPGC) at Lincoln Memorial University offers a comprehensive and focused learning experience of the dynamic landscape of healthcare policy. Designed for anyone wanting to deepen their understanding of critical healthcare policy issues, this certificate program covers topics such as healthcare reform, equity, global health, financing, technology, and workforce, equipping graduates with the knowledge and

skills to work within and drive meaningful change in healthcare systems and contribute to informed policy decision-making. Through rigorous coursework and practical applications, participants will develop expertise that is essential for navigating the complex challenges and opportunities within the realm of healthcare policy.

Admissions Requirements

Students must apply to the Master of Public Administration (MPA) program and meet all admission requirements.

HCPGC Program Overview

To complete the LMU HCPGC, students must complete four MPA courses (12 Credit Hours) from among the following healthcare policy course options:

Item #	Title	Credits
PADM-591	Health Care Public Policy	3.0
PADM-592	Strategic Comm in Health Care	3.0
PADM-593	Directing Healthcare Organizations	3.0
PADM-594	Fiscal Impact of Healthcare Policy	3.0
PADM-595	Topics in Healthcare Policy	3.0
	Total Credits	12

JD-MPA Combined Degree Completion Pathway

Degree Type

Master of Public Adminin.

LMU offers a combined degree completion pathway through which students may obtain both the Juris Doctor (JD) degree and the Master of Public Administration (MPA) degree. Students enrolled in LMU Law School's JD program must successfully complete ninety (90) credit hours. The program of legal education includes sixty-seven (67) credit hours of required courses and twenty-three (23) hours of elective courses. Students enrolled in the LMU MPA program must successfully complete thirty (30) credit hours, including eighteen (18) required credit hours and twelve (12) elective credit hours. **Students enrolled in the JD-MPA Combined Degree Completion Pathway may use up to twelve (12) credit hours of coursework in approved JD elective courses to fulfill MPA program elective credit hours.**

You must apply to and qualify for each program separately. Admission to one program does not guarantee admission to the other program.

JD Curriculum

LMU offers a traditional three-year, full-time JD program that averages fifteen (15) credit hours/semester. For information on the JD Curriculum, consult the LMU Duncan School of Law Student Handbook and Catalog.

MPA Curriculum

Students enrolled in the JD-MPA Combined Degree Completion Pathway must complete the following courses:

Item #	Title	Credits
PADM-520	Public Administration	3.0
PADM-525	Public Policy Process	3.0
PADM-530	Public Financial Administration	3.0
PADM-540	Public Service Ethics and Values	3.0
	PADM 510 or PADM 515	3
	MPA Electives	15

JD-MPA Combined Degree Completion Pathway Notes

- Required MPA courses will be offered in a rotation during the summer terms. Combined Degree Completion Pathway students may take up to twelve (12) hours of MPA coursework during a summer semester if they are NOT taking any law courses. In a summer semester, students enrolled in any law course may only take seven (7) total credit hours of coursework in any program.
- The MPA portion of the JD-MPA Combined Degree Completion Pathway may be completed in any combination of Fall, Spring, and Summer semesters except for the Fall and Spring semesters of the 1L year and the semester immediately following graduation while preparing for the bar examination. Students taking more than sixteen (16) combined credit hours of coursework in a Fall or Spring semester must seek permission to do so from the Associate Dean for Academic Affairs at the LMU Duncan School of Law. In a Fall or Spring semester, no student enrolled in law courses may take more than eighteen (18) credit hours of any kind, including law courses and graduate program courses.
- Students enrolled in the LMU JD-MPA Combined Degree Completion Pathway are encouraged to complete elective requirements in either program through an externship in a legal setting that primarily serves the public, nonprofit, and health care sectors. Students seeking elective credit through an externship for the JD-MPA Combined Degree Completion Pathway program must receive written approval from both the law school's Director of Experiential Learning and the MPA Program Director. See the course description for Externship I/II below for more information.
- Combined Degree Completion Pathway students MUST consult with their advisor prior to registering for courses.
- Students will pay the MPA tuition rate for courses in the MPA program and the JD tuition rate for courses in the JD program, including those used to fulfill MPA requirements. Any merit scholarship awarded as part of admission to the JD program will be applied only to courses in the JD program.

JD-MPA Program Admission Requirements

- Applicants to JD-MPA Combined Degree Completion Pathway must meet the admissions requirements for each program individually. For admissions

requirements to the LMU Duncan School of Law, consult the LMU Duncan School of Law Student Handbook and Catalog.

Total Credits 120

PADM 510 or PADM 515

Elective Credits 3

Item #	Title	Credits
PADM-515	Qualitative Analysis	3.0
PADM-510	Quantitative Analysis	3.0

MPA Electives

Elective Credits 15

Complete fifteen (15) credits of MPA electives or additional research methods course to meet dual degree elective requirements.

Up to twelve (12) credits of upper-level (3000, 4000, 5000) law electives may count towards the MPA elective requirements.

MPA-MSCJ Combined Degree Completion Pathway

Degree Type

Master of Public Admin.

Master of Science

The LMU MPA-MSCJ Combined Degree Completion Pathway combines the core requirements and electives for the Master of Science in Criminal Justice (MSCJ) and Master of Public Administration (MPA) programs to allow students to achieve both graduate degrees concurrently. The total number of credit hours required for completion of this degree program is fifty-one (51) credit hours (cr).

The curriculum for the LMU MPA-MSCJ Combined Degree Completion Pathway includes:

Required Courses

(3 credit hours each; 30 hours)

Item #	Title	Credits
CRIM-505	Theories of Crime and Criminal Justice	3.0
CRIM-510	Crime and Public Policy Analysis	3.0
CRIM-512	Justice Administration and Leadership	3.0
PADM-520	Public Administration	3.0
PADM-525	Public Policy Process	3.0
PADM-530	Public Financial Administration	3.0
	CRIM-506 or PADM-540	3
	CRIM-511 or PADM-510	3
	CRIM-650 or PADM-515	3

Electives

Complete eight (8) additional PADM and MSCJ elective courses.

(3 credits each; 24 hours)

Item #	Title	Credits
	PADM Elective	12
	CRIM Elective	12
	Total Credits	51

CRIM-506 or PADM-540

Elective Credits 3

CRIM-511 or PADM-510

Elective Credits 3

Item #	Title	Credits
CRIM-511	Criminal Justice Research Methods	3.0
PADM-510	Quantitative Analysis	3.0

CRIM-650 or PADM-515

Elective Credits 3

Item #	Title	Credits
CRIM-650	Qualitative Research Methods	3.0
PADM-515	Qualitative Analysis	3.0

PADM Elective

Elective Credits 12

Item #	Title	Credits
PADM-550	Economics for the Public Sector	3.0
PADM-591	Health Care Public Policy	3.0
PADM-592	Strategic Comm in Health Care	3.0
PADM-593	Directing Healthcare Organizations	3.0
PADM-594	Fiscal Impact of Healthcare Policy	3.0
PADM-601	Manag. Public & Non-Profit Organizations	3.0
PADM-602	Nonprofit Marketing	3.0
PADM-603	Nonprofit Board Development	3.0
PADM-604	Nonprofit Fundraising	3.0
PADM-611	Legl Con. for Pol. & Pub. Mgmt	3.0
PADM-612	Public Policy, Popular Culture	3.0
PADM-613	Grant Proposal Writing	3.0
PADM-620	Special Topics in Public Policy	3.0
PADM-696	Independent Study	1.0-3

CRIM Elective

Elective Credits 12

Item #	Title	Credits
CRIM-605	Homeland Security and Emergency Management	3.0
CRIM-615	International Crime and Policy	3.0
CRIM-620	Victimology	3.0
CRIM-625	Juvenile Justice	3.0
CRIM-630	Community Corrections and Offender Reentry	3.0
CRIM-640	Race, Gender, Class and Crime	3.0
CRIM-645	Rural Criminal Justice	3.0
CRIM-660	De-Criminalization of Mental Illness	3.0
CRIM-695	Special Topics	3.0
CRIM-696	Independent Study	1.0-3
CRIM-698	Internship	1.0-3

Master of Public Administration

Degree Type

Master of Public Adminin.

Required Courses

(3 credit hours each; 18 hours)

Item #	Title	Credits
PADM-510	Quantitative Analysis	3.0
PADM-515	Qualitative Analysis	3.0
PADM-520	Public Administration	3.0
PADM-525	Public Policy Process	3.0
PADM-530	Public Financial Administration	3.0
PADM-540	Public Service Ethics and Values	3.0

Elective Courses

(3 credit hours each; 12 hours)

Item #	Title	Credits
PADM-550	Economics for the Public Sector	3.0
PADM-551	Local Government Management	3.0
PADM-591	Health Care Public Policy	3.0
PADM-592	Strategic Comm in Health Care	3.0
PADM-593	Directing Healthcare Organizations	3.0
PADM-594	Fiscal Impact of Healthcare Policy	3.0
PADM-595	Topics in Healthcare Policy	3.0
PADM-601	Manag. Public & Non-Profit Organizations	3.0
PADM-602	Nonprofit Marketing	3.0
PADM-603	Nonprofit Board Development	3.0
PADM-604	Nonprofit Fundraising	3.0
PADM-610	Special Topics in Nonprofit Management	3.0
PADM-611	Legl Con. for Pol. & Pub. Mgmt	3.0
PADM-612	Public Policy, Popular Culture	3.0
PADM-613	Grant Proposal Writing	3.0
PADM-620	Special Topics in Public Policy	3.0
PADM-696	Independent Study	1.0-3

Program Tracks

Track 1: General Public Administration

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

Track 2: Nonprofit Management

30 credit hours including a comprehensive examination: 18 core/required PA hours, 3 hours of PA electives, and 9 hours of Nonprofit Management courses.

Choose at least three (3) of the following:

Item #	Title	Credits
PADM-601	Manag. Public & Non-Profit Organizations	3.0
PADM-602	Nonprofit Marketing	3.0
PADM-603	Nonprofit Board Development	3.0
PADM-604	Nonprofit Fundraising	3.0
PADM-610	Special Topics in Nonprofit Management	3.0
PADM-613	Grant Proposal Writing	3.0

Track 3: Health Care Policy

30 credit hours including a comprehensive examination: 18 core/required PA hours, 3 hours of PA electives, and 9 hours of courses related to the health care field.

Choose at least three (3) of the following:

Item #	Title	Credits
PADM-591	Health Care Public Policy	3.0
PADM-592	Strategic Comm in Health Care	3.0
PADM-593	Directing Healthcare Organizations	3.0
PADM-594	Fiscal Impact of Healthcare Policy	3.0
PADM-595	Topics in Healthcare Policy	3.0
Total Credits		30

Nonprofit Management Graduate Certificate

Degree Type

Graduate Certificate

Nonprofit Management Graduate Certificate

The Nonprofit Management Graduate Certificate (NMGC) at Lincoln Memorial University is offered for professionals working in or interested in nonprofit management programs. The program equips students with knowledge and skills for efficient, effective, and ethical management of nonprofit organizations.

Admissions Requirements

Students must apply to the Master of Public Administration (MPA) program and meet all admission requirements.

NMGC Program Overview

To complete the LMU NMGC, students must complete four MPA courses (12 Credit Hours) from among the following nonprofit management course options:

Item #	Title	Credits
PADM-601	Manag. Public & Non-Profit Organizations	3.0
PADM-602	Nonprofit Marketing	3.0
PADM-603	Nonprofit Board Development	3.0
PADM-604	Nonprofit Fundraising	3.0
PADM-610	Special Topics in Nonprofit Management	3.0
PADM-613	Grant Proposal Writing	3.0
	Total Credits	12

Master of Science in Criminal Justice

Mission Statement

The mission of the LMU's Master of Criminal Justice (MSCJ) program 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.

Expected Learning Outcomes

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

Admissions Requirements

- Bachelor's Degree** – Student must complete a bachelor's 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.

- Recommended undergraduate course work: Introduction to Criminal Justice and Criminology, or other courses on policing, corrections, and juvenile justice.
- Undergraduate Grade Point Average** – Students must have achieved an undergraduate GPA of 2.75 or higher on a four (4)-point scale.
 - 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.
 - Personal Statement** – Submit an essay detailing the student's purpose for attending the LMU MSCJ program, relevant skills, qualifications, preparation, and a statement of goals after completing the program.
 - Transfer Credit** – A maximum of nine (9) graduate credit hours related to the MSCJ degree will be allowed in transfer by approval of the program's Admissions Committee.
 - Entrance Interview** – An entrance interview may be requested if one or more requirements are not met.

Graduation Requirements

- A minimum of thirty (30) 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.
- 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.
- All MSCJ students must complete a comprehensive examination
 - Students must complete all required classes in the program prior to taking the comprehensive examination.
 - 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.
 - Students must schedule their comprehensive examination with the Program Director by the 8th week of the semester that they plan to take the examination.
 - The comprehensive assessment is graded on a pass/fail basis.
 - Students unable to pass the comprehensive examination will be required to retake sections for which they did not 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 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.

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.

JD-MSJ Combined Degree Completion Pathway

Degree Type

Master of Science

LMU offers a Combined Degree Completion Pathway through which students may obtain both the Juris Doctor (JD) degree and the Master of Science in Criminal Justice (MSCJ) degree. Students enrolled in LMU Law School's JD program must successfully complete ninety (90) credit hours. The program of legal education includes sixty-seven (67) credit hours of required courses and twenty-three (23) hours of elective courses. Students enrolled in the LMU MSCJ program must successfully complete thirty (30) credit hours, including eighteen (18) required credit hours and twelve (12) elective credit hours. **Students enrolled in the JD-MSJ Combined Degree Completion Pathway may use up to twelve (12) credit hours of coursework in approved JD elective courses to fulfill MSCJ program elective credit hours.**

You must apply to and qualify for each program separately. Admission to one program does not guarantee admission to the other program.

JD Curriculum

LMU offers a traditional three-year, full-time JD program that averages fifteen (15) credit hours/semester. For information on the JD Curriculum, consult the LMU Duncan School of Law Student Handbook and Catalog.

MSCJ Curriculum

Students in the JD-MSJ Combined Degree Completion Pathway program must complete the following courses:

Item #	Title	Credits
CRIM-505	Theories of Crime and Criminal Justice	3.0
CRIM-506	Ethics and Issues in Criminal Justice	3.0
CRIM-510	Crime and Public Policy Analysis	3.0
CRIM-512	Justice Administration and Leadership	3.0
	CRIM-511 or CRIM-650	3
	MSCJ Electives	15

JD-MSCJ Combined Degree Completion Pathway Notes

- Required MSCJ courses will be offered in a rotation during the summer terms. Combined Degree students may take up to twelve (12) hours of MSCJ coursework during a summer semester if they are NOT taking any law courses. In a summer semester, students enrolled in any law course may only take seven (7) total credit hours of coursework in any program.
- The MSCJ portion of the JD-MSCJ Combined Degree Completion Pathway may be completed in any combination of Fall, Spring, and Summer semesters except for the Fall and Spring semesters of the 1L year and the semester immediately following graduation while preparing for the bar examination. Students taking more than sixteen (16) combined credit hours of coursework in a Fall or Spring semester must seek permission to do so from the Associate Dean for Academic Affairs at the LMU Duncan School of Law. In a Fall or Spring semester, no student enrolled in law courses may take more than eighteen (18) credit hours of any kind, including law courses and graduate program courses.
- Students enrolled in LMU JD-MSCJ Combined Degree Completion Pathway are encouraged to complete elective requirements in either program through an externship in a legal setting that primarily serves the public, nonprofit, and health care sectors. Students seeking elective credit through an externship for the JD-MSCJ Combined Degree Completion Pathway must receive written approval from both the law school's Director of Experiential Learning and the MSCJ Program Director. See the course description for Externship I/II below for more information.
- Combined Degree Completion Pathway students MUST consult with their advisor prior to registering for courses. Students will pay the MSCJ tuition rate for courses in the MSCJ program and the JD tuition rate for courses in the JD program, including those used to fulfill MSCJ requirements. Any merit scholarship awarded as part of admission to the JD program will be applied only to courses in the JD program.

JD-MSCJ Program Admission Requirements

- Applicants to JD-MSCJ Combined Degree Completion Pathway must meet the admissions requirements for each program individually. For admissions requirements to the LMU Duncan School of Law, consult the LMU Duncan School of Law Student Handbook and Catalog.

Total Credits

120

CRIM-511 or CRIM-650

Elective Credits 3

Item #	Title	Credits
CRIM-511	Criminal Justice Research Methods	3.0
CRIM-650	Qualitative Research Methods	3.0

MSCJ Electives

Elective Credits 15

Complete fifteen (15) credits of MSCJ electives or additional research methods course to meet dual degree elective requirements.

Up to twelve (12) credits of upper-level (3000, 4000, 5000) law electives may count towards the MSCJ elective requirements.

MPA-MSCJ Combined Degree Completion Pathway

Degree Type

Master of Public Admin.

Master of Science

The LMU MPA-MSCJ Combined Degree Completion Pathway combines the core requirements and electives for the Master of Science in Criminal Justice (MSCJ) and Master of Public Administration (MPA) programs to allow students to achieve both graduate degrees concurrently. The total number of credit hours required for completion of this degree program is fifty-one (51) credit hours (cr).

The curriculum for the LMU MPA-MSCJ Combined Degree Completion Pathway includes:

Required Courses

(3 credit hours each; 30 hours)

Item #	Title	Credits
CRIM-505	Theories of Crime and Criminal Justice	3.0
CRIM-510	Crime and Public Policy Analysis	3.0
CRIM-512	Justice Administration and Leadership	3.0
PADM-520	Public Administration	3.0
PADM-525	Public Policy Process	3.0
PADM-530	Public Financial Administration	3.0
	CRIM-506 or PADM-540	3
	CRIM-511 or PADM-510	3
	CRIM-650 or PADM-515	3

Electives

Complete eight (8) additional PADM and MSCJ elective courses.

(3 credits each; 24 hours)

Item #	Title	Credits
	PADM Elective	12
	CRIM Elective	12
	Total Credits	51

CRIM-506 or PADM-540

Elective Credits 3

CRIM-511 or PADM-510

Elective Credits 3

Item #	Title	Credits
CRIM-511	Criminal Justice Research Methods	3.0
PADM-510	Quantitative Analysis	3.0

CRIM-650 or PADM-515

Elective Credits 3

Item #	Title	Credits
CRIM-650	Qualitative Research Methods	3.0
PADM-515	Qualitative Analysis	3.0

PADM Elective

Elective Credits 12

Item #	Title	Credits
PADM-550	Economics for the Public Sector	3.0
PADM-591	Health Care Public Policy	3.0
PADM-592	Strategic Comm in Health Care	3.0
PADM-593	Directing Healthcare Organizations	3.0
PADM-594	Fiscal Impact of Healthcare Policy	3.0
PADM-601	Manag. Public & Non-Profit Organizations	3.0
PADM-602	Nonprofit Marketing	3.0
PADM-603	Nonprofit Board Development	3.0
PADM-604	Nonprofit Fundraising	3.0
PADM-611	Legl Con. for Pol. & Pub. Mgmt	3.0
PADM-612	Public Policy, Popular Culture	3.0
PADM-613	Grant Proposal Writing	3.0
PADM-620	Special Topics in Public Policy	3.0
PADM-696	Independent Study	1.0-3

CRIM Elective

Elective Credits 12

Item #	Title	Credits
CRIM-605	Homeland Security and Emergency Management	3.0
CRIM-615	International Crime and Policy	3.0
CRIM-620	Victimology	3.0
CRIM-625	Juvenile Justice	3.0
CRIM-630	Community Corrections and Offender Reentry	3.0
CRIM-640	Race, Gender, Class and Crime	3.0
CRIM-645	Rural Criminal Justice	3.0
CRIM-660	De-Criminalization of Mental Illness	3.0
CRIM-695	Special Topics	3.0
CRIM-696	Independent Study	1.0-3
CRIM-698	Internship	1.0-3

Master of Science in Criminal Justice

Degree Type

Master of Science

Required Courses

(3 credit hours each; 18 hours)

Item #	Title	Credits
CRIM-505	Theories of Crime and Criminal Justice	3.0
CRIM-506	Ethics and Issues in Criminal Justice	3.0
CRIM-510	Crime and Public Policy Analysis	3.0
CRIM-511	Criminal Justice Research Methods	3.0
CRIM-512	Justice Administration and Leadership	3.0
CRIM-650	Qualitative Research Methods	3.0

Elective Courses

(3 credit hours each; 12 hours):

Item #	Title	Credits
CRIM-605	Homeland Security and Emergency Management	3.0
CRIM-615	International Crime and Policy	3.0
CRIM-620	Victimology	3.0
CRIM-625	Juvenile Justice	3.0
CRIM-630	Community Corrections and Offender Reentry	3.0
CRIM-635	Crimes of the Powerful	3.0
CRIM-640	Race, Gender, Class and Crime	3.0
CRIM-645	Rural Criminal Justice	3.0
CRIM-660	De-Criminalization of Mental Illness	3.0
CRIM 665	Cybercrime	3.0
CRIM-695	Special Topics	3.0
CRIM-696	Independent Study	1.0-3
CRIM-698	Internship	1.0-3

Non-CRIM Electives

Students may, upon consultation with their advisor, choose up to nine (9) hours of approved MPA courses.

Total Credits	30
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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 graduate 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 program offers concentrations in Educational Leadership (EL), Instructional Leadership (IL), Instructional Practice (IP), Elementary Education with Teacher Licensure, Secondary Education with Teacher Licensure and Special Education with Teacher Licensure. The Master of Education program also offers concentrations in School Counselor licensure and Mental Health Counseling. The Educational Specialist programs offer concentrations in Instructional Practice, Educational Leadership, Instructional Leadership, and Professional Counseling & Educational Leadership (PCEL). The Doctor of Education program includes non-licensure concentrations in Instructional Leadership, and Instructional Practice.

CAEP determined the Carter and Moyers School of Education met all standards and components required during its last site visit and granted the school accreditation for the full seven-year term. The next accreditation site visit will occur in Spring 2027. The School of Education submits an annual report to maintain its accreditation status and demonstrate continuous improvement efforts.

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.

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 2015-2027:

- 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 K-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:
 1. Commits to equitable and effective teaching and instruction for all students
 2. Engages in and applies research to professional practices
 3. Demonstrates in-depth knowledge of critical concepts of discipline, connections to cross-disciplinary content, and multiple pedagogical strategies
 4. Thinks creatively and critically
 5. Gathers data through multiple assessment strategies to reflect, monitor, analyze, and direct instructional practices

6. Uses technology to work effectively with stakeholders and to support student learning
3. Service
 1. Believes in and demonstrates servant-leadership
 2. Understands that education is a service to the local and global community
 3. Seeks to serve the needs of the 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 K-12 school faculty, candidates, and students in K-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

The Carter & Moyers School of Education is an educator preparation program approved by the Tennessee Department of Education, leading to candidate licensure for teachers, school counselors, and administrators in Tennessee. Authorization for the university to provide a program for the preparation of teachers, school counselors, or administrators in the State of Tennessee does not guarantee eligibility or reciprocity for certification, licensure, or benefits in any other state.

Pathways used to apply for licensure in other states include the following:

1. <https://www.nasdtc.net/> Interstate Agreement (Interstate Agreement Documents). Please note that a NASDTEC Interstate Agreement does not guarantee full reciprocity. Most states have their own minimum Jurisdictional Specific Requirements (JSRs) that must be met by new graduates or educators who seek to earn full certification or licensure in other states. These Jurisdictional Specific Requirements may include but are not limited to, additional testing or assessments, variance in type, content area, or grade span of endorsements, professional development or mandatory training, and curriculum comparability or specific coursework.
2. Recognition of a CAEP (Council for the Accreditation of Educator Preparation) accredited program.
3. Some states do not have standard pre-approval guidelines or agreements/contracts with other states or CAEP. These states rely on an individual analysis of transcripts and documentation for each applicant. If relocating to a state that uses transcript analysis, carefully consider those requirements during program completion. For example, some states do not accept coursework graded as pass/fail or have specific content curriculum requirements.

In agreement with NASDTEC, Lincoln Memorial University strongly recommends that licensure candidates seek licensure in Tennessee and then apply in other states using the out-of-state licensure process. Candidates must be aware that the Undergraduate Initial Teacher Licensure, Undergraduate Special Education, Graduate Teacher Licensure, Graduate Special Education, Graduate School Counseling, and Graduate Instructional Leadership programs offered within the Carter & Moyers School of Education at Lincoln Memorial University are designed to ensure eligibility for a teaching license in Tennessee. NASDTEC (2020) cautions prospective teacher candidates that each state is responsible for its own certification/licensure requirements, which may change without notice to NASDTEC or your university's certification officers or your state's office of certification. Candidates should always contact the office of certification in any state of relocation to get the most accurate information on certification requirements. Certification application materials, requirements, and instructions on applying for licensure in other states are located on each state's Department of Education website. The out-of-state application process may require that Lincoln Memorial University complete a form to verify enrollment in an approved educator preparation program. This form often requires a signature from either the Dean or a certification officer. Verification forms for the Carter & Moyers School of Education should

be sent to Sue England, Director of Licensure and Testing for completion. Or check the link on Professional Licensure Disclosures on the Consumer Information Webpage at: Consumer Information (lmunet.edu).

Graduate Education Information

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
EdS Educational Leadership, Instructional Leadership, and Instructional Practice

Cedar Bluff Site, 421 Park 40 North Blvd., Knoxville, TN37923

Degree Concentration
MEd Educational Leadership, and Instructional Leadership
MEd Elementary Education, Secondary Education, Special Education, and Instructional Practice
MEd School Counseling, and Mental Health Counseling
EdS Educational Leadership, Instructional Leadership, Instructional Practice, and Professional Counseling & Educational Leadership
EdD Instructional Leadership, and Instructional Practice

Academic Information

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 must complete all degree requirements based on the following schedule:

- 36-Hour Program Candidates: five years from the time of initial enrollment
- 48-Hour Program Candidates: six years from the time of initial enrollment
- 63-Hour Program Candidates: seven years from the time of initial enrollment

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 Chair and/or program director. A maximum of six (6) credit hours may be applied to the MEd and EdS programs. A maximum of nine (9) 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 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. Incompletes are not assigned in the LMU EdD program.

Grade	Definition	Per Semester 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 exceeds minimum requirements)	2.67
C+	Quality of work better than minimum	2.33
C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
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 is only given in clinical coursework to complete required hours for licensure	
NC	No Credit. No credit assigned for the course. Not computed in the GPA	
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 (Professional 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 (IP, 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, and the candidate. A candidate whose cumulative GPA falls below a 3.0 (B) for two successive terms must have permission from the program director to continue in the program. If denied the candidate may appeal to the Assistant Dean of the School of Education to continue in the program. Any MEd (IP, EL, IL) or EdS (CI, EL, IL, PCEL) 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 they 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 they have 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 their dissertation. Any candidate who receives either a second "C+" or a single grade lower than a "C+" in any course will be administratively withdrawn 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 their understanding of what each goal entails, and what they expect to submit to meet each goal. A second term of inadequate progress shall be marked by C and result in a candidate's

administrative withdrawal 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 Program Director, who will review the appeal. At that time, the Program Director 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 Assistant Dean. The Assistant 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 of the Appeals and Grievance Committee may be requested. 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

There is a distinct difference between a grievance and a complaint. Generally, a complaint addresses a process and its interpretation. A grievance is an action or inaction that impacts a student or class only by applying a specific policy or 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 of a decision or action made by the faculty or staff.

Adhere to the prescribed process for each grievance and complaint, as outlined in the program handbook for each program of the Carter & Moyers School of Education. Failure to do so can render the complaint moot with prejudice, underscoring the importance of following the correct procedures.

The complaint process is summarized with the following steps. The complainant presents the complaint to the

alleged violating faculty/staff member, who documents the complaint and renders a decision. If the complainant is unsatisfied, the next step is to appear with the program director. If the complaint is not resolved, the final step is to be heard by the assistant dean, whose final decision ensures a fair and just resolution.

The grievance process is summarized with the following steps. The grievant shall specify in writing the page and language that has allegedly been violated, along with a proposed resolution to the faculty/staff member. If the grievance is not resolved at this level, both parties shall bring forth documentation of the meetings with the program director. If the grievant is not satisfied with the program director's decision, it shall be forwarded to the assistant dean for hearing. If the grievance is not resolved, the grievant may proceed to the Grievance Committee of the Carter & Moyers School of Education. If the grievant is still not satisfied, then the next hearing step is the Dean of the Carter & Moyers School of Education. The final appeal shall be to the Vice President of Academic Affairs, whose decision is final.

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 12 credit hours as defined by the candidate's program of study. For financial aid purposes, the federal government considers nine (9) 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 (6) credit hours per term (Summer, Fall, and Spring). Candidates must maintain continuous enrollment in the program as a full-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 Master of Education (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 students are required to attend an orientation session designed to provide information on policies, technologies, and focuses for the program. All Doctor of Education students are assigned to the program director for guidance and advising until successful passing of comprehensive exams, at which time the Doctor of Education candidate will be assigned a chair who will lead and advise the remaining time in the program.

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 subjects.

The following degree-specific requirements also apply:

- a passing score, as defined by the State of Tennessee, on edTPA© (MEd Teacher Licensure) for elementary, special education and non-job embedded.
- a passing score on the School Leadership Licensure Assessment (SLLA) (Leadership Licensure);
- a passing score on the comprehensive examination (MEd and EdD degrees). Successful completion of a dissertation approved by chair and all committee members (EdD)

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 they have 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 time limit set forth in Time Restrictions/Limitations).* For additional EdD Graduation Policy information and deadlines, see EdD section of catalog.

Second master's degree requirements

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

Financial Aid*

Master of Education Program.

Candidates may attempt a maximum of 50 credit hours in pursuit of their 33-credit hour MEd Instructional Practice, Instructional Leadership, or Educational Leadership degrees. 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 Teacher Licensure degree program, candidates may attempt a maximum of 63-credit hours in pursuit of the 42-credit 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 36-hour degree may attempt up to 60 hours in that effort. EdD candidates who are pursuing a 48-hour degree may attempt up to 72-hours in that effort. EdD candidates who are pursuing a 63-hour degree may attempt up to 95 hours. Candidates must complete their EdD within a specified time limit from their initial acceptance into the program. Candidates using

financial aid services must consult that office to determine financial aid eligibility for hours completed above the degree requirements.

- 36-Hour Program Candidates: five years from the time of initial enrollment
- 48-Hour Program Candidates: six years from the time of initial enrollment
- 63-Hour Program Candidates: seven years from the time of initial enrollment.

**Please read financial aid information found at the beginning of catalog.*

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 of Education 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 program director 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 (9) 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 they 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. **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 Teacher 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
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Master of Education (EL, IL, IP *) Degree	Two-step process & DAP Interview	https://www.lmunet.edu/school-of-education/graduate/masters-of-education-hybrid/ in the MEd EL, IL, IP program section of this document
Master of Education (Teacher Licensure)	One-step process & DAP Interview	https://www.lmunet.edu/school-of-education/graduate/masters/initial-teacher-licensure-med/index in the MEd Teacher Licensure program section of this document
Master of Education (Professional Counseling)	Two-step process & DAP Interview	https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/index in the MEd COUN program section of this document
*Instructional Leadership Concentration (MEd and EdS)	Admissions Portfolio & DAP Interview	https://www.lmunet.edu/school-of-education/graduate/specialist/educational-specialist/index
Educational Specialist (EL, IP, IL *) Degree	Two-step process & DAP Interview	https://www.lmunet.edu/school-of-education/graduate/specialist/educational-specialist/index in the EdS program section of this document
Doctor of Education (IL, IP)	Three-step process	https://www.lmunet.edu/school-of-education/graduate/doctoral/doctor-of-education-edd/index

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:

- Professional Counseling (School or Mental Health)
- Instructional Practice (IP) - Non-licensure program
- Instructional Leadership (IL) - Leading to Initial Tennessee Leadership Licensure
- 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 Education (Leading to Tennessee K-5 licensure)
- Secondary (Leading to Tennessee secondary licensure in specific content area fields)
- Special Education (Leading to Tennessee Special Education Interventionist K-8; Interventionist 6-12; or Comprehensive K-12 licensure)

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:

- Instructional Practice (IP) - Not-licensure.
- Instructional Leadership (IL) - Leading to Initial Tennessee Leadership licensure.
- Educational Leadership (EL) - Leadership program not leading to initial Tennessee licensure.

Doctor of Education

The program is designed to develop exemplary educational leaders in K-12, higher education, and private industry through rigorous academic training that challenges practitioners to make a positive impact on the educational landscape and through deep research design instruction to prepare researchers in the field of education. The candidate may choose an area of emphasis from the following:

- Instructional Leadership (IL)
- Instructional Practice (IP)

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 for the MEd and MEd and/or EdS level official transcript for the EdS and EdD.

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 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 or serves as advisor/mentor.

Admission to Degree Candidacy

After successfully completing the first semester 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.

Note: Instructional Leadership Licensure candidates submit an admission portfolio

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 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 program director for appropriate action.

Master of Education Comprehensive Examination

A comprehensive examination is required at the end of the MEd programs. The MEd 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 Instructional Practice, Educational Leadership or Teacher Licensure 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 to fulfill all requirements for the degree. Candidates are not allowed to sit for the exam prior to the last semester of

required coursework. Teacher Licensure master's degree candidates may not sit for the comprehensive examination if PRAXIS exam(s), edTPA portfolio, and all coursework requirements are not successfully completed. 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.

Professional Counseling Comprehensive Examination

Candidates must pass a comprehensive examination pertaining to coursework take in the Professional Counseling program. Students may sit for their comprehensive examination during their first semester of internship. It may not be taken more than twice.

Candidates take the Counselor Preparation Comprehensive Exam (CPCE) for their comprehensive examination. The CPCE is a multiple-choice exam that contains 160 items. Students pay a fee determined by CPCE to take the exam. Currently the fee is \$150. Information about registering for the CPCE in the Spring or Fall. Students who do not obtain a passing score on the CPCE will be required to take a written exam with questions specific to the area they scored the lowest. This could delay graduation by a semester, so it is recommended that students schedule their tests early in the semester. For more information about the CPCE visit <https://www.cce-global.org/assessmentsandexams/cpce>. Registration Information is found at <https://home.pearsonvue.com/cce>.

Doctor of Education Comprehensive Examination

The EdD comprehensive exam consists of a core and concentration prompt. The core prompt requires use of quantitative or Qualitative methodology to construct a study. The concentration prompt focuses on Instructional Leadership or Instructional Practices in a practical application. The EdD comprehensive exam is taken after the third semester of coursework for 36-hour students. 48- and 63-hours students have the option to take their comprehensive exams after the third or fourth semester of coursework, in consultation with the program director.

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 (COUN 508) or Foundations of Mental Health Counseling (COUN 509) for the EDUC 501 requirement.

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 educational 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 a roughly once-a-month weekend class session at the Cedar Bluff, Knoxville, TN site. Two classes occur for students on class weekends at the Knoxville/Cedar Bluff campus. 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 two areas: Instructional Leadership (IL) or Instructional Practice (IP).

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) reflects the attributes of the researcher and the standard of the school, program, and University.

EdD 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 IP. 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 an alternate concentration; and (d) 15 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates will graduate with an EdD with two concentrations. Students possessing a master's degree in education are strongly encouraged to first complete their EdS at LMU and then bridge to the EdD program (see 36-hour program below).

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 IP) **or possess a doctorate in their professional field, e.g. OTD, JD.**

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 apply 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. To apply for the 36-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 Instructional Practice. 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 the 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 the required documentation as stipulated. Admission packages for membership in the fall cohort group must be submitted in completed form prior to May 1st of the year in which the candidate seeks admission. 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. Additionally, an early application period occurs at a February 1st deadline. Anyone who has submitted all application materials by February 1st qualifies for the early admissions process.

STAGE ONE: DOCUMENTS REQUIRED FOR APPLICATION PACKAGE

1. **Application Forms** - University online form and Program-specific form
2. **Application fee of \$50 (USD), non-refundable**
3. **Official Transcripts [2]** for all graduate-level coursework
4. **Three (3) recommendations** from persons knowledgeable of the applicant's professional experience and skills (A link can be sent to recommenders via your online application)
5. **Resume or Curriculum Vitae** depicting professional history (Please email directly to Dr. Julia Kirk, Julia.Kirk@LMU.net.edu)

The Admissions Committee will review all documents and rate the applicants based on their ability to complete requirements within the doctoral program successfully. In some cases, a conditional status may be granted with additional preparation required for an applicant to obtain full graduate status. 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.

STAGE TWO: WRITING ACTIVITY

Those applicants recommended for additional consideration will be invited to complete a writing sample.

1. **Writing Activity.** Applicants will have a specified period of time in which to respond in writing to a select number of essay questions. The prompt and supporting article will be emailed to each applicant. The applicant will draft their writing sample and submit it to the program director via email within the specified period of time.

STAGE THREE: INTERVIEW

The applicants who score well on the writing activity sample will be invited to an interview.

1. **Structured Interview.** Applicants will participate in personal interviews with members of the doctoral program faculty. Interviews will take place via Zoom and will last thirty minutes.

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 the program director to complete a program of study appropriate to the degree program and concentration(s) she or he has selected. Admitted applicants will be required to attend a program orientation before beginning their work in the program. Failure to do so will result in a deferred enrollment or re-assessment of the admittance decision.

ADMISSION STATUSES

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 the writing activity scores that do not meet the program's required level of performance.

Candidates who enter with a conditional status will submit a collection of assignments from the first two terms of coursework which will be subject to review by two doctoral faculty members. This review will occur at the end of the second term of coursework.

Given that this review indicates, in the opinion of the faculty, 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.

Full Graduate Status

Candidates who have successfully met all program requirements, upon admission, are accorded full graduate status.

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 University's Principal Designated School Official (PDSO). The PDSO for LMU is Conrad Daniels, who can be reached at this email: William.daniels@lmunet.edu. The second stage is performance-based and is undertaken by the School of Education Doctoral Program.

- **Stage One Review:** The PDSO 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 PDSO will send verification of the applicant's eligibility to the School of Education Doctoral Program for continued review and consideration.

Note: The PDSO reserves the right to undertake any identity verification procedures that they believe 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 the 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 PDSO. Please see the table below for an overview of the

documents required in Stage One of the application process. Should the PDSO 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 (PDSO)

- 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 PDSO 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.*

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 determine 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 February 1 for early consideration or before May 1 for final consideration 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 in conjunction with the PDSO.

Upon notice of acceptance, applicants will work with an assigned faculty member from the EdD program 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 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 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 at least 12 hours of doctoral core classes.

Doctor of Education—Concentration in Instructional Practice (IP).

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.

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.

Doctor of Education—Concentration in Instructional Leadership (IL)

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.

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 three 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. Each candidate is expected to attend each class and to interact with the instructor, other candidates as appropriate and class presenters during, as well as outside of, class hours throughout the term.

Students who miss any part of one session will not be eligible to receive full credit for a course grade. Students who miss any part of two or more classes must repeat the course.

NOTE: *Session* refers to Friday/Saturday session. *Class* refers to any part of the Friday/Saturday session.

If a student has a course session conflict, they are required to email **both** their instructors with the issue in the same email and copy the program director. The instructors will alert the program director, if they are not already copied on said email, who will determine the decision. Most of the time, the student must determine if they can miss the conflict that has arisen or uphold the conflict with consequences. Upholding the conflict, and therefore missing class, will result in a lowered grade. For a Friday/Saturday session, each class missed will result in a half letter grade deduction, for example A to B+, meaning the highest grade the student can earn is a B+. A half letter grade is A to B+, A- to B, B+ to B-, or B to C+. For a Saturday session, there is only one class and if it is missed the student's grade will be lowered by a complete letter grade for example A to B, meaning the highest grade the student can earn is a B. A complete letter grade is A to B, A- to B-, B+ to C+, or B to C. If the student decides to miss class, they are still responsible for ALL assignments at the original due date, including a make-up assignment for missing the class discussion portion, as determined by the instructor. Failure to complete any assignments will result in an additional lowered grade as noted in the grading policy section. In very rare cases, absences could be approved; however, these are extremely rare. Please note, professional responsibilities of LMU employees who are also EdD students are not automatically approved and are not exempt from this policy.

Candidate in 899 hours do not have schedule class sessions; however, the chair and candidate meet as determined by the chair. Candidates and chairs will work together to find times to meet. Should a candidate schedule a meeting with a chair and miss it, they should reach out to their chair. If a candidate misses more than one scheduled meeting with their chair, this is grounds for a lowered grade in 899, as described in the 899-grading section.

Grading Policy

EdD Faculty do not assign Incompletes. Per program policy, a student must earn a grade no lower than a B- to successfully complete the course. If a student earns a C+, they must repeat the course. In the event a student earns a grade lower than a C+, they will be administratively withdrawn from the doctoral program.

A Superior	Quality of work exceptional
A- Excellent	Quality of work above course expectation
B+ Very Good	Quality of work better than satisfactory
B Good	Quality of work satisfactory

B- Average	Quality of work meets minimum requirements
C+ Must repeat course before moving forward	Quality of work does not meet requirement for doctoral program
C Dismissal from doctoral program	

A grade of B- is the minimum grade a candidate can receive to successfully pass an LMU doctoral course successfully.

A grade of an A is an expectation of a doctoral student; however, if a faculty member notices a problem with work, including but not limited to quality, completion, growth, turning in on time, and meeting specific requirements (e.g., page numbers, word counts), the grade should reflect this issue. Faculty members will deduct a half a letter grade for **each instance of each issue** noted above. Additionally, faculty members should meet with students if any of these issues occur and document this meeting. Additionally, there are other reasons why a student may receive a C in a course. Those reasons are:

1. Grossly not meeting expectations (e.g., length requirement is 20 pages and student submitted 9 pages),
2. Failing to turn assignment in on time – reflected in grading policy above, or
3. Other reasons via faculty discretion.

Incomplete Policy

Instructors do not assign a grade of Incomplete (I) in the EdD program unless under emergency circumstances. Instructors may assign a grade of Incomplete (I) only in cases where a student has a documented emergency, after consultation with the program director. Emergency refers to a sudden, often medical, situation where the student is physically unable to complete coursework and is up to the discretion of the program director. If a grade of Incomplete (I) is assigned, students 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 they receive an incomplete. Dissertation chairs are not permitted to assign an Incomplete (I) in 899 for any reason, including for documented emergencies. Grading in 899 is explained in a future section.

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.

Behavior and Dispositions

Appropriate dispositions and behavioral expectations are discussed in the EdD orientation. After orientation, students are required to sign these dispositions stating they will adhere to them in class and in all EdD program components. This signed form is uploaded to the student's portal under forms.

Faculty will monitor behavior of students during class. If any issues are noted, the following procedure will be implemented.

1. First offense within any class: Faculty send an email about issue to the student (e.g., student did not meet the quality of assignment) and forward it to the Program Director.
2. Second offense within any class: Faculty meets with the student (including the Program Director), documenting the issue using the Developmental Plan form; student, faculty, and program director must sign the form; then send via email to student and copy Program Director. The grade in class should reflect this second offense. Students in this situation should not score above a B in the class.
3. Third offense within any class: Administrative withdrawal –Faculty sends an email communication that the student has had two offenses previously and has not improved and copies the Program Director. The Program Director sends Administrative Withdrawal letter to the student. The grade in the class should reflect this third offense. Student should score a C in the class.

All offenses will be shared internally, during faculty meetings (under candidate concerns).

Additionally, regular disposition forms are collected each term (see Appendix A). Each term, each instructor will complete a disposition form on each student in their class. Forms are completed within five days after the last class. This also includes candidates in 899 hours – all chairs are required to complete disposition forms. Should there be any issues noted, the same procedures above will be followed, unless one of the procedures was already started with an in-class issue, in which case, the procedure will resume at the next appropriate step.

Comprehensive Examination

Criteria for Taking the Comprehensive Exam

Students must have successfully completed **ALL** coursework (i.e., B- or above) for their major concentration before they can take comprehensive exams.

Comprehensive exams are taken after the student completes the quantitative research course, the qualitative research course, and the dissertation design course, or at program director's discretion. Comprehensive exams will be given at the end of each semester, if appropriate to provide anonymous scoring. Students will be sent an email from the program director or designee with the comprehensive exam dates for the two available terms and students must declare which term they will take the comprehensive exams by a designated date, which is prior to the offering of either exam. Students take one comprehensive exam, called the Core Comprehensive Exam, and potentially a concentration-based exam, at the discretion of the EdD program director.

Comprehensive Exam Repeat Policy

Students who do not pass the comprehensive exam will be permitted to re-take the exam. They must re-take their exam in the following semester. Students who do not pass the comprehensive exam on their second attempt will be administratively withdrawn from the program.

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 30 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 the 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

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 the 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.

Continuous Enrollment Requirement

Candidates and students must maintain continuous enrollment in the EdD program. Continuous enrollment means the candidate or student is enrolled in their coursework, including 899 hours, by the day of the start of the EdD program courses. If a student or candidate is not enrolled by the first day of the start of the EdD program courses, the student or candidate will receive a letter of administrative withdrawal. It is the candidate or student's responsibility to keep up with their hours and to follow and abide by all registration deadlines.

Time in the EdD Program

Each student has a maximum number of years to complete their doctoral degree. This section refers to full completion of all requirements in the EdD program. The number of years is determined by the hour program in which the student is enrolled.

- 36-hour program – 5 years maximum
- 48-hour program – 6 years maximum
- 63-hour program – 7 years maximum

Once candidates reach the year maximum for their program, they will be administratively withdrawn from the program, unless they are 1) actively working on their dissertation and 2) making adequate progress on their dissertation. The program director will send a letter to the candidates who have met their year maximum and explain that the program director will review all progress in the dissertation portal at the end of every term to ensure the candidate is making adequate progress. **This review of progress is in addition to and above the chair's determination of adequate progress.** Should the program director find the candidate is not making adequate progress, the candidate will be administratively withdrawn from the program and not allowed an appeal.

Doctor of Education, 36-Hour Program of Study, Instructional Practice Degree Type

Doctor of Education
Instructional Practice

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's (LMU's) 36-Hour Doctoral Program of Study which is designed for those candidates entering the program with an Educational Specialist (EdS) degree from Lincoln Memorial University in the concentration of Instructional Practice. This plan should be used in conjunction with LMU's Graduate Catalog and with advice from the LMU EdD Program Director. As the EdS hours that are being accepted for transfer will have been taken in a given concentration (CI or IP), doctoral degree work must be in this same area of study. This plan reflects required core, research, and primary concentration coursework. Any candidate interested in two concentrations, or changing their EdS concentration, should select the 48-hour program.

Item #	Title	Credits
EDEC-751	Quantitative Research Procedures	3.0
EDEC-752	Qualitative Research: Theory/ Design	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIP-820	Adult Learning Principles	3.0
EDIP-862	Research Trends and Issues in Instructional Practice	3.0
EDIP-876	Advanced Educational Law	3.0
EDLC-899	Independent Dissertation Research	15.0
Total Credits		36

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.

Doctor of Education, 36-Hour Program of
Study Instructional Leadership (IL)

Degree Type
Doctor of Education

Instructional Leadership

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's 36-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 LMU Graduate Catalog and with advice from the LMU EdD Program Director. As the EdS hours that are being accepted for transfer will have been taken in a given concentration (IL), doctoral degree work must be in this same area of study. This plan reflects required core, research, and primary concentration coursework. Any candidate interested in two concentrations or in changing from their EdS concentration, should select the 48-hour program.

Item #	Title	Credits
EDEC-751	Quantitative Research Procedures	3.0
EDEC-752	Qualitative Research: Theory/ Design	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIL-862	Research Trends in Instructional Leadership	3.0
EDIL-867	Political Structure/Governance	3.0
EDIL-866	Ethical Leadership and Decision Making	3.0
EDIL-876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3.0
EDLC-899	Independent Dissertation Research	15.0
Total Credits		36

Six Terms plus additional time the candidate may require to complete their dissertation (minimum of 15 hours). 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.

Doctor of Education, Instructional
Leadership Concentration: 48-Hour
Program of Studies

Degree Type
Doctor of Education

The following presents a typical strategy for completing the requirements within **LMU's 48-Hour Doctoral Program of Studies**, 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 than those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-752	Qualitative Research: Theory/ Design	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIL-860	Group Methods/Processes	3.0
EDIL-861	Educational Finance	3.0
EDIL-866	Ethical Leadership and Decision Making	3.0
EDIL-867	Political Structure/Governance	3.0
EDIL-869	Curriculum Leadership at the District Level	3.0
EDIL-876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3.0
EDIP-702	Ethical, Social, and Diversity Considerations	3.0
EDLC-899	Independent Dissertation Research	15.0

Six Terms or Two Years plus additional time the candidate may require to complete their dissertation (minimum of 15 hours). 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.

Total Credits	48
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Doctor of Education, Instructional Leadership Concentration: 63-Hour Program of Study

Degree Type

Doctor of Education

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's 63-hour Doctoral Program of Studies, which is designed for those candidates entering the program with a master's degree in education. This plan should be used in conjunction with the LMU's Graduate Catalog, and with advice from the LMU EdD Program Director. Courses on the plan may 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.

Note: It is the recommendation of the School of Education for individuals with a master's degree in education to first enroll in the EdS program. Then, once the student graduates from the EdS program, those 30 hours can be transferred to the EdD program, and students would enroll in the 36-hour bridge EdD program. This is both a cost and time savings.

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDIP-702	Ethical, Social, and Diversity Considerations	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDEC-752	Qualitative Research: Theory/ Design	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIL-860	Group Methods/Processes	3.0
EDIL-861	Educational Finance	3.0
EDIL-866	Ethical Leadership and Decision Making	3.0
EDIL-867	Political Structure/Governance	3.0
EDIL-869	Curriculum Leadership at the District Level	3.0
EDIL-876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3.0
EDIP-820	Adult Learning Principles	3.0
EDIP-821	Organizational Landscapes	3.0
EDIP-869	Curriculum Leadership	3.0
EDIP-869	Curriculum Leadership	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDLC-899	Independent Dissertation Research	15.0

The candidate may require more terms of dissertation hours, depending on their pacing (minimum of 15 hours). The program of studies includes 15 hours of core coursework; 18 hours in a primary concentration; 15 hours in a second concentration, and a minimum of 15 hours of research related to completion of the candidate's dissertation.

Total Credits	63
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Doctor of Education, Instructional Practice Concentration: 48-Hour Program of Study

Degree Type

Doctor of Education

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's 48-Hour Doctoral Program of Studies which is designed for those candidates entering the program with a master's degree plus 30 hours, an educational specialist degree, or a doctoral degree in a field other than education. This plan should be used in conjunction with the LMU's Graduate Catalog and with advice from the LMU EdD Program Director. Courses on the plan may 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.

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-752	Qualitative Research: Theory/ Design	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIP-820	Adult Learning Principles	3.0
EDIP-821	Organizational Landscapes	3.0
EDIP-862	Research Trends and Issues in Instructional Practice	3.0
EDIP-869	Curriculum Leadership	3.0
EDIP-876	Advanced Educational Law	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDLC-899	Independent Dissertation Research	15.0
Total Credits		48

Eight Terms plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours). 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, Instructional Practice Concentration: 63-Hour Program of Study

Degree Type

Doctor of Education

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's

63-Hour Doctoral Program of Studies which is designed for those candidates entering the program with a master's degree in education. This plan should be used in conjunction with the LMU's Graduate Catalog and with advice from the LMU EdD Program Director. Courses on the plan may 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.

Note: It is the recommendation of the School of Education for individuals with a master's degree in education to first enroll in the EdS program. Then, once the student graduates from the EdS program, those 30 hours can be transferred to the EdD program, and students would enroll in the 36-hour bridge EdD program. This is both a cost and time savings.

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-752	Qualitative Research: Theory/ Design	3.0
EDIP-702	Ethical, Social, and Diversity Considerations	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDIL-860	Group Methods/Processes	3.0
EDIL-861	Educational Finance	3.0
EDIL-862	Research Trends in Instructional Leadership	3.0
EDIL-867	Political Structure/Governance	3.0
EDIL-869	Curriculum Leadership at the District Level	3.0
EDIP-820	Adult Learning Principles	3.0
EDIP-821	Organizational Landscapes	3.0
EDIP-862	Research Trends and Issues in Instructional Practice	3.0
EDIP-869	Curriculum Leadership	3.0
EDIP-876	Advanced Educational Law	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDEC-755	Dissertation Research & Design	3.0
EDLC-899	Independent Dissertation Research	15.0

The candidate may require more terms of dissertation hours, depending on their pacing (minimum of 15 hours). 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

Total Credits		63
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Educational Specialist (EdS)

The Educational Specialist program offers one year, three semester, 30-semester hour program (9- 9-12) 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:

- Instructional Practice (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).
3. TBI-L1 Fingerprint Background Check

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. LMU Director Approved Program of Study.
3. Acknowledgement of Receipt of Guidelines

Upon completion of these requirements, the candidate's credentials will be presented to the Program Director 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 Survey.

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 Instructional Practice (IP), 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 online cohort is 100% online with all discussions, assignments, and study delivered in an online format.

Attendance Policy for Online Cohort

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. If the student decides to miss class, he/she are still responsible for ALL assignments at the original due date, including a make-up assignment for missing the class discussion portion, as determined by the instructor. Failure to complete any assignments will result in an additionally lowered grade as noted in the grading policy section. In some cases, absences could be approved and are only approved at the discretion of the instructor.

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. 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.
- TBI-L1 Fingerprint Background Check

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.

Admission Appeals Process for the EdS IL Leadership:

In the EdS Instructional Leadership License program, the requirements are set by the TDOE. All applicable candidates applying for the IL License have or will have received a master's degree prior to applying. Applicants who do not meet all admission requirements may place an appeal on any one of three or a combination of these three:

1. Have at least two years of qualifying education experience.
2. Demonstrate effectiveness as an educator in the two most recent state-approved evaluation models.
3. Be recommended by the LEA and participate in a committee led interview.

Applicants may appeal each or all of these requirements by the following:

1. Submit a letter from the district director or superintendent verifying the candidate has been or will be offered an administrative position in the system on a needed basis.
2. Same as #1, with verification that the system doesn't use a state model of evaluation and provide its evaluation model or scores. Additionally, this is appealable if in the district's letter it states the applicant has not been evaluated during his/her period of employment.
3. The recommendation comes directly from the Director/Superintendent again stating the applicant has been or will be placed in an administrative position on an as needed basis.

Candidates who do not meet the three appealable requirements for admission into the Instructional Leadership Licensure program may file an appeal letter. In this letter the applicant must state a reason for the appeal with supporting statements of how he/she can exempt or meet the appealable requirements will be met.

Upon receipt of the applicant's letter of appeal, the EdS IL Program Director will consult with the EdS Faculty to determine the status of the application. If the initial letter is accepted, the candidate will be instructed to request that the Director/Superintendent submit a letter asking to have exemptions to any or all of the three appealable requirements. In this letter the Superintendent must state the reasons and verify the applicant will be hired by the district. Upon the receipt of the Superintendent's letter of appeal another review will be done by the EdS IL Program Director and other faculty. If the appeal is successful, the applicant is admitted with full academic credentials.

When the appeal is granted based on the TDOE requirements being appealed the applicant receives full enrollment status with conditions or probationary steps

assigned.

An applicant could be refused admission based on the Director's/Superintendent's letter not verifying the candidate will be placed in an administrative position. Applicants who appeal will receive a letter from the EdS Program Director sent by USPS mail with a follow-up email immediately following the decision.

All communication with the applicant, including emails, phone logs, personal meetings, and USPS are stored in Laisure fiche, LMU's storage and retrieval program. When they are enrolled in the IL program they are as are all other IL candidates assigned a faculty mentor who monitors, mentors, tracks and provides meaningful feedback on each candidates' progress throughout the entire 30-hour program.

EdS in Educational Leadership

Degree Type

Educational Specialist

(Not Leading to Initial Leadership Licensure) The Educational Leadership (EL) program does not lead to the initial Tennessee IL licensure.

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.

The following courses will be offered in one of the three semesters (fall, spring, summer) for the EdS Educational Leadership program

Item #	Title	Credits
EDUC-609	Literacy for Instructional Leaders	3.0
IL-611	Assessment for School Improvement	3.0
IL-612	Clinical Practice for Assessment & School Improvement	3.0
IL-651	Federal Educational Law and Ethics	3.0
IL-652	Leadership for Educational Programs	3.0
IL-653	Clinical Practice for Instructional Leadership	3.0
IL-661	Tennessee Finance and Human Resources	3.0
EDUC-665	Action Research	3.0
IP-610	Instructional Strategies for Diverse Learners	3.0
EDUC-685	Capstone Electronic Portfolio	3.0

Total Credits

30

EdS in Instructional Leadership

Degree Type

Educational Specialist

(Leading to Initial Leadership 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 following courses will be offered in one of the three semesters (fall, spring, summer) for the EdS Instructional Leadership program.

Item #	Title	Credits
EDUC-609	Literacy for Instructional Leaders	3.0
IL-611	Assessment for School Improvement	3.0
IL-612	Clinical Practice for Assessment & School Improvement	3.0
IL-651	Federal Educational Law and Ethics	3.0
IL-661	Tennessee Finance and Human Resources	3.0
IL-652	Leadership for Educational Programs	3.0
IL-653	Clinical Practice for Instructional Leadership	3.0
EDUC-665	Action Research	3.0
IP-610	Instructional Strategies for Diverse Learners	3.0
IL-686	Capstone Portfolio	3.0
IL-689	SLLA	0.0

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.

Total Credits

30

EdS in Instructional Practice

Degree Type

Educational Specialist

(Not Leading to Initial Leadership Licensure)

Mission Statement

The mission of the Instructional Practice 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 following courses will be offered in one of the three semesters (fall, spring, summer) for the EdS Instructional Practice program.

Item #	Title	Credits
EDUC-609	Literacy for Instructional Leaders	3.0
EDUC-665	Action Research	3.0
IL-611	Assessment for School Improvement	3.0
IL-651	Federal Educational Law and Ethics	3.0
IL-652	Leadership for Educational Programs	3.0
EDUC-685	Capstone Electronic Portfolio	3.0
IP-610	Instructional Strategies for Diverse Learners	3.0
IP-612	Practicum Instructional Strategies for Diverse Learners	3.0
IP-661	Instructional Design & Initiatives	3.0
Total Credits		30

Educational Specialist in Professional Counseling and Educational Leadership

Degree Type

Educational Specialist

This concentration is designed for candidates who hold a Master of Education in School Counseling. Candidates will learn more in-depth counseling skills along with educational leadership skills including ethics, curricular knowledge, proficiencies and dispositions essential to meeting all student and organizational needs. This concentration is suitable for school counselors who would like to serve as building level lead counselor or district level school counselor supervisor. This is a non-licensure degree.

Degree Courses:

Item #	Title	Credits
COUN-509	Foundations of Mental Health Counseling	3.0
COUN-577	Addiction Counseling	3.0
EDUC-609	Literacy for Instructional Leaders	3.0
IL-652	Leadership for Educational Programs	3.0
COUN-651	Evidence-Based Trmnt/Planning	3.0
IL-651	Federal Educational Law and Ethics	3.0
IL-661	Tennessee Finance and Human Resources	3.0
COUN-669	Psychopharmacology	3.0
IL-611	Assessment for School Improvement	3.0
IL-612	Clinical Practice for Assessment & School Improvement	3.0
Total Credits		30

MEd, Teacher Licensure

Master of Education—Teacher Licensure

The Master of Education in Teacher Licensure (MEd TL) Program at LMU is designed to attract degreed individuals who seek a career change into the field of teaching. This program provides an opportunity for candidates to earn a Master of Education (MEd) degree in addition to receiving teacher licensure. The MEd TL Program offers an accelerated, rigorous pathway to teacher licensure at the graduate level.

Admission Requirements

All applicants must fulfill the following MEd TL Program admission requirements and submit to the MEd TL 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. Submit writing sample.
5. In order to be considered for the MEd TL 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.
7. Upon receipt of all required admissions documents listed above, a transcript analysis will be completed by the Director of Licensure and Testing. The Tennessee State Department of Education requires the MEd TL Program to conduct a transcript evaluation for each candidate upon entry to identify any course discrepancies at the undergraduate level to ensure the 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 coursework deficiencies must be completed before enrollment in Enhanced Clinical Experience (Student Teaching/Job Embedded practicum). Any testing deficiencies must be completed before enrolling in EDUC 571.
8. The applicant will participate in an admission interview and will be notified of acceptance/non-acceptance to the program.

The applicant who does not meet the 2.75 GPA requirement, when informed they do not meet the requirements for normal entry to the postbaccalaureate program, must file an appeal letter stating their explanation for not meeting the 2.75 GPA requirement as well as a supportive statement for why they believe they can be successful in the program. Upon receipt of this documentation, the Director of the MEd TL program in consultation with program faculty, will review the submitted appeal and decide on conditional acceptance or refusal of the appeal. In addition to the required admissions writing sample, appealing applicants will submit a writing sample to a specific prompt. If the appeal

and writing sample are accepted, the prospective candidate signs an agreement of conditional acceptance into the program and is allowed to enroll on condition. The applicant is required to maintain a 3.0 GPA during their first semester (Transition I) as well as score satisfactory on their dispositional assessment before being allowed to continue to Transition II. Conditionally accepted candidates are followed in their classes each semester and faculty are required to inform the Director of any areas of concern regarding the probability of success for the student. Candidates who are not on track to be successful are either not allowed to register for the next semester or placed on a developmental plan which addresses each area of concern and what the candidate must do to continue in the program.

Initial licensure programs are offered in:

- Elementary Education (K-5)
- Secondary Education (6-12) Business, Biology, Chemistry, English, History, Mathematics and Physics
- K-12 licenses in Physical Education or Visual Art (K-12)
- Special Education (K-12 SPED Comprehensive; K-8 SPED Interventionist and 6-12 SPED Interventionist)
- Special Education add-on licensure available also (SPED Comprehensive K-12, SPED Interventionist K-8, and SPED Interventionist 6-12)

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. Any licensure-seeking candidates may apply to become Job Embedded candidates, which results in 2 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 six (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 TL 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 assigned for the clinical experience in Transition II. One of two clinical placements must be in a diverse setting. An electronic showcase, or e-portfolio, documents evidence of achievement in meeting the 10 INTASC Standards. The development of the e-portfolio 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 that assesses pedagogical knowledge. Candidates who enroll in student teaching EDUC 591 will complete edTPA for licensure as stated by the Tennessee Department of Education. Candidates enrolled in EDUC 591 will submit an edTPA portfolio to Pearson for national scoring (www.edtpa.com). Candidates in state mandated areas of study must meet or exceed the state required cut score to be licensed to teach in Tennessee along through clinical placement and course requirements for Transition III (EDUC 591). LMU will provide guidance and support, but ultimately it is the responsibility of the candidate to successfully complete the edTPA portfolio 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. If a candidate must resubmit their edTPA documents for review, the candidate has six weeks to do so. Any resubmission costs are at the expense of the candidate.

The MEd ITL Program is divided into four distinct transitions:

Full descriptions of the transitions are in the Master of Education Initial Teacher Licensure Program Handbook. 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.

The Master of Education Professional Core Coursework

All candidates (Elementary, Secondary, and Special Education) complete the following professional coursework:

Transition I

Semester One (Fall/Spring) Credit Hours

EDUC 570 Introduction to Teaching and Learning 6

Develop electronic showcase or e-portfolio

Must complete Practice PRAXIS exam in content area before entering Transition II.

Transition II

Semester Two (Fall/Spring)

EDUC 571 Extending and Refining Knowledge of Teaching and Learning 6 credit hours

Refine e-portfolio

Transition III

Semester Three (Fall/Spring) Within two years of completion of EDUC 571

EDUC 591 Enhanced Student Teaching* 3 or 6 credit hours

Submit e-portfolio

*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 42-45 approved credit hours (48-51 with possible add-on licensure) including EDUC 504: American Education: History, Law, and Foundations or SPED 530: Special Education Law and EDUC 511 Research and Statistics with a grade of B or better. Candidates must also pass a comprehensive examination.

Master Education, Teacher Licensure - Elementary Education

Degree Type

Master of Education

Professional Core Courses:

Item #	Title	Credits
EDUC-570	Intro to Teaching, Learning	6.0
EDUC-571	Extending & Refining Knowledge of Teaching & Learning	6.0
EDUC-591	Enhanced Student Teaching	6.0
EDUC-593	Enhanced Clinical Experience Job Embedded	3.0-6

Methods Courses:

Item #	Title	Credits
	EDUC-572 or SPED-550	3
	EDUC-573 or SPED-577	3
EDUC-576	Methods of Teach Science in K-5	3.0
EDUC-577	Elementary Content Area Literacy	3.0
	EDUC-575 or SPED-560	3
	EDUC-574 or SPED-545	3

The total number of required hours for K-5 Elementary Teaching MEd with initial teacher licensure is 42. This total consists of 18 hours of the professional core courses and 18 hours of required methods coursework. 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:

Master of Education Degree Coursework:

Item #	Title	Credits
EDUC-504	American Education: History, Law, and Foundations	3.0
EDUC-511	Educational Research and Statistics	3.0
Total Credits		42

EDUC-572 or SPED-550

Elective Credits 3

Item #	Title	Credits
EDUC-572	Early Childhood Development	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0

EDUC-573 or SPED-577

Elective Credits 3

Item #	Title	Credits
EDUC-573	Methods of Teaching Elementary Math	3.0
SPED-577	Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities	3.0

EDUC-575 or SPED-560

Elective Credits 3

Item #	Title	Credits
EDUC-575	Phonological Awareness and Phonics	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

EDUC-574 or SPED-545

Elective Credits 3

Item #	Title	Credits
EDUC-574	Foundations of Literacy	3.0
SPED-545	Methods of Literacy, Language & Communication	3.0

Master Education, Teacher Licensure - Job Embedded Program

Degree Type

Master of Education

Job Embedded Program Requirements for all Programs of Study

During Transition I, Elementary Education, Secondary Education, and Special Education candidates may apply for admission into the LMU Job Embedded Program.

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.
- Hold a bachelor's degree in the content area or submission of passing scores on ets/PRAXIS Content Knowledge examination.

- Submit to LMU an 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.

Beginning June 1, 2023, educators who are **completing a state board approved job-embedded preparation program will no longer be required to complete a pedagogical (i.e., edTPA or Praxis PLT) assessment** for initial license, licensure renewal, or licensure advancement. This revision applies to both academic and occupational licensure candidates. Pedagogical assessments will be required for job-embedded educators seeking to reactivate a license.

Specialty Area Content Assessments:

Beginning June 1, 2023, the submission of qualifying scores on a specialty area content assessment (e.g., **Praxis** or NES assessment) is not required for individuals seeking to advance from the practitioner teacher license to the professional teacher license if:

a. the educator has completed a State Board-approved educator preparation program with a job-embedded clinical practice; and

b. the educator obtained the practitioner license and endorsement by demonstrating that they hold a degree with a major aligned to a middle or secondary core academic or World Language endorsement.

Beginning June 1, 2023, the submission of qualifying scores on a specialty area content assessment is not required for individuals seeking a practitioner license if:

a. the educator has completed a State Board-approved baccalaureate or post-baccalaureate educator preparation program; and

b. the educator demonstrates that they hold a degree with a major aligned to a qualifying middle or secondary core academic or World Language endorsement for which they are seeking licensure and endorsement.

Master of Education, Teacher Licensure - Secondary Education

Degree Type

Master of Education

The total number of hours to obtain licensure is 24 in addition to the candidate's accepted bachelor's degree in the concentration area. Secondary candidates may apply for licensure after completing the professional core, required coursework, required testing, and student teaching. The Master of Education degree is optional and not required for licensure.

Professional Core Courses:

Item #	Title	Credits
EDUC-570	Intro to Teaching, Learning	6.0
EDUC-571	Extending & Refining Knowledge of Teaching & Learning	6.0
EDUC-591	Enhanced Student Teaching	6.0
EDUC-593	Enhanced Clinical Experience Job Embedded	3.0-6

Secondary License (Post-Bac) Requirements in addition to the MEd 18 hours core coursework:

Item #	Title	Credits
EDUC-509	Content Literacy	3.0
EDUC-580	Educational Methods Teaching in Secondary Environments	3.0

Master of Education Degree Required Courses:

Item #	Title	Credits
EDUC-504	American Education: History, Law, and Foundations	3.0
EDUC-511	Educational Research and Statistics	3.0

Master of Education Degree Electives:

Item #	Title	Credits
	EDUC-572 or SPED-550	3
	EDUC-575 or SPED-560	3
SPED-530	Special Education & Law, Policy and Ethics	3.0

Complete 3 hours from the following courses:

Item #	Title	Credits
	EDUC-573 or SPED-577	3
SPED-545	Methods of Literacy, Language & Communication	3.0
SPED-565	Transition/Employment Students with Disabilities	3.0
SPED-547	Systematic Instructional Procedures for Learners with MSD	3.0
SPED-573	ABA in Autism	3.0

Total additional Master of Education credit hours: 24

Total required credit hours for the Master of Education in Initial Teacher Licensure (Secondary Education) recommendation: 42

Total Credits	42
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EDUC-572 or SPED-550

Elective Credits 3

Item #	Title	Credits
EDUC-572	Early Childhood Development	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0

EDUC-575 or SPED-560

Elective Credits 3

Item #	Title	Credits
EDUC-575	Phonological Awareness and Phonics	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

EDUC-573 or SPED-577

Elective Credits 3

Item #	Title	Credits
EDUC-573	Methods of Teaching Elementary Math	3.0
SPED-577	Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities	3.0

Special Education Comprehensive K-12, Add-on Endorsement

Degree Type

Master of Education

For those candidates who currently hold a Tennessee teacher's license, LMU offers an add-on endorsement that leads to licensure in special education. Endorsement is offered for Special Education Comprehensive K-12; Special Education Interventionist K-5 and Special Education Interventionist 6-12. Candidates for add-on licensure must complete the content area tests/PRAXIS exam as well.

Item #	Title	Credits
SPED-530	Special Education & Law, Policy and Ethics	3.0
SPED-548	Assessments and Instructional Techniques for Diverse Learners	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0
SPED-565	Transition/Employment Students with Disabilities	3.0
Total Credits		15

Special Education Comprehensive K-12, Initial Licensure

Degree Type

Master of Education

In addition to the core MEd courses taken in Transitions I, II, III and IV, described above, candidates seeking licensure in Special Education Comprehensive K-12 have coursework designed for their specific content areas and the diverse students they will be teaching. For special education license (post-bac) in addition to the MEd 18 hours core coursework described above:

Item #	Title	Credits
SPED-530	Special Education & Law, Policy and Ethics	3.0
	EDUC 574 or SPED 545	3
SPED-547	Systematic Instructional Procedures for Learners with MSD	3.0
	EDUC 572 or SPED 550	3
	EDUC 575 or SPED 560	3
SPED-565	Transition/Employment Students with Disabilities	3.0
SPED-573	ABA in Autism	3.0

Total MEd ITL hrs. to be recommended for licensure 39

Master Degree coursework

Item #	Title	Credits
EDUC-504	American Education: History, Law, and Foundations	3.0
EDUC-511	Educational Research and Statistics	3.0

Total MEd TL hours for master's degree PLUS recommendation for licensure: 42

Total Credits	42
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EDUC 574 or SPED 545

Elective Credits 3

Item #	Title	Credits
EDUC-574	Foundations of Literacy	3.0
SPED-545	Methods of Literacy, Language & Communication	3.0

EDUC 572 or SPED 550

Elective Credits 3

Item #	Title	Credits
EDUC-572	Early Childhood Development	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0

EDUC 575 or SPED 560

Elective Credits 3

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Item #	Title	Credits
EDUC-575	Phonological Awareness and Phonics	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

Special Education Interventionist 6-12 Add-on Endorsement

Degree Type

Master of Education

For those candidates who currently hold a Tennessee teacher's license, LMU offers an add-on endorsement that leads to licensure in special education. Endorsement is offered for Special Education Comprehensive K-12; Special Education Interventionist K-5 and Special Education Interventionist 6-12. Candidates for add-on licensure must complete the content area tests/PRAXIS exam as well.

Total MEd TL credit hours to be recommended for add-on licensure:

Item #	Title	Credits
SPED-530	Special Education & Law, Policy and Ethics	3.0
SPED-548	Assessments and Instructional Techniques for Diverse Learners	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0
SPED-565	Transition/Employment Students with Disabilities	3.0
Total Credits		15

Special Education Interventionist 6-12, Initial Licensure

Degree Type

Master of Education

The pathway to licensure is comprised of transitions that include the following professional core coursework, EDUC

570, EDUC 571, and EDUC 591/593, consisting of 18 credit hours. Candidates will take additional methods courses according to their chosen licensure pathway.

Special Education Interventionist 6-12 core courses:

Item #	Title	Credits
EDUC-570	Intro to Teaching, Learning	6.0
EDUC-571	Extending & Refining Knowledge of Teaching & Learning	6.0
EDUC-591	Enhanced Student Teaching	6.0
EDUC-593	Enhanced Clinical Experience Job Embedded	3.0-6

Total professional core coursework credit hours 18

Methods courses:

Item #	Title	Credits
SPED-530	Special Education & Law, Policy and Ethics	3.0
	EDUC-574 or SPED-545	3
	EDUC-572 or SPED-550	3
	EDUC-575 or SPED-560	3
SPED-565	Transition/Employment Students with Disabilities	3.0
	EDUC-573 or SPED-577	3

Total MEd Teacher Licensure credit hours to be recommended for licensure 36

Master of Education degree coursework:

Item #	Title	Credits
EDUC-504	American Education: History, Law, and Foundations	3.0
EDUC-511	Educational Research and Statistics	3.0

Total MEd Teacher Licensure hours for master's degree PLUS recommendation for licensure: 42

Total Credits	42
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EDUC-574 or SPED-545

Elective Credits 3

Item #	Title	Credits
EDUC-574	Foundations of Literacy	3.0
SPED-545	Methods of Literacy, Language & Communication	3.0

EDUC-572 or SPED-550

Elective Credits 3

Item #	Title	Credits
EDUC-572	Early Childhood Development	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0

EDUC-575 or SPED-560

Elective Credits 3

Item #	Title	Credits
EDUC-575	Phonological Awareness and Phonics	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

EDUC-573 or SPED-577

Elective Credits 3

Item #	Title	Credits
EDUC-573	Methods of Teaching Elementary Math	3.0
SPED-577	Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities	3.0

Special Education Interventionist K-8 Add-on Endorsement

Degree Type
Master of Education

Total MED TL credit hours to be recommended for add-on licensure:

Item #	Title	Credits
SPED-530	Special Education & Law, Policy and Ethics	3.0
SPED-545	Methods of Literacy, Language & Communication	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0
SPED-573	ABA in Autism	3.0
SPED-577	Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities	3.0

Total MEd TL credit hours for master's degree PLUS recommendation for licensure:

Item #	Title	Credits
	EDUC-504 or SPED-530	3-3
EDUC-511	Educational Research and Statistics	3.0
SPED-547	Systematic Instructional Procedures for Learners with MSD	3.0
SPED-565	Transition/Employment Students with Disabilities	3.0
	Total Credits	30

[EDUC-504 or SPED-530](#)

Elective Credits 3-3

Special Education Interventionist K-8, Initial Licensure

Degree Type

Master of Education

Each pathway to licensure is comprised of transitions that include that following professional core coursework, EDUC 570, EDUC 571, and EDUC 591/593, consisting of 18 credit hours. Candidates will take additional methods courses according to their chosen licensure pathway.

Special Education Interventionist K-8 Core Courses:

Item #	Title	Credits
EDUC-570	Intro to Teaching, Learning	6.0
EDUC-571	Extending & Refining Knowledge of Teaching & Learning	6.0
EDUC-591	Enhanced Student Teaching	6.0
EDUC-593	Enhanced Clinical Experience Job Embedded	3.0-6

Total professional core coursework credit hours 18

Methods Courses:

Item #	Title	Credits
SPED-530	Special Education & Law, Policy and Ethics	3.0
	EDUC-574 or SPED-545	3
	EDUC-572 or SPED-550	3
	EDUC-575 or SPED-560	3
	EDUC-573 or SPED-577	3

Total MEd Teacher Licensure credit hours to be recommended for licensure 33

Master of Education Degree Coursework:

Item #	Title	Credits
EDUC-504	American Education: History, Law, and Foundations	3.0
EDUC-511	Educational Research and Statistics	3.0

Total MEd Teacher Licensure credit hours for master's degree PLUS recommendation for licensure: 39

Total Credits	39
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[EDUC-574 or SPED-545](#)

Elective Credits 3

Item #	Title	Credits
EDUC-574	Foundations of Literacy	3.0
SPED-545	Methods of Literacy, Language & Communication	3.0

[EDUC-572 or SPED-550](#)

Elective Credits 3

Item #	Title	Credits
EDUC-572	Early Childhood Development	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0

[EDUC-575 or SPED-560](#)

Elective Credits 3

Item #	Title	Credits
EDUC-575	Phonological Awareness and Phonics	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

EDUC-573 or SPED-577

Elective Credits 3

Item #	Title	Credits
EDUC-573	Methods of Teaching Elementary Math	3.0
SPED-577	Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities	3.0

Professional Counseling

Mission Statement

The mission of the Professional Counseling Program is to prepare culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region and beyond. Program graduates will be able to utilize psychological principles and counseling techniques to assist clients in the areas of educational, personal, social, and vocational development.

The program is designed to encourage personal and professional growth. Graduates of the Professional 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 after graduation.

The Program

The purpose of the CACREP accredited programs 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 Professional 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 their faculty advisor concerning proper sequencing of courses and licensure requirements.

The Professional Counseling program combines academic preparation in the areas of counseling and research with practicum 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.

Professional Counseling, Clinical Mental Health Counseling (Non-School)

Degree Type

Master of Education

Counseling Common Core

Item #	Title	Credits
COUN-501	Prof Orientation/Ethics	3.0
COUN-521	Career Counseling	3.0
COUN-531	Social/Cultural Aspects	3.0
COUN-541	Counseling Skills	3.0
COUN-581	Human Growth & Development	3.0
COUN-593	Practicum	3.0
COUN-611	Counseling Theories	3.0
COUN-621	Crisis Intervention and Consultation	3.0
COUN-631	Group Counseling	3.0
COUN-662	Psychopathology	3.0
COUN-671	Assessment in Counseling	3.0
EDUC-511	Educational Research and Statistics	3.0

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

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 36 core hours, candidates will be required to complete the following:

Clinical Mental Health Counseling Concentration Specific Classes 24 Credit Hours.

Item #	Title	Credits
COUN-509	Foundations of Mental Health Counseling	3.0
COUN-551	Personality/Mental Health Issues	3.0
COUN-651	Evidence-Based Trmnt/Planning	3.0
COUN-654	Populations in MH Counseling	3.0
COUN-669	Psychopharmacology	3.0
COUN-699	Internship/Seminar Mental Health Counseling	6.0
	COUN/EDUC One Elective	3

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 the National Counselor Examination (NCE) and complete 3000 supervised post master's clinical hours prior to LPC licensure, as stipulated by the related Health Licensing Board.

Total Credits	60
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COUN/EDUC One Elective

Elective Credits 3

Professional Counseling, PreK-12 School Counseling Concentration

Degree Type

Master of Education

Counseling Common Core

(All are 3 credit hours.)

Item #	Title	Credits
COUN-501	Prof Orientation/Ethics	3.0
COUN-521	Career Counseling	3.0
COUN-531	Social/Cultural Aspects	3.0
COUN-541	Counseling Skills	3.0
COUN-581	Human Growth & Development	3.0
COUN-593	Practicum	3.0
COUN-611	Counseling Theories	3.0
COUN-621	Crisis Intervention and Consultation	3.0
COUN-631	Group Counseling	3.0
COUN-662	Psychopathology	3.0
COUN-671	Assessment in Counseling	3.0
EDUC-511	Educational Research and Statistics	3.0

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 Core with an additional 24 hours of specialization in PreK- 12 School Counseling, as follows:

PreK-12 School Counseling Concentration Specific Classes

Item #	Title	Credits
COUN-508	Foundations of School Counseling	3.0
EDUC-501	Foundations of American Education	3.0
COUN-698	Internship/Seminar School Counseling	6.0
IL-561	School Law and Ethics	3.0
SPED-530	Special Education & Law, Policy and Ethics	3.0
COUN-669	Psychopharmacology	3.0
	COUN/EDUC One Elective	3

Additional PreK-12 Requirements

- The Practicum/Internship 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 Handbook. Students are required to have liability insurance during their practicum and internship experiences. Liability insurance is provided as part of student memberships in the American Counseling Association (ACA) and the American School Counselor Association (ASCA).
- The Tennessee 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.

Total Credits	60
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COUN/EDUC One Elective

Elective Credits 3

Master of Education

The Master of Education 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. This program will bring the candidate up to date on master's level information relevant to their field of specialization, stimulate the candidate to read and understand research in their field of specialization, and prepare the candidate for leadership roles. The MEd Instructional Leadership (IL) concentration and the MEd Educational Leadership (EL) concentrations are online programs. The Master of Education Instructional Practice (IP) concentration is a hybrid cohort at the Cedar Bluff site.

Program format for MEd Educational Leadership, and Instructional Leadership:

The MEd Educational Leadership and the MEd Instructional Leadership is an online program, all the coursework including instruction and assessment will be done online through Canvas and Watermark. Candidates are expected to complete the modules by the dates specified. Discussion

board participation as described in the modules is also required and logging into Canvas frequently is expected. Late work is subject to a reduction in assignment points.

Program format for MEd Instructional Practice:

The MEd Instructional Practice is a hybrid cohort which meets face-to-face during alternate weeks at the Cedar Bluff extended site with alternate weeks meeting asynchronously online.

Master of Education, Educational Leadership

Degree Type

Master of Education

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.

The following courses will be offered in one of the three semesters (fall, spring, summer) for the MEd Educational Leadership program.

Item #	Title	Credits
EDUC-501	Foundations of American Education	3.0
EDUC-511	Educational Research and Statistics	3.0
SPED-530	Special Education & Law, Policy and Ethics	3.0
IL-501	Leadership and School Improvement	3.0
IL-541	School Community Partnerships in a Diverse World	3.0
IL-561	School Law and Ethics	3.0
IL-571	School Finance Resource Management	3.0
EDUC-551	Supervision for Teaching & Learning	3.0
IL-502	Clinical Practice in Leading Schools and Portfolio	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

The MEd Educational Leadership candidates will complete a Capstone Electronic Portfolio during their three semesters and will complete a Summative Evaluation Comprehensive Exam before the end of their third semester.

Total Credits	33
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Master of Education, Instructional Leadership

Degree Type

Master of Education

The Master of Education in **Instructional Leadership** degree program leads to Initial Tennessee Leadership Licensure. This major is suitable for candidates with the state-required teaching experience who are seeking to be an assistant principal, principal and/or superintendent in the public school system. The candidate will develop the necessary leadership skills in an education environment that focuses on leading and developing teachers at either the building or district level. This focus provides the necessary tools to increase teachers/ effectiveness, instructional strategies, and student assessment.

State of Tennessee Requirements

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
- Tennessee Literacy Certification
- TBI-L1 Fingerprint Background Check
- DAP Interview

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. 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 Canvas and Watermark. No face-to-face meetings are 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 Canvas 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.

Admissions Appeals Process for the MEd Instructional Leadership (IL):

In the MEd Instructional Leadership Licensure program, the requirements are set by the TDOE. While all applicable candidates applying for the IL License have or will have met all MEd admission requirements, applicants who do not meet all admissions may place an appeal on any one of three or combinations of these three:

1. Have at least two years of qualifying education experience
2. Demonstrate effectiveness as an educator in the two most recent state-approved evaluation model.
3. Be recommended by the LEA and participate in a committee led interview.

Applicants may appeal each or all these requirements by the following:

1. Submit a letter from the district director or superintendent verifying the candidate has been or will be offered an administrative position in the system on a needed basis.
2. Same as #1, with verification that either the system doesn't use a state model of evaluation and provides its evaluation model or scores. Additionally, this is appealable if the district's letter states the applicant has not been evaluated during the applicant's period of employment.
3. The recommendation comes directly from the director/superintendent again stating the applicant has been or will be placed in an administrative position on an as needed basis.

Candidates who do not meet the three appealable requirements for admission into the MEd Instructional Leadership Licensure program may file an appeal letter. In this letter the applicant must state the reason for the appeal with supporting statements of how the appealable requirements were met.

Upon request of the applicant's letter of appeal, the MEd IL Program Director will consult with the MEd faculty to determine the status of the application. If the initial letter is accepted, the candidate will be instructed to meet with the director/superintendent asking them to submit a letter asking to have exemptions to any or all the three appealable requirements. In this letter the superintendent must state the reasons and verify the applicant will be hired by the district.

Upon the receipt of the superintendent's letter of appeal, another review will be done by the MEd IL Program Director and other faculty. If the appeal is successful, the applicant is admitted with full academic credentials.

When the appeal is granted based on the TDOE requirements being appealed, the applicant receives full enrollment status with conditions or probationary steps assigned.

An applicant could be refused admission based on the director's/superintendent's letter not verifying the candidate will be placed in an administrative position.

Applicants who appeal will receive a letter from the MEd program director sent by USPS mail with a follow-up email immediately following the decision.

Program of Study Courses

Each of these courses will be offered in one of three semesters.

Item #	Title	Credits
EDUC-501	Foundations of American Education	3.0
EDUC-551	Supervision for Teaching & Learning	3.0
EDUC-511	Educational Research and Statistics	3.0
IL-501	Leadership and School Improvement	3.0
IL-502	Clinical Practice in Leading Schools and Portfolio	3.0
SPED-530	Special Education & Law, Policy and Ethics	3.0
IL-541	School Community Partnerships in a Diverse World	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0
IL-561	School Law and Ethics	3.0
EDUC-575	Phonological Awareness and Phonics	3.0
IL-571	School Finance Resource Management	3.0
IL-589	School Leadership Licensure Assessment (SLLA)	0.0
	Capstone Electronic Portfolio	0
Total Credits		33

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

Capstone Electronic Portfolio

Elective Credits 0

Master of Education, Instructional Practice

Degree Type

Master of Education

The purpose of the concentration in Instructional Practice 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 the ever-evolving instructional practices spanning K-12 general education and special education students and settings. 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:

Item #	Title	Credits
EDUC-504	American Education: History, Law, and Foundations	3.0
EDUC-511	Educational Research and Statistics	3.0
SPED-530	Special Education & Law, Policy and Ethics	3.0

Concentration Area:

Item #	Title	Credits
EDUC-580	Educational Methods Teaching in Secondary Environments	3.0
	EDUC 574 or SPED 545	3
	EDUC 572 or SPED 550	3
EDUC-509	Content Literacy	3.0
	EDUC 575 or SPED 560	3
	EDUC 573 or SPED 577	3
SPED-565	Transition/Employment Students with Disabilities	3.0
	SPED-547 or SPED-573	3

Showcase ePortfolio Summative Evaluation: Comps

Total Credits	33
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EDUC 574 or SPED 545

Elective Credits 3

Item #	Title	Credits
EDUC-574	Foundations of Literacy	3.0
SPED-545	Methods of Literacy, Language & Communication	3.0

EDUC 572 or SPED 550

Elective Credits 3

Item #	Title	Credits
EDUC-572	Early Childhood Development	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0

EDUC 575 or SPED 560

Elective Credits 3

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Item #	Title	Credits
EDUC-575	Phonological Awareness and Phonics	3.0
SPED-560	Screening, Assessment & Identification of Risk/Disability for Program Planning	3.0

EDUC 573 or SPED 577

Elective Credits 3

Item #	Title	Credits
EDUC-573	Methods of Teaching Elementary Math	3.0
SPED-577	Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities	3.0

SPED-547 or SPED-573

Elective Credits 3

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. This academic program seeks to enhance the learning of these mission-related graduate populations of students:

- Those seeking doctoral-level education in the health-related professions.
- Those seeking to utilize their skills in other health related fields.

Program Overview

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.

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.

The Master of Science (MS) program is a 30-35 graduate credit hour minimum full-time program of study 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 or three semesters depending on the Degree. For students lacking pre-requisite courses (deficiencies) or for whom the MS Graduate Council 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. Three majors are offered in LMU's MS program:

- Anatomical Sciences
- Biomedical Sciences
- Life Science 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 Program Director and the MS Graduate Council, consisting of faculty in the related departments. Courses for your program of study in the MS program are assigned by these entities on an individual student basis considering your academic record and performance in the MS program; to 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.

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 pursuing a medical degree. Students will also be prepared to pursue advanced graduate study in anatomy. Additional research and teaching opportunities are also available to students in this major.

Biomedical Sciences (BMS)

- The Biomedical Sciences (BMS) major is designed to offer students a structured route to future entry into professional school. Among the three MS majors, BMS offers the most tailored route for students whose aspirations include medical school.

Life Science Research

- The Life Science Research (LSR) 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 master's degree programs with any differences for this degree program noted in this catalog. Any specific differences among the three major tracks of this master's degree are included below.

Former DCOM students who seek admission must submit an additional letter of recommendation from a faculty member or administrator from that specific LMU professional program. These must be submitted through the Master of Science admissions process. Students who have been dismissed from another professional program are ineligible for Provisional Acceptance to the DCOM-DO program.

All application materials must be submitted through Postbac CAS, and a secondary application through LMU must be completed. Each applicant is evaluated holistically by considering each required element of the application package including video conference 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. Any transcripts from institutions located outside of the United States must be evaluated by World Education Services (WES) prior to submission to Postbac CAS. Official transcripts from all Colleges or Universities where credits were attempted must be sent and verified by Postbac CAS and the secondary application must be completed before an interview is granted. International degrees may not be accepted by LMU - DeBusk College of Osteopathic Medicine - Doctor of Osteopathy program.

Minimum undergraduate course work in the natural sciences and mathematics:

- Mathematics six (6) credit hours at the College Algebra level or higher
- Biological Sciences eight (8) credit hours with labs
- Chemistry sixteen (16) credit hours including eight (8) credits of Organic Chemistry or four (4) credits of Organic Chemistry with labs and three (3) credits of Biochemistry
- Physics eight (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
- Molecular Genetics
- Physiology

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 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.

*Standardized test scores within the last 3 years will 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/video conference interview.

C. Letters of Recommendation

Two letters of recommendation from the applicant's instructors. At least one letter must be from a science instructor. One committee letter from a health professions advisory committee can also be submitted.

D. Video Conference Interview

The video conference will allow admissions committee members to assess your fit for your selected program.

E. Personal Statement

The personal statement should professionally articulate how the Master of Science program will benefit your educational and career goals.

F. Transfer credit

A maximum of six (6) relevant graduate credit hours from an external institution or a maximum of twelve (12) relevant graduate credit hours only by approval of the 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.

G. Secondary Application

Both verified Postbac CAS application and secondary application must be completed before the application moves on to be reviewed. Secondary application link will be emailed after receipt of verified Postbac CAS application.

Program Acceptance

Admissions Committees are established for the 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 is \$1,200 per credit hour. The rate for Life Science Research is \$536 per credit hour. The per credit hour tuition rate for deficiency courses is \$1,102. 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. Masters 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 nine (9) graduate credits in a Fall or Spring semester or six (6) during a Summer semester. Many Masters of Science program students enroll in a total course credit load of 12-19 credits which may include deficiency courses. In order to complete the program in 2 semesters, a course load of 15-19 credit hours each semester is required.

Orientation

As an MS student you will be required to attend orientation. The MS Orientation will include program familiarization, establishing your schedule, finalizing your financial aid, and completing the registration process.

Academic Standards

Students who do not maintain a 2.85 GPA in their first semester, Fall or Spring, will be placed on Academic Probation. A minimum 3.0 GPA is required to fulfill MS graduation requirements.

Deficiency Courses

Required undergraduate deficiency coursework is determined by the Director of Admissions and MS Graduate Council 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 D are 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 that can be taken at LMU

BIOL 315 Molecular Genetics three (3) credit hours

BIOL 441 Biochemistry four (4) credit hours

MATH 270 Probability & Statistics three (3) credit hours

PHYS 211 General Physics I and lab four (4) credit hours

PHYS 212 General Physics II and lab four (4) credit hours

CHEM 221 Organic Chemistry 1 and lab four (4) credit hours

CHEM 222 Organic Chemistry II and lab four (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 MS Program Director, Assistant MS Program Director, and three graduate program faculty. 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.

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 and a representative from each MS major. The Program Director 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

Last day to appeal to repeat a Fall Master of Science graduate course December 16, 2024

Last day to appeal a Fall Master of Science graduate course grade December 18, 2024

Spring

Last day to appeal to repeat a Spring Master of Science graduate course May 26, 2025

Last day to appeal a Spring Master of Science graduate course grade May 28, 2025

Admissions Committees

Admissions Committees – These committees consist of faculty and administration members from the collaborating programs.

- For admission to the ***Biomedical Sciences major***: 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 Program Director 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. Students enrolled in the Life Science Research Major are ineligible for a "Guaranteed Interview" or "Provisional Acceptance" to LMU-DCOM.

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

MS General Policies and Standards

Students must earn and maintain a cumulative grade point average (cumGPA) of 2.85 or more. Failing to reach this standard will result in academic probation. Successful completion of the degree program requires a 3.0 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 Program Director 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.

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 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 35 total graduate credit hours to complete the degree. This policy shall not supersede University-wide policies except in defining the manner in which sufficient academic progress is determined in this academic program.

Appeals – In the event that a student wishes to submit an appeal regarding an 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 Program Director or via the Director of Admissions and Student Services for the MS program. Appeals for inclusion of graduate transfer credit must be submitted to MS Graduate Council for review.

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 (1) 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 one (1) week after a hearing. A log of matters and copies of all communication related to an appeal will be maintained by the MS Program Director'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.

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 Program Director.

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.

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. Students who become ineligible to retake a required course (earned a failing grade) will be dismissed from the program. 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 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. When taking the Graduate Research Project (LSCI 693) for the Biomedical or Anatomical Sciences major, as an elective, students can take up to, but no more than, 6 credit hours for degree completion.

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 submit 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 credit hours of graduate course work for the AS and BMS degrees or a minimum of 30 credit hours of graduate course work for the LSR degree 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 3.0 GPA to be awarded the degree unless otherwise required to be higher.

Students in the Life Science Research major 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 GPA 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. A minimum cumulative GPA of 3.0 must be obtained to meet the MS graduation requirements.

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 two (2) years after initial registration. Students in the Life Science Research major must complete all requirements within three (3) years of full-time enrollment or five (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 Program Director.

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 pursuing a medical degree. Students will also be prepared to pursue advanced graduate study in anatomy.

Other significant aspects of the program include the following:

- Guaranteed Interview
 - To receive a guaranteed interview for the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science student at LMU-DCOM taking ANAT-501 (Gross Anatomy), ANAT-714 (Medical Histology), LSCI-610 (Advanced Immunology), LSCI-612 (Medical Microbiology), and two electives in the Fall semester. The student would be taking 19 credits.
 - Meet all pre-requisite coursework requirements.
 - Fall GPA ≥ 3.0 with no MCAT minimum requirement.
 - Fall GPA is calculated after Fall semester in MS program.
 - Complete AACOMAS application by deadline.
 - No professionalism concerns or issues.
 - Before the actual interview, an interview prep session is provided along with group mock interviews with faculty/staff in the MS program.
 - A grade of "C" or lower in a Spring semester course may result in a rescinded interview/acceptance to LMU-DCOM.
 - Note: Students in this tier are not guaranteed admission into the DO program. This tier has no minimum MCAT requirement, but the MCAT must be taken in order to apply to the DO program LMU-DCOM.
- Provisional Acceptance
 - To receive provisional acceptance into the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science Student at LMU-DCOM taking ANAT 501 (Gross Anatomy), ANAT 714 (Medical Histology), LSCI 610 (Advanced

Immunology), LSCI 612 (Medical Microbiology), and two electives in the fall semester. Each student would be taking 19 credits.

- Meet all pre-requisite coursework requirements.
- Fall GPA is calculated after fall semester in MS program (no withdrawals and no grade below "B"). MCAT must be completed no later than September of the fall semester in MS program.
 - Fall GPA 3.3-3.49 with MCAT \geq 497
 - Fall GPA 3.5-4.0 with MCAT \geq 494
- Completed AACOMAS application by deadline.
- Successful interview by DCOM admissions committee.
- No professionalism concerns or issues.
- Acceptance is contingent upon successful completion of MS degree with no grade below "B" or offer may be rescinded.

*Guaranteed Interview and Provisional Acceptance does not apply to the Life Science Research Program.

*Students who have been dismissed from another professional program are ineligible for Provisional Acceptance. LMU-DCOM Admissions reserves the right to rescind a Provisional Acceptance offer. Applications will be reviewed on a case-by-case basis.

MS in Anatomical Sciences

Degree Type

Master of Science

The AS program consists of 29 credit hours of required courses plus 6 additional elective courses for a total of 35 credit hours. The student must satisfactorily complete the degree requirements with a minimum cumulative GPA of 3.0.

Anatomical Sciences Major (minimum 35 total credit hours)

Required Courses (29 credits)

Students must complete 29 credits from the core curriculum listed below.

Item #	Title	Credits
ANAT-501	Gross Anatomy	3.0
ANAT-624	Human Embryology	3.0
ANAT-699	Med Gross Anat Dissection	3.0
ANAT-714	Medical Histology	3.0
LSCI-510	Principles of Physiology	3.0
LSCI-610	Advanced Immunology	3.0
LSCI-611	Princ of Pharmacology	3.0
LSCI-612	Medical Microbiology	4.0
LSCI-613	Case Studies in Life Sciences	1.0

The Elective Curriculum consists of 6 graduate credits. Students must select classes from the courses listed below

Item #	Title	Credits
BCHM-503	Advanced Cellular Biochemistry	3.0
LSCI-503	Advanced Molecular Genetics & Cell Biology	3.0
LSCI-506	Microscopic Imaging Theory and Technique	3.0
LSCI-604	Research Design & Analysis	3.0
LSCI-605	Scholarly Writing in Life Science	2.0
LSCI-606	Appl Ethics Biomed Sci	3.0
LSCI-614	Prin Infectious Disease/ Epidemiology	3.0
LSCI-615	Communications in Healthcare	3.0
LSCI-616	Curriculum and Assessment	3.0
LSCI-653	Special Topics in Life Science	3.0
LSCI-683	Graduate Research Project	1.0-6
Total Credits		35

Biomedical Sciences (BMS)

The Biomedical Sciences (BMS) major is designed to offer students a structured route to future entry into professional school. Among the three 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 at the DeBusk College of Osteopathic Medicine (DCOM).

Other significant aspects of the program include the following:

- Guaranteed Interview
 - To receive a guaranteed interview for the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science student at LMU-DCOM taking ANAT-501 (Gross Anatomy), ANAT-714 (Medical Histology), LSCI-610 (Advanced Immunology), LSCI-612 (Medical Microbiology), and two electives in the Fall semester. The student would be taking 19 credits.
 - Meet all pre-requisite coursework requirements.
 - Fall GPA ≥ 3.0 with no MCAT minimum requirement.
 - Fall GPA is calculated after Fall semester in MS program.
 - Complete AACOMAS application by deadline.
 - No professionalism concerns or issues.
 - Before the actual interview, an interview prep session is provided along with group mock interviews with faculty/staff in the MS program.
 - A grade of "C" or lower in a Spring semester course may result in a rescinded interview/acceptance to LMU-DCOM.
 - Note: Students in this tier are not guaranteed admission into the DO program. This tier has no minimum MCAT requirement, but the MCAT must be taken in order to apply to the DO program LMU-DCOM.
- Provisional Acceptance
 - To receive provisional acceptance into the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science Student at LMU-DCOM taking ANAT 501 (Gross Anatomy), ANAT 714 (Medical Histology), LSCI 610 (Advanced Immunology), LSCI 612 (Medical Microbiology), and two electives in the fall semester. Each student would be taking 19 credits.
 - Meet all pre-requisite coursework requirements.
 - Fall GPA is calculated after fall semester in MS program (no withdrawals and no grade below "B"). MCAT must be completed no later than September of the fall semester in MS program.
 - Fall GPA 3.3-3.49 with MCAT ≥ 497
 - Fall GPA 3.5-4.0 with MCAT ≥ 494

- Completed AACOMAS application by deadline.
- Successful interview by DCOM admissions committee.
- No professionalism concerns or issues.
- Acceptance is contingent upon successful completion of MS degree with no grade below "B" or offer may be rescinded.

*Guaranteed Interview and Provisional Acceptance does not apply to the Life Science Research Program.

*Students who have been dismissed from another professional program are ineligible for Provisional Acceptance. LMU-DCOM Admissions reserves the right to rescind a Provisional Acceptance offer. Applications will be reviewed on a case-by-case basis

MS/DO Combined Degree Completion Pathway - Master of Biomedical Sciences Degree Type

Master of Science

The combined degree completion pathway DO/MS in Biomedical Sciences Major requires a minimum of 31.5 graduate credit hours. **The pathway is only available to students recommended by the Student Progress Committee after failure to progress academically during their first semester of the OMS-1 year.** Students accepted into the pathway will complete a combination of credits from the MS (a) curriculum and (b) DO curriculum. The purpose of this pathway is to allow students an opportunity to improve their knowledge of foundational basic sciences and return to the DO program if they are successful in the first semester of the MS program. Courses within the OMS-1 year will be counted towards the MS degree once the students entered back into the DO program. **Only select OMS-1 students who fail their first semester of the DO program are eligible for this program.**

After the completion of the spring semester, the student will re-appear before the Student Progress Committee.

- If the student has obtained at least a 3.6 GPA in the prescribed coursework and is in good professionalism standing, the Student Progress Committee may recommend the student be recessed in the DO program.
- If the student does not obtain a 3.6 GPA or is not in good professionalism standing, the Student Progress Committee may recommend dismissal from the medical program.

Core MS Curriculum (25 graduate credits)

Students enrolled in this program must complete 25 graduate credit hours offered via the MS program during the Spring and Summer semesters. The courses are listed below.

Item #	Title	Credits
ANAT-624	Human Embryology	3.0
BCHM-503	Advanced Cellular Biochemistry	3.0
LSCI-503	Advanced Molecular Genetics & Cell Biology	3.0
LSCI-510	Principles of Physiology	3.0
LSCI-606	Appl Ethics Biomed Sci	3.0
LSCI-611	Princ of Pharmacology	3.0
LSCI-613	Case Studies in Life Sciences	1.0
LSCI-683	Graduate Research Project	1.0-6

DO Curriculum (6.5 graduate credits)

Students must complete 6.5 graduate credit upon re-matriculation to the DO program. Courses are listed below that are required.

Item #	Title	Credits
DOSYS-701	Medical Gross Anatomy I	3.0
DOSYS-714	Medical Histology	2.5
DOSYS-715	Medical Neuroanatomy	1.0
	Total Credits	31.5

MS in Biomedical Sciences

Degree Type

Master of Science

The BMS program consists of 26 graduate credits from the core curriculum plus an additional 9 credits from the elective curriculum for a total of 35 graduate credits. Students must satisfactorily complete the degree requirements with a minimum cumulative GPA of 3.0.

Biomedical Sciences Major (minimum 35 credit hours)

Required Courses (25 credits)

The Required Curriculum consists of at least 25 graduate credits. Students must select classes from those listed below.

Item #	Title	Credits
ANAT-501	Gross Anatomy	3.0
ANAT-714	Medical Histology	3.0
BCHM-503	Advanced Cellular Biochemistry	3.0
LSCI-503	Advanced Molecular Genetics & Cell Biology	3.0
LSCI-510	Principles of Physiology	3.0
LSCI-610	Advanced Immunology	3.0
LSCI-611	Princ of Pharmacology	3.0
LSCI-612	Medical Microbiology	4.0
LSCI-613	Case Studies in Life Sciences	1.0

The Elective Curriculum consists of at least 9 graduate credits. Students must select classes from those listed below.

Item #	Title	Credits
ANAT 604	Introduction to Radiographic Anatomy and Clinical Imaging	3.0
ANAT-624	Human Embryology	3.0
ANAT-699	Med Gross Anat Dissection	3.0
LSCI-506	Microscopic Imaging Theory and Technique	3.0
LSCI-604	Research Design & Analysis	3.0
LSCI-605	Scholarly Writing in Life Science	2.0
LSCI-606	Appl Ethics Biomed Sci	3.0
LSCI-614	Prin Infectious Disease/Epidemiology	3.0
LSCI-615	Communications in Healthcare	3.0
LSCI-616	Curriculum and Assessment	3.0
LSCI-653	Special Topics in Life Science	3.0
LSCI-683	Graduate Research Project	1.0-6
	Total Credits	35

Life Science Research (LSR)

The Life Sciences Research (LSR) 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.

*Students enrolled in the LSR major are ineligible for a Guaranteed Interview or Provisional Acceptance to LMU-DCOM's DO program.

MS in Life Science Research

Degree Type

Master of Science

The LSR major is a thesis-based degree. Students will take a minimum of 30 graduate credit hours to complete the degree requirements.

Life Science Research Major (minimum 30 credit hours)

Required Courses (16 graduate credits)

Students must complete 16 graduate credits from the core curriculum listed below.

Item #	Title	Credits
LSCI-603	Colloquial Principles of Life Science	1.0
LSCI-603	Colloquial Principles of Life Science	1.0
LSCI-604	Research Design & Analysis	3.0
LSCI-605	Scholarly Writing in Life Science	2.0
LSCI-693	Life Science Thesis Research	1.0-9

*LSCI-603 Colloquial Principles of Life Science requires two (2) credits.

Supervisory committee will determine exact courses for each student.

Elective Courses

Students must complete 14-22 credit hours from the electives listed below. Student's Supervisory committee will determine the courses for each student.

Item #	Title	Credits
ANAT-501	Gross Anatomy	3.0
ANAT-624	Human Embryology	3.0
ANAT-699	Med Gross Anat Dissection	3.0
ANAT-714	Medical Histology	3.0
BCHM-503	Advanced Cellular Biochemistry	3.0
LSCI-503	Advanced Molecular Genetics & Cell Biology	3.0
LSCI-506	Microscopic Imaging Theory and Technique	3.0
LSCI-510	Principles of Physiology	3.0
LSCI-606	Appl Ethics Biomed Sci	3.0
LSCI-610	Advanced Immunology	3.0
LSCI-611	Princ of Pharmacology	3.0
LSCI-612	Medical Microbiology	4.0
LSCI-613	Case Studies in Life Sciences	1.0
LSCI-614	Prin Infectious Disease/ Epidemiology	3.0
LSCI-615	Communications in Healthcare	3.0
LSCI-616	Curriculum and Assessment	3.0
LSCI-653	Special Topics in Life Science	3.0
LSCI-693	Life Science Thesis Research	1.0-9

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.

Total Credits	30
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School of Business

Graduate Programs

Contact Information

Dean, School of Business

Office Phone: 865.531.4144

Office: Main Campus; Business/Education Building -106

Assistant Dean/DBA Program Director, School of Business

Office Phone: 865.531.4109

Office: Cedar Bluff -193

MBA/MSBA Program Director, School of Business
Office Phone: 865.531.4164
Office: Cedar Bluff -162

Graduate Programs Recruiter, School of Business
Office Phone: 865.531.4152
Office: Cedar Bluff -197

Administrative Assistant, School of Business
Office Phone: 865.531.4105
Office: Cedar Bluff -140

School of Business Mission Statement

Through teaching, research, and service, the LMU School of Business develops leaders who contribute to the economic and social prosperity of the Appalachian region and beyond.

School of Business Vision Statement

The LMU School of Business will provide premier programs in business education and will be recognized by its focus on student-centered learning and its effectiveness in preparing inspirational leaders and innovators.

School of Business Values

1. **Academic Excellence:** We promote academic excellence through the continuous development of a rigorous and relevant business curriculum that prepares students to be influential leaders and innovators. We acknowledge the importance of engaging faculty and students in scholarly endeavors for knowledge creation and dissemination.
2. **Inclusion & Belonging:** We recognize the inherent worth and contributions of every member of the School and University community and strive to foster an environment of active participation where all interactions are grounded in mutual understanding, respect, and appreciation.
3. **Impact:** We strive to produce intellectual contributions that enhance academic knowledge, address real-world business challenges, and drive industry advancements.
4. **Innovation:** We encourage our students, faculty, and staff to take risks, be entrepreneurial, and transform their innovative ideas into tangible outcomes.
5. **Integrity:** We are committed to ethical and responsible behavior in our own actions and expect the same commitment from our stakeholders.

Academic Information

LMU offers graduate studies leading to the 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, Digital Marketing, Healthcare Administration, Sport Management, and Strategic Management. Concentrations for the Doctor of Business Administration include Management and Marketing.

The programs require students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. The curricula maintain the 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

Tuition and fees are subject to change and may be adjusted on an annual basis. For information regarding tuition, fees, and cost of attendance (COA), please visit the Student Financial Services webpage, [here](#). Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the Student Financial Services team. LMU reserves the right to correct any errors concerning financial information.

Additional Programmatic Fees

Graduation Fee – MBA, MHA, & MSBA	\$100
Graduation Fee – DBA	\$450
LMU MBA Entrance Exam	\$40
LMU MBA APA Write & Cite Training Module & Competency Exam	\$44
LMU MBA Exit Exam	\$40
LMU MSBA Entrance Exam	\$40
LMU MSBA Exit Exam	\$40
LMU DBA Entrance Exam	\$40
LMU DBA APA Write & Cite Training Module & Competency Exam	\$44
LMU DBA Exit Exam	\$40

All MBA students are required to complete the LMU MBA Inbound Peregrine Comprehensive CPC Exam (entrance 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 APA Write & Cite Training Module & Competency 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 \$44 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 Outbound Comprehensive CPC Exam (exit 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.

All MSBA students are required to complete the LMU MSBA Inbound Exam (entrance exam). The exam must be completed during the student's first semester of MSBA coursework. The exam is available online and requires a fee of \$40 paid at the time of the exam. The MSBA Director will provide additional information on the exam.

All MSBA students are required to complete the LMU MSBA Outbound Comprehensive CPC Exam (exit exam). The exam must be completed in the student's final semester in the program. The exam is available online and requires a fee of \$40 paid at the time of the exam. The MSBA Director will provide additional information on the exam.

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

All DBA students are required to complete the LMU DBA APA Write & Cite Training Module & Competency Exam. The exam must be completed during the student's first semester of DBA coursework. The exam is available online and requires a fee of \$44 paid at the time of the exam. The DBA Director will provide additional information on the exam.

All DBA students are required to complete the LMU DBA Outbound Comprehensive CPC Exam (exit exam). The exam must be completed during the student's first semester enrolled in DBA 899. The exam is available online and requires a fee of \$40 paid at the time of the exam. The DBA 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 previously completed 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. The only exception to this rule occurs when a DBA student is seeking to earn transfer credit to fulfill the requirement of the DBA Foundations courses. In this case, transfer credit earned more than five years before the current semester will be considered if the student can additionally provide proof of three (3) years of professional work experience in an applicable capacity. 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 nine (9) 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.

Advance to Master's Program

The Advance to Master's Program (AMP) is an accelerated learning opportunity for School of Business baccalaureate students who exceed in their undergraduate studies. Exceptional students will be provided the opportunity to begin graduate coursework within Master of Business Administration (MBA) program during their senior year. The Advance to Master's Program (AMP) will allow students who meet the criteria for program acceptance (see attached acceptance criteria below) to enroll in no more than 6 credit hours of graduate program coursework during their senior year. For undergraduate students, graduate credit hours completed during a student's senior year will apply only to an undergraduate student's upper division elective requirements. However, those graduate credit hours will also count as graduate credits in the related LMU graduate degree program.

Criteria for Enrolling in AMP as an Undergraduate:

1. Senior status (92 credit hours completed)
2. 3.5 overall GPA and 3.5 major GPA
3. Approval of Department Chair
4. Approval of Academic Advisor
5. Approval of School Dean
6. Approval of Graduate Program Admissions Council (School of Business or AHSS Graduate Council)
7. Meeting all behavior and attitude elements of the student conduct code as stated in the Railsplitter Community Standards Guide

Note(s): Entry to the AMP Program does not guarantee admissions into an LMU graduate program. Entry to a Graduate Program will require submitting an application to the graduate program of choice and meeting all graduate program admissions requirements. Students must earn a grade of B- or higher for credits to be transferred into the MBA program.

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.

School of Business Scholastic Dishonesty, Cheating, and Plagiarism Policies

It is the responsibility of each student to be familiar with the Lincoln Memorial University Student Handbook and course syllabi regarding scholastic dishonesty, cheating, and plagiarism. Cheating may include, but is not limited to, plagiarism, self-plagiarism, copying others' work, sharing work/answers, accessing notes/textbook/electronic devices during quizzes/exams, etc., unless stated otherwise by the instructor.

Self-plagiarism is the re-use or re-submission of one's own intellectual materials, including papers, writings, presentations, and research assignments that were previously submitted for other graded work. Self-plagiarism includes the copying and re-use of one's own words with content from previously submitted assignments or published works as if it is new material without properly citing the prior work. Self-plagiarism includes, but is not limited to:

- Course-to-course submission of the same work that has been submitted within one's current or other degree program(s).
- Resubmission of a previous paper as if it were written for a current class assignment when it has also been submitted as an assignment for a different or previous course.
- Using substantial portions of content from a prior graded paper, presentation, or assignment without a substantial amount of new information and ideas as submitted content for a new assignment.

All assignments, exams, gradable activities are to be completed individually unless specified otherwise by the instructor. On exam days students should not wear hats, hoodies, or other such elusive items. Any instances defined in this syllabus, or defined on any gradable activity, as cheating will be penalized as follows. All offenses will be reported to the Chair of the Department, the Dean of the School, and the Dean of Students, as well as the student's advisor. In addition, on the first offense the offending student will receive a zero (0) score on the assignment/exam/gradable activity, and on the second offense the offending student will receive a failing grade for the course.

Students are also required to abide by Lincoln Memorial University's Academic Integrity Policy, which includes information regarding the use of generative AI.

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.

Grade Definition	Quality Points Per Credit Hour
A Superior 4.00 (Quality of work exceptional)	4.00
A- Excellent 3.67 (Quality of work above course expectation)	3.67
B+ Very Good 3.33 (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* No Credit.	
NC No credit assigned for the course. Not computed in the GPA.	
AU Audit	
WD Withdrawal	
P Pass; carries 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).

School of Business Graduate Programs 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%

*The School of Business Graduate Programs Grading Scale applies to the MBA, MSBA, and DBA programs.

Academic Progression Requirements

To remain in good academic standing, the graduate student must maintain a grade point average of 3.0. The

grade point average considered for academic progress is that of the current program. The grade point averages from previous degrees at LMU may not be averaged into the current GPA. 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 course grades of "C" or below within their respective program. The permanent academic record in its entirety will be used when evaluating academic progression, probation, or dismissal. These conditions apply to all MBA, MSBA, and DBA students.

Academic Probation

Probation constitutes a warning of insufficient progress. 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 course grade of "C" or below, regardless of their cumulative GPA, will be issued a probation letter 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.

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.

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. If no resolution, the student may continue the appeal to the Vice President for Academic Affairs. The student must submit the appeal, in writing, to the VPAA within seven days following the issuance of the Dean's final decision. The decision of the VPAA 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 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. If deemed necessary, the Dean of the School of Business reserves the right to request a supplemental review of the issue by the School of Business Academic Review Committee comprised of three non-involved faculty. If the issue is not resolved following the Dean's review and decision, a final decision maybe rendered by the Vice President for Academic Affairs. If the student chooses to appeal to the

VPAA, the appeal must be submitted, in writing, within seven days following the issuance of the Dean's final decision.

Graduate Student Course Load

The normal load for a part-time MBA student is six (6) credit hours. The normal load for a full-time MBA student is nine (9) credit hours. The maximum load for an MBA student is twelve (12) credit hours during Fall, Spring, and Summer terms. MBA students must seek and receive permission from the department chair or Dean of the School of Business to take twelve (12) hours during any semester. The maximum course load for MSBA students is six (6) credit hours per semester due to the cohort model that is utilized. The maximum course load for DBA students is six (6) credit hours per semester due to the cohort model that is utilized.

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.

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.

Master of Business Administration

Mission Statement

The Master of Business Administration program prepares today's students to become tomorrow's innovative leaders through the advancement of their business skills and credentials.

MBA Program Overview

The MBA program is a 30-hour program intended for upwardly mobile professionals and recent baccalaureate 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 obtain a concentration in Business Analytics, Digital Marketing, Healthcare Administration, Sport Management, or Strategic 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

analytics, 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 degree include:

- MBA1 Evaluate leadership styles to determine appropriate managerial actions for changing environments.
- MBA2 Evaluate investment decisions using financial theory, analytical decision-making tools, and quantitative and non-quantitative economic attributes.
- MBA3 Apply marketing theories and strategies to global and domestic environments to appropriately target specified audiences.
- MBA4 Integrate and apply quantitative methods for decision-making.
- MBA5 Develop a comprehensive business strategy that integrates key concepts from marketing, economics, accounting, finance, and management to drive organizational success and sustainability.

Expected outcomes of the **Business Analytics** Concentration include:

- BA1 Identify appropriate analytical methodologies and techniques to improve the effectiveness of business decisions.
- BA2 Demonstrate evidence-based decision making through the relevant acquisition, analysis, and application of data.

Expected outcomes of the **Digital Marketing** Concentration include:

- DMKTG1 Develop an integrated marketing plan to promote brand awareness among both digital and traditional consumers.
- DMKTG2 Examine and apply the use of data, statistics, and technology for the purpose of driving marketing decision-making and problem-solving.

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.

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.

Expected outcomes of the **Strategic Management** Concentration include:

- STMGT1 Analyze, evaluate, and implement strategic management concepts to generate competitive advantage.
- STMGT2 Evaluate the uses of mergers, acquisitions, and corporate restructurings as they apply to the creation of organizational value.

MBA Admission Requirements & Procedures

Applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

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.

If an applicant, domestic or international, has completed their bachelor's degree in a country other than the United States, the applicant is required to submit a degree

evaluation report from a reputable credentialing service (WES – World Education Services, <https://wes.org/>) that demonstrates degree and course equivalency. The official report for each degree evaluation report must be submitted directly from the credentialing service and provided to the School of Business; Graduate Department; 421 Park 40 North Blvd., Knoxville, TN 37923.

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. Writing sample
7. Reference check

Conditional MBA Admission Status

Under special circumstances, a person who does not meet the requirements for MBA admission may be allowed conditional admissions 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.

Combined Degree Pathway - MBA Admission Requirements & Procedures

DO/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

DVM/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a

regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

JD/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

DMD/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

MSFD/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

OTD/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 3.0 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions. Additionally, OTD/MBA applicants must achieve a minimum 3.0 cumulative GPA, with no course grade falling below 'B', within their first semester of the OTD program.

DPT/MBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree with a 3.0 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions. Additionally, DPT/MBA applicants must achieve a minimum 3.0 cumulative GPA, with no course grade falling below 'B', within their first two semesters of the DPT program.

MBA/MSBA applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including references which may be checked, official transcripts showing the completion of a

regionally accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

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.

If an applicant, domestic or international, has completed their bachelor's degree in a country other than the United States, the applicant is required to submit a degree evaluation report from a reputable credentialing service (WES – World Education Services, <https://wes.org/>) that demonstrates degree and course equivalency. The official report for each degree evaluation report must be submitted directly from the credentialing service and provided to the School of Business; Graduate Department; 421 Park 40 North Blvd., Knoxville, TN 37923.

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. Combined Degree Pathway - MBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Writing Sample
7. Reference check

Combined Degree Pathway - MBA admissions decisions are also dependent upon approval from the applicant's respective professional school. Applicants pursuing a combined degree pathway must meet the admissions requirements for each individual program. Applicants must apply to and be accepted into each program separately. Admission to one program does not guarantee admission to the other.

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 the course and credit hour (30/36) requirements associated with the academic program.
2. A minimum cumulative GPA of 3.0 (B)
3. The receipt of no more than two course grades of 'C' or below.
4. Completion of all outcomes assessment testing and activities
5. The completion of the MBA degree within five (5) years
6. 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 Outbound CPC Exit Exam
- An exit interview
- All graduating student surveys

MBA, Business Analytics

Degree Type

Master of Business Administration

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.

Curriculum

Complete all required MBA courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete 12 credit hours of Business Analytics electives:

Item #	Title	Credits
MSBA-514	Statistical Methods for Business Analytics	3.0
MSBA-516	Business Intelligence & Communication with Data	3.0
MSBA-521	Data Acquisition & Management for Business Analytics	3.0
MSBA-640	Decision Analysis, Modeling, & Experimentation	3.0
	Total Credits	36

MBA, Digital Marketing

Degree Type

Master of Business Administration

This concentration provides students with knowledge relating to relevant marketing concepts that aid in communicating value through a growing number of digital platforms. Additionally, students will also learn to utilize data gathered from digital platforms to aid in marketing decision making and the use of social media for brand awareness. Business-to-consumer relationships, product and service promotion, and marketing analytics techniques will also be prevalent. A degree from the MBA program with this concentration can lead to a career in sales, digital brand management, communications, advertising, marketing research, and consultancy.

Curriculum

Complete all required courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete 12 credit hours of Digital Marketing elective courses:

Item #	Title	Credits
MBA-632	Digital Marketing	3.0
MBA-633	Social Media & Mobile Marketing	3.0
MBA-634	Electronic Commerce	3.0
MBA-635	Marketing & Sales Analytics	3.0
	Total Credits	36

MBA, General Business

Degree Type

Master of Business Administration

The General MBA program is a 30-hour program intended for upwardly mobile professionals and recent baccalaureate graduates with exceptional academic backgrounds. Courses are offered in an entirely online format. The curriculum is divided into eight core courses and two electives.

Curriculum

Complete all required courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete two (2) MBA elective courses.

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3
	Total Credits	30

MBA Elective

Elective Credits 3

MBA, Healthcare Administration

Degree Type

Master of Business 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.

Curriculum

Complete all required courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete 12 credit hours of Healthcare Administration concentration courses:

Item #	Title	Credits
MBA-614	Administration of Healthcare Organizations	3.0
MBA-615	Healthcare Topics & Issues	3.0
MBA-619	Quality Improvement in Healthcare	3.0
MBA-620	Healthcare Law & Ethics	3.0
	Total Credits	36

MBA, Sport Management

Degree Type

Master of Business Administration

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.

Curriculum

Complete the required courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete 12 credit hours of Sport Management electives:

Item #	Title	Credits
MBA-626	Administration of Athletics	3.0
MBA-627	Sport Marketing	3.0
MBA-628	Sport Seminar	3.0
MBA-630	Sport and Society	3.0
	Total Credits	36

MBA, Strategic Management

Degree Type

Master of Business Administration

This concentration prepares professionals with knowledge concerning modern strategic management concepts that aid in managerial decision making, value creation, and organizational competitive advantage. These courses will focus on strategic decision making designed to improve organizational value and competitive advantage. Students will also examine concepts related to effective project management, technology management, and the use of mergers, acquisitions, and corporate restructurings. 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.

Curriculum

Complete all core courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete 12 credit hours of Strategic Management electives:

Item #	Title	Credits
MBA-684	Project Management	3.0
MBA-688	Strategic Management, Value Creation, and Competitive Advantage	3.0
MBA-689	Mergers, Acquisitions, Corporate Restructurings	3.0
MBA-690	Technology Management	3.0
	Total Credits	36

Doctor of Business Administration

Mission Statement

The Doctor of Business Administration program develops scholar-practitioners who drive change through knowledge creation for business, integrating academic rigor with practical relevance.

Program Overview

The LMU DBA program requires the completion of 60 credit hours, and follows an online format. The DBA program utilizes a cohort model, wherein students take a maximum of six (6) credit hours per semester. The program is intended for upwardly mobile professionals and recent MBA graduates with exceptional academic backgrounds. DBA Foundations courses provide knowledge within the

areas of accounting, business analytics, finance, and marketing. A DBA candidate who has previously completed an MBA or business-related master's degree may qualify to transfer up to 12 credit hours of equivalent courses into the DBA degree to fulfill the requirement of the DBA Foundations courses. The DBA core is comprised of four (4) classes that will provide a basis for understanding business theory and application in today's market. The Management and Marketing concentrations are each comprised of four (4) classes. Four (4) DBA research classes are required to teach students how to conduct proper and credible research. Finally, students will complete 12 hours of dissertation credit while working with their dissertation committee.

Expected outcomes of the DBA include:

- DBA1 Students will evaluate and apply core business theories and strategies relating to microeconomics, management, leadership, and marketing to promote organizational growth, innovation, and competitive advantage.
- DBA2 Students will demonstrate the ability to generate innovative ideas and solutions through a variety of creative thinking techniques and processes, and will communicate these ideas effectively to varying audiences.
- DBA3 Students will communicate effectively and persuasively in oral and written formats.
- DBA4 Students will locate, evaluate, and use information effectively to solve problems, make decisions, and communicate ideas.
- DBA5 Students will design, deliver, and evaluate effective and engaging pedagogical methods that meet the needs and interests of diverse learners.
- DBA6 Students will conduct rigorous and ethical research using a variety of qualitative and quantitative research methodologies. Students will construct research questions and hypotheses, select appropriate methods, collect and analyze data, and interpret and report findings.
- DBA7 Develop, conduct, and defend original research through the dissertation process.

Expected outcomes of the **Management** concentration include:

- MGMT1 Students will develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever-changing environment
- MGMT2 Student will acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness.

Expected outcomes of the **Marketing** concentration include:

- MKTG1 Students will apply integrated marketing communications strategies that aid in advancement of global branding.
- MKTG2 Students will examine the psychological, sociological, and cultural variables that influence buyer motivation.
- MKTG3 Students will evaluate the use of data-driven decision making within the marketing sector, and apply statistical methodologies as they relate to product analytics, marketing-mix analytics, customer analytics, and digital analytics.

DBA Admission Requirements & Procedures

Applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree, official transcripts showing the completion of a regionally accredited Master of Business Administration (MBA) or business-related master's degree with a cumulative GPA of a 3.5, and official transcripts of all other undergraduate, graduate, and post-graduate/professional course work from regionally accredited institutions.

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.

If an applicant, domestic or international, has completed their bachelor's degree in a country other than the United States, the applicant is required to submit a degree evaluation report from a reputable credentialing service (WES – World Education Services, <https://wes.org/>) that demonstrates degree and course equivalency. The official report for each degree evaluation report must be submitted directly from the credentialing service and provided to the School of Business; Graduate Department; 421 Park 40 North Blvd., Knoxville, TN 37923.

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 (MBA or business-related master's degree)
5. Specific course work completed
6. Writing Sample
7. Reference check

Conditional DBA Student Status

Under special circumstances, a person who does not meet the requirements for DBA admission may be allowed conditional status. To be considered for conditional DBA status, the student must complete the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree, official transcripts showing the completion of a regionally accredited Master of Business Administration (MBA) or business-related master's degree with a cumulative GPA of a 3.0, and official transcripts of all other undergraduate, graduate, and post-graduate/professional course work from regionally accredited institutions. Additionally, an applicant may be required to participate in an interview with the DBA Program Director to further assess suitability for the program. If granted conditional DBA status, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the first semester of the program and earn no grade less than "B". A grade less than "B" disqualifies the candidate from full admission. Students will be granted full admission upon earning grades of "B" or above within all enrolled courses during their first semester within the DBA program.

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 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. Once course work has been completed, DBA students will be assigned a dissertation committee comprised of three LMU employees. The dissertation committee chair and second committee member must be employed by the LMU School of Business. The third committee member must be employed by LMU. The use of external dissertation committee members is not permitted.

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, students will defend their dissertation. When scheduling a dissertation defense, students should refer to the LMU School of Business Dissertation Manual for date requirements.

DBA Dissertation Academic Dishonesty, Cheating, and Plagiarism Policies

All submissions, drafts, edits, and final copies of dissertation manuscripts will be evaluated for plagiarism, inappropriate citation, and substantive misrepresentation by both electronic and manual means. It is the expectation that any and all work submitted by an LMU DBA candidate is solely and originally the work of the candidate and does not include inappropriately represented work from any outside source, nor does it resubmit the candidates previous work from another project. It is at the discretion of the Committee Chair to evaluate candidate work for violation of this policy. Any evidence suggesting that this policy has been violated, regardless of how small, will subject the candidate to dismissal from the LMU DBA program.

Dissertation submissions for the LMU DBA program should be solely the work of the DBA candidate. No part of any dissertation submission, draft, or final copy should include any portion, regardless of how small, that has been generated by artificial intelligence. All dissertation submissions will be subject to verification of originality through the use of available technology and software to detect any part which may have not been solely and originally composed by the DBA candidate. Upon verification by two or more independent sources that this policy has been violated, the DBA candidate will be subject to dismissal from the LMU DBA program.

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 the course and credit hour (60) requirements associated with the academic program.
2. Successful defense of the DBA dissertation
3. A minimum cumulative GPA of 3.0 (B)
4. The receipt of no more than two course grades of 'C' or below.
5. Completion of all outcomes assessment testing and activities
6. The completion of the DBA degree within seven (7) years
7. 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:

- LMU DBA Outbound Exit Exam
- An exit interview
- All graduating student surveys

Doctor of Business Administration, Management

Degree Type

Doctor of Business Administration

The DBA - Management program prepares professionals for a career in management by providing a robust education focused on managerial decision-making, strategy, and organizational innovation. This concentration designed to refine the management competencies needed of those who seek to lead and manage at a higher level. This program can lead to a career in a wide variety of managerial positions, including those found within both industry and academia.

Business Foundations

Item #	Title	Credits
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-570	Accounting for Decision Making	3.0

Business Core

Item #	Title	Credits
DBA-705	Microeconomics: Theory of the Firm	3.0
DBA-706	Marketing Strategy, Structures, & Systems	3.0
DBA-708	Competitive Advantage & Innovative Management	3.0
DBA-716	Organizational Behavior & Leadership	3.0

Management Concentration

Item #	Title	Credits
DBA-714	Managerial Decision Making & Business Policy	3.0
DBA-717	Organizational Theory	3.0
DBA-718	Entrepreneurship & Innovation	3.0
MGMT-720	Organizational Culture & Change	3.0

Research Methods

Item #	Title	Credits
DBA-804	Doctoral Statistics	3.0
DBA-805	Qualitative Research Design & Analysis	3.0
DBA-806	Quantitative Research Design & Analysis	3.0
DBA-807	Multivariate Data Analysis	3.0

Dissertation

Item #	Title	Credits
DBA-899	Dissertation	1.0-3
DBA-899	Dissertation	1.0-3
DBA-899	Dissertation	1.0-3
DBA-899	Dissertation	1.0-3
Total Credits		60

Doctor of Business Administration, Marketing

Degree Type

Doctor of Business Administration

The DBA - Marketing program prepares professionals for a career in marketing by providing education focused on marketing management, marketing research and analysis, global branding, and consumer behavior. This concentration is designed to provide students with current marketing competencies required of modern practitioners. This degree can lead to a career in a wide variety of marketing-oriented positions, including those found within both industry and academia.

Business Foundations

Item #	Title	Credits
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-570	Accounting for Decision Making	3.0

Business Core

Item #	Title	Credits
DBA-705	Microeconomics: Theory of the Firm	3.0
DBA-706	Marketing Strategy, Structures, & Systems	3.0
DBA-708	Competitive Advantage & Innovative Management	3.0
DBA-716	Organizational Behavior & Leadership	3.0

Marketing Concentration

Item #	Title	Credits
DBA-730	Advanced Consumer Behavior	3.0
DBA-731	Data-Driven Marketing Management	3.0
DBA-732	Global Brand Strategy	3.0
DBA-733	Integrated Marketing Communication	3.0

Research Methods

Item #	Title	Credits
DBA-804	Doctoral Statistics	3.0
DBA-805	Qualitative Research Design & Analysis	3.0
DBA-806	Quantitative Research Design & Analysis	3.0
DBA-807	Multivariate Data Analysis	3.0

Dissertation

Item #	Title	Credits
DBA-899	Dissertation	1.0-3
DBA-899	Dissertation	1.0-3
DBA-899	Dissertation	1.0-3
DBA-899	Dissertation	1.0-3
	Total Credits	60

Master of Science in Business Analytics

Mission Statement

The Master of Science in Business Analytics program equips students to add organizational value through the acquisition of new insights and knowledge from data for better evidenced-based decision making.

MSBA Program Overview

The Master of Science in Business Analytics (MSBA) degree is a 30-hour program and modeled after a cohort style, with students starting together each fall, spring, and summer. The MSBA program is comprised of 10 courses, with all courses being offered in an entirely online format. MSBA students will take a maximum of six (6) credit hours per semester. 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

MSBA Admission Requirements & Procedures

Applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the completion of an accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

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.

If an applicant, domestic or international, has completed their bachelor's degree in a country other than the United States, the applicant is required to submit a degree evaluation report from a reputable credentialing service (WES – World Education Services, <https://wes.org/>) that demonstrates degree and course equivalency. The official report for each degree evaluation report must be submitted directly from the credentialing service and provided to the School of Business; Graduate Department; 421 Park 40 North Blvd., Knoxville, TN 37923.

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. Writing sample
7. Reference check

Conditional MSBA Admission Status

Under special circumstances, a person who does not meet the requirements for MSBA admission may be allowed conditional admissions status. In order to be considered for conditional MSBA 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 MSBA admissions documents. If granted conditional MSBA 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 MSBA program.

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 the course and credit hour (30) requirements associated with the MSBA program.
2. A minimum cumulative GPA of 3.0 (B)
3. The receipt of no more than two course grades of 'C' or below.
4. Completion of all outcomes assessment testing and activities
5. The completion of the MSBA degree within five (5) years
6. 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:

- LMU MSBA Outbound Exit Exam
- An exit interview
- All graduating student surveys

Master of Science in Business Analytics

Degree Type

Master of Science in Business Analytics

MSBA Program Curriculum

Item #	Title	Credits
MBA-540	Business Analytics for Decision Making	3.0
MSBA-514	Statistical Methods for Business Analytics	3.0
MSBA-516	Business Intelligence & Communication with Data	3.0
MSBA-520	Programming Methods for Business Analytics	3.0
MSBA-521	Data Acquisition & Management for Business Analytics	3.0
MSBA-522	Data Mining Methods for Business Analytics	3.0
MSBA-620	Accounting & Financial Analytics	3.0
MSBA-624	Process, Operations, & Supply Chain Analytics	3.0
MBA-635	Marketing & Sales Analytics	3.0
MSBA-640	Decision Analysis, Modeling, & Experimentation	3.0

Combined Degree Pathways (MBA)

The School of Business offers a variety of combined degree pathways that allow the Master of Business Administration (MBA) degree to be completed concurrently with other graduate or professional programs hosted by Lincoln Memorial University.

Applicants pursuing a combined degree pathway must meet the admissions requirements for each individual program. Applicants must apply to and be accepted into each program separately. Admission to one program does not guarantee admission to the other. Requirements specific to combined degree pathway participation are found on the School of Business - Master of Business Administration page.

Students approved to participate in a combined degree pathway involving the MBA or MSBA are required to adhere to all university, school, and program-specific policies relevant to each academic program. Students must also meet the degree and graduation requirements associated with each individual program.

MBA, MSBA

Degree Type

Master of Business Administration

Master of Science in Business Analytics

This combined degree pathway is intended for individuals who are in the process of earning a Master of Business Administration (MBA) and Master of Science in Business Analytics (MSBA) degrees at Lincoln Memorial University. The objective of the combined degree pathway is to meet the demand for a multi-disciplinary program for current and future business leaders to master data analysis and improve modeling skills resulting in improved business decision-making. The MBA coursework prepares individuals to lead organizations and perform better at managing organizational systems; in parallel, the MSBA program provides a data-based framework for problem-solving and builds foundational knowledge in the rapidly growing business areas related to data and data-related technologies.

MBA/MSBA combined degree pathway students will complete a total of 51 credit hours between the two academic programs due to the overlap present between the respective curricula. Students will complete the credit

hour requirements associated with the MBA - General Business and the MSBA program, with nine hours of credit being shared between the two programs (MBA 540, MBA 635, and MSBA 516).

MBA/MSBA Program Curriculum

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0
MBA-635	Marketing & Sales Analytics	3.0
MSBA-514	Statistical Methods for Business Analytics	3.0
MSBA-516	Business Intelligence & Communication with Data	3.0
MSBA-520	Programming Methods for Business Analytics	3.0
MSBA-521	Data Acquisition & Management for Business Analytics	3.0
MSBA-522	Data Mining Methods for Business Analytics	3.0
MSBA-620	Accounting & Financial Analytics	3.0
MSBA-624	Process, Operations, & Supply Chain Analytics	3.0
MSBA-640	Decision Analysis, Modeling, & Experimentation	3.0
	Total Credits	51

MBA, Professional DMD

Degree Type

Master of Business Administration

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Medicine in Dentistry (DMD) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins with a summer session of two (2) three (3) credit hour core courses. The courses taken within the first summer term are variable. All courses are offered in an online format. Students will then

take an additional two (2) core courses within their second summer semester. The remaining six (6) courses are completed during Years 3 and 4 of the professional program. DMD/MBA students will complete the General MBA curriculum.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete six (6) credit hours of MBA elective courses.

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3
	Total Credits	30

MBA Elective

Elective Credits 3

MBA, Professional DO

Degree Type

Master of Business Administration

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Osteopathic Medicine (DO) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins with a 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. These courses are offered in an online format. 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. DO/MBA students will complete the General MBA or concentrated MBA curriculum.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3

*DO/MBA combined degree pathway students may elect to complete any available concentration by following the "MBA Program with Concentration Curriculum".

	Total Credits	30
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MBA Elective

Elective Credits 3

MBA, Professional DPT

Degree Type

Master of Business Administration

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Physical Therapy (DPT) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins during the spring term of DPT students' Year 1. DPT/MBA students will follow a cohort model, and will complete one or two prescribed MBA courses in conjunction with their DPT coursework. DPT/MBA students will complete the General MBA curriculum.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3
	Total Credits	30

MBA Elective

Elective Credits 3

MBA, Professional DVM

Degree Type

Master of Business Administration

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Veterinary Medicine (DVM) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins with a 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. These courses are offered in an online format. 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. DVM/MBA students will complete the General MBA or concentrated MBA curriculum.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3

*DVM/MBA combined degree pathway students may elect to complete any available concentration by following the "MBA Program with Concentration Curriculum".

Total Credits	30
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MBA Elective

Elective Credits 3

MBA, Professional JD

Degree Type

Master of Business Administration

This combined degree pathway program is a 30 or 36 credit hour program intended for individuals who are in the process of earning a Juris Doctor (JD) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins with a 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. These courses are offered in an online format. 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. JD/MBA students will complete the General MBA or concentrated MBA curriculum. JD/MBA students are

eligible to substitute LAW 1021 - Contracts & Sales 1 and LAW 2095 - Business Organizations as electives within the General MBA curriculum.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3
	Total Credits	30

MBA Elective

Elective Credits 3

MBA, Professional MSFD

Degree Type

Master of Business Administration

This combined degree pathway is intended for individuals who are in the process of earning a Master of Science in Forensic Dentistry (MSFD) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins with a summer session of two (2) three (3) credit hour core courses. All courses are offered in an online format. Students will then take one (1) course during the fall semester of Year 1, and one (1) course within the spring semester of Year 1. Students will take four (4) MBA courses during their second summer semester within the MSFD/MBA program. Students will take one (1) course within the fall semester of Year 2, and one (1) course within the spring semester of Year 2.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Complete six (6) credit hours of MBA elective courses.

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3
	Total Credits	30

MBA Elective

Elective Credits 3

MBA, Professional OTD

Degree Type

Master of Business Administration

This combined degree pathway is intended for individuals who are in the process of earning a Doctor of Occupational Therapy (OTD) degree at Lincoln Memorial University. The objective of the MBA portion of the pathway is to stress the student's role as manager and leader, while providing a foundational knowledge in business to complement the corresponding professional degree.

The MBA portion of the pathway begins during the fall term of OTD students' Year 1. OTD/MBA students will follow a cohort model, and will complete one or two prescribed online MBA courses in conjunction with their OTD coursework. OTD/MBA students will complete the General MBA curriculum.

Required Courses:

Item #	Title	Credits
MBA-524	Artificial Intelligence (AI) for Business Executives	3.0
MBA-540	Business Analytics for Decision Making	3.0
MBA-545	Marketing Management	3.0
MBA-550	Financial Management	3.0
MBA-565	Economics for Decision Making	3.0
MBA-570	Accounting for Decision Making	3.0
MBA-575	Contemporary Management & Leadership	3.0
MBA-590	Business Strategy	3.0

Item #	Title	Credits
	MBA Elective	3
	MBA Elective	3
	Total Credits	30

MBA Elective

Elective Credits 3

Courses

Nursing

NURS-500 : Theoretical Found & Rsrch Meth

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.

Credits 4

NURS-510 : Advanced Pathophysiology

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.

Credits 3

NURS-520 : Advanced Hlth Assessment

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.

Credits 3

NURS-520A : Health Asmnt Practicum

Credits 1

NURS-521 : Hum. Res. Mgmt. & Business Strategy

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.

Credits 4

NURS-522 : Organizational & Leader.Theory

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 organizations mission, vision, and values, including strategic planning, is analyzed.

Credits 3

NURS-529 : Nursing Administration Seminar

This course focuses on the requisite knowledge and skill needed to fulfill the role of the nurse 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.

Credits 2

NURS-530 : Adv Pharmacolgy & Therapeutics

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.

Credits 4

NURS-533 : Fin & Budget Strategic Decision Making

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.

Credits 4

NURS-534 : Health Informatics, Data Analysis & Tech

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

Credits 2

NURS-535 : Psychopharmacology

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.

Credits 2

NURS-541 : Fam Psych & Mental Health NP I

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.

Credits 3

NURS-541A : Fam Psyc & Mental Health NP Prac I

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.

Credits 2

NURS-542 : Fam Psyc & Mental Health NP II

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.

Credits 4

NURS-542A : Fam Psyc & Mental Health NP Prac II

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.

Credits 4

NURS-543 : Fam Psyc & Mental Health NP III

Focuses on application of the theoretical, evidence-based, and practical 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.

Credits 2

NURS-543A : Fam Psyc & Mental Health NP Prac III

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.

Credits 5

NURS-561 : Young and Middle Adults

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.

Credits 4

NURS-561A : Young & Middle Adults Prac

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.

Credits 3

NURS-562 : Pediatrics

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.

Credits 2

NURS-562A : Pediatrics Practice

Provides opportunities to deliver advance practice care to children and adolescents in the clinical setting. Emphasizes 124 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. Corequisites: NURS 562, 564, 564A, 580.

Credits 1

NURS-563 : Lifespan of Older Adults

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, 580. Co-requisites: NURS 563A, 565, 590.

Credits 2

NURS-563A : Lifespan of Older Adults Prac

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, 580. Co-requisites: NURS 563, 565, 590.

Credits 2

NURS-564 : Women's Health

Focuses on the care of women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes. Emphasizes health promotion and maintenance, disease prevention, and treatment. Evidence-based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of primary care needs of women. Integration of 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 underserved, rural, and urban areas are examined. Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 562A, 564A, 580.

Credits 2

NURS-564A : Women's Health Practice

Credits 1

NURS-566 : Family Nurse Prac Internship I

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

Credits 2

NURS-567 : Family Nurse Prac Internship II

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 125 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.

Credits 3

NURS-579 : Leadership Synthesis for the Nursing Administrator

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: Admission to the MSN Program as a degree or non-degree seeking student.

Credits 4

NURS-580 : Contmp Roles/Iss for Adv Prac

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.

Credits 4

NURS-590 : Directed Scholarly Inquiry

Synthesizes previously acquired knowledge with focus on a scholarly research project. Students work under the guidance of faculty on selected project topics. The resulting scholarly product will be submitted, or incorporated in a larger submission, for professional presentation and/or publication. Prerequisites: NURS 500, 580.

Credits 3

NURS-595 : Special Topic

NURS-599 : Elective Credit

Credits 3

NURS-699 : Elective Credit

Credits 3

NURS-700 : Know Dev in Nsg Science

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.

Credits 4

NURS-701 : Advanced Anesthesia Anatomy and Physiology

Credits 4

NURS-702 : Theoretical Foundations & Research Metho

Philosophical and historical health related theories, as a framework for knowledge will be examined. Builds upon concepts from undergraduate nursing research to systematically examine quantitative and qualitative research methods and the reasoned critique of clinically relevant, published research. Concept of evidence-based practice and its application to the delivery of culturally congruent care to promote adaptation is critically examined. Discuss scientific information and access to health care databases to facilitate development of scholarly activity. Creation of a focused review of literature utilizing databases is explicated. Prerequisite: Admission to the Nurse Anesthesia Option.

Credits 4

NURS-705 : Information Systems & Technology App.

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.

Credits 2

NURS-710 : Biostatistics

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.

Credits 3

NURS-711 : Advanced Anesthesia Pathophysiology I

This course builds on the content from Advanced Anesthesia Anatomy and Physiology. The focus of this course is on homeostatic mechanisms, with emphasis on the interrelationships between form, function, and dysfunction at the gross and cellular levels of organization using a systems approach. The pathophysiology of cellular functions of the nervous, cardiac, musculoskeletal and respiratory systems are emphasized. Pre-requisites: All Spring I, Summer I, and Fall I Nurse Anesthesia Courses. Co-requisites: NURS 700, NURS 754, NURS 754-A

Credits 4

NURS-712 : Advanced Anesthesia Pathophysiology II

This course builds on NURS 711 and examines pathophysiology using a body-systems approach with emphasis on the interrelationships between form and function at the gross and cellular levels of organization. Emphasis will be placed on the endocrine, renal, and hematological systems in adult and pediatric individuals. Incorporates an overview of cancer and genetics. Prerequisite: All Spring 1, Summer 1, Fall 1 and Spring 2 Co-requisites: NURS 720, NURS 771

Credits 4

NURS-720 : Translational Research

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.

Credits 4

NURS-721 : Advanced Health Assessment

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: All Spring I courses Corequisite: NURS 705, NURS 710, NURS 732

Credits 3

NURS-730 : Epidemiology & Population Health

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

Credits 3

NURS-731 : Advanced Pharmacology & Therapeutics

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 Nurse Anesthesia DNP option

Credits 4

NURS-732 : Advanced Anesthesia Pharmacology I

This course builds upon the principles of general pharmacology with emphasis on basic principles of pharmacodynamics and pharmacokinetics. Specific emphasis will be placed on adjuvant drugs used in anesthesia and the effects on human systems. Areas of focus include psychopharmacological medications, prostaglandins, tocolytics, uterotonics, antineoplastic therapies, and histamine antagonists. Drugs and other treatments for acute and chronic pain are also examined. Principles of chemistry will be integrated throughout the course. Pre-requisites: All Spring I Nurse Anesthesia Courses. Co-Requisites: NURS 705, NURS 710, NURS 721

Credits 3

NURS-733 : Advanced Anesthesia Pharmacology II

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. This course will include fluid and blood management and anesthesia effects on hemodynamic parameters with appropriate interventions. Pre-requisites: All Spring I and Summer I Nurse Anesthesia Courses Co-requisites: NURS 701, NURS 741, NURS 753, NURS 753-A.

Credits 3

NURS-740 : Interprof Collaboration, Health Policy,

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.

Credits 4

NURS-741 : Adaptive Leadership

This course will focus on the adaptive leadership skills, strategies, and behaviors necessary to develop and sustain collaborative interdisciplinary relationships within complex healthcare systems.

Credits 4

NURS-742 : Strategic Systems Thinking

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.

Credits 4

NURS-753 : Principles & Practice of Anesthesia I

This course introduces students to perioperative nurse anesthesia practice, including principles and responsibilities of basic airway management, preoperative anesthesia assessment, perioperative anesthesia, and cardiac and non-cardiac monitoring. Review of anesthesia equipment and biomedical instruments are included. The advanced properties and anesthesia concepts of physics are incorporated and related to anesthetic breathing systems, basic gas laws, electrical safety, and operating environment. Prerequisite: All Spring I and Summer I Nurse Anesthesia courses. Co-requisites: NURS 701, NURS 733, NURS 741, NURS 753-A.

Credits 3

NURS-753A : Principles & Prac of Anesthesia I Lab

This is the laboratory course for NURS 753. In this course, nurse anesthesia students are introduced to the operative environment, including anesthesia equipment and anesthesia delivery systems. Concepts of basic airway equipment, basic airway management skills, proper patient positioning and safety are emphasized. This course provides guided practical experience associated with course concepts, including practice and evaluation of task specific skills. Prerequisites: All Nurse Anesthesia Courses from Spring I and Summer I. Co-requisites: NURS 701, NURS 733, NURS 741, NURS 753.

Credits 1

NURS-754 : Principles & Practice of Anesthesia II

This course introduces nurse anesthesia students to concepts necessary to plan and execute safe and individualized anesthetics. Emphasis is on 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 Spring I, Summer I, and Fall I Nurse Anesthesia courses. Co-requisites: NURS 700, NURS 711, NURS 754-A.

Credits 3

NURS-754A : Principles & Pract of Anesthesia II Lab

This is the laboratory course that accompanies NURS 754 and builds on previously acquired knowledge. 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 incorporated. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills. Prerequisite: All Spring I, Summer I, and Fall I Nurse Anesthesia courses. Corequisites: NURS 700, NURS 711, NURS 754.

Credits 1

NURS-755 : Principles & Practice of Anesthesia III

This course emphasizes advanced principles of anesthesia and anesthesia techniques and related skills. The specific areas of focus include individualized anesthesia management for intrathoracic, vascular, cardiovascular, and intracranial procedures. Incorporation of acquired knowledge with emphasis placed on the management of patients with disease processes, including but not limited to, cardiovascular, renal, hepatic, and neurological disorders. Prerequisite: All Spring I, Summer I, Fall I, Spring II, and Summer II Nurse Anesthesia courses. Co-requisites: NURS 730, NURS 755-A, NURS 772, NURS 781.

Credits 3

NURS-755A : Prin & Prac of Anesthesia III Lab

This laboratory course builds on previous simulation experiences, and incorporation of specific content, twelve lead electrocardiogram analysis and interpretation, simulated experiences with one-lung ventilation, cricothyrotomy, and placement of arterial and central line catheters with ultrasound guidance. Introduction to ultrasound guided regional anesthesia. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills. Prerequisite: All Spring I, Summer I, Fall I, Spring II, and Summer II Nurse Anesthesia courses. Co-requisites: NURS 755, NURS 772, NURS 781.

Credits 1

NURS-756 : Principles & Practice of Anesthesia IV

This course emphasizes advanced principles of anesthesia related skills and techniques with focus on high-risk obstetrics. The course will focus on the management of acute and chronic pain and the incorporation of ultrasound guided peripheral nerve blocks. Crisis management application is simulated with high fidelity mannequins in a variety of monitored scenarios.

Credits 3

NURS-757 : Anesthesia Principles & Practice V

This course emphasizes advanced principles of anesthesia concepts and techniques. Concepts include providing individualized perianesthesia care for patients with complicated morbidities, comorbidities in urgent and emergent conditions such as trauma, burns, organ transplant recipients, organ transplant donors, high-risk pediatrics including congenital and fetal abnormalities, and crisis management demonstration utilizing high-fidelity simulation. Prerequisite courses: All Spring I, Summer I, Fall I, Spring II, Summer II, Fall II, and Spring III Nurse Anesthesia courses. Co-requisites: NURS 777, NURS 782.

Credits 2

NURS-760 : DNP Practice I

This course 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.

Credits 3

NURS-761 : DNP Practice II

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

Credits 3

NURS-771 : DNP Anesthesia Clinical Practicum I

Applies introductory anesthesia nursing knowledge regarding the delivery of anesthesia at a beginning level of competence for a variety of procedures in various clinical settings and across the patient lifespan. Introduces clinical care with supervised participation in actual administration of anesthesia. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Student will analyze aspects of a pertinent health history and chart review. Students will prepare verbal and/or written care plans regarding the formulation and implementation of appropriate management for adult patients, undergoing elective procedures from low to moderate risk. Emphasizes 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. Emphasizes technical skills of airway management, to include mask management and laryngoscopy with endotracheal intubation. Reinforces and guides processes related to maintaining ethical and legal conduct, including verbal communication, record keeping, and confidentiality of patient information. 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. A minimum of 50 practice hours must be fulfilled to complete this course. Prerequisites: All Spring I, Summer I, Fall I, Spring II Nurse Anesthesia courses. Co-requisites: NURS 712, NURS 720

Credits 6

NURS-772 : DNP Anesthesia Clinical Practicum II

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. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Continued instruction is provided on aspects of a pertinent health history and chart review, the formulation and implementation of appropriate management plans for adult patients, 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. Pharmacogenomics and the importance of culture will be emphasized when planning a creating an individualized anesthesia plan for patients. 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. A minimum of 50 practice hours must be fulfilled to complete this course. Prerequisites: All Spring I, Summer I, Fall I, Spring II and Fall II Nurse Anesthesia courses. Co-requisites: NURS 755, NURS 755-A, NURS 781.

Credits 6

NURS-773 : DNP Anesthesia Clinical Practicum III

This course focuses on the delivery of anesthesia to patients undergoing a variety of procedures in clinical settings and may incorporate on-call experiences and specialty rotations in student practice. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regimen along the educational/experiential continuum. Guidance on timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans for patients. Pharmacogenomics and the importance of cultural care will be emphasized when creating an individualized anesthesia care plans. This course provides practice immersion for the preparation of advanced practice nurses with a Doctor 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 125 practice hours must be fulfilled to complete this course. Pre-requisites: All Spring I, Summer I, Fall I, Spring II, Summer II and Fall II Nurse Anesthesia courses. Co-requisites: NURS 742, NURS 756.

Credits 6

NURS-777 : DNP Anesthesia Clinical Practicum IV

This course focuses on the delivery of anesthesia to patients undergoing a variety of procedures in clinical settings and may incorporate on-call experiences and specialty rotations in student practice. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans; including, pediatric, obstetric, cardiac, neurological, and other specialty areas. Pharmacogenomics, and the importance of cultural care will be emphasized when creating individualized anesthesia care plans. This course provides practice immersion for the preparation of advanced practice nurses with a Doctor 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 125 practice hours must be fulfilled to complete this course. All Spring I, Summer I, Fall I, Spring II, Summer II, Fall II, and Spring III Nurse Anesthesia courses. Co-requisites: NURS 757, NURS 782.

Credits 6

NURS-778 : DNP Anesthesia Clinical Practicum V

This course focuses on the delivery of anesthesia to patients with enhanced emphasis on development of independent practice, including student performance as the primary nurse anesthetist with the clinical preceptor acting as a consultant. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. On-call and specialty rotation opportunities may be provided. Demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations. The ability to formulate complex anesthesia care plans for individualized patients and emergency situations and cases; including pediatric, obstetric, cardiac, neurological, and other specialty areas. In this semester the students synthesize and integrate all aspects of anesthesia care. Students should be transitioning for entry into practice. This course provides practice immersion 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 complete and evaluate their DNP project. A minimum of 150 practice hours must be fulfilled this course. Prerequisite: All Spring I, Summer I, Fall I, Spring II, Summer II, Fall II, and Spring III Anesthesia courses. Co-requisite: NURS 783, NURS 789.

Credits 6

NURS-781 : DNP Project I

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.

Credits 2

NURS-782 : DNP Project II

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

Credits 2

NURS-783 : DNP Project III

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: NURS 782

Credits 2

NURS-789 : Advanced Anesthesia Synthesis

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, Spring III, Summer III Nurse Anesthesia courses. Co-requisite: NURS 778, NURS 783

Credits 3

NURS-795 : Special Topic

NURS-799 : Elective

Forensic Dentistry

FDENT-801 : Intro to Forensic Science

Credits 2

FDENT-802 : Clinical Head & Neck Anatomy

Credits 3

FDENT-803 : Forensic Radiology

Credits 2

FDENT-804 : Forensic Research Methods

Credits 2

FDENT-805 : Forensic Science Journal Club

Credits 1

FDENT-806 : Intro to Forensic Science

Credits 3

FDENT-807 : Statistics for Research

Credits 3

FDENT-808 : Dental Ethics

Credits 1

FDENT-809 : Dental Specialties Review

Credits 2

FDENT-810 : Forensic Dentistry Research & Manuscript

Credits 1

FDENT-811 : Statistics for Research II

Credits 3

FDENT-812 : Forensic Odontology II

Credits 3

FDENT-813 : Forensic Science II

Credits 3

FDENT-815 : Forensic Dentist Research & Manu III

Credits 6

Doctor of Med in Dentistry

DMD-700 : Oral Histology

This course establishes the foundation of normal oral histology, embryology, and the surrounding extraoral and intraoral structures. Topics include the embryologic development and related histology of the orofacial structures, which is a fundamental element in the oral health science and provides the background for Oral Pathology, Operative Dentistry, Endodontics, and Periodontics.

Credits 0.5

DMD-701 : Found Mod Oral Healthcare I

This course will introduce students to the structure and function of the healthcare system. The course will also lay the groundwork in establishing the student as a lifelong learner who will uphold the professional and ethical standards of the Doctor of Medicine in Dentistry

Credits 1.5

DMD-702 : Oral Health Science

This course is continuous, throughout the D1 and D2 year (I - VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 10

DMD-703 : Community Outreach

This course is continuous throughout the D1, D2, D3, and D4 year (I - XI) and involves community service-learning theory and practice. Courses I - III focus on Health Promotion. Through Remote Area Medical, the Health Wagon, and Smile TN, students' partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMD-704 : Head and Neck Anatomy

This course is designed to provide dental students with the anatomical foundation of dentistry and entails the study of regional and systemic anatomy. Presented through didactic, case-based learning, and experiential learning pedagogy, this course focuses on conceptual anatomy, demonstrating the dental significance of anatomical structures including the skull, face, oral cavity, and cranial cavity are critical to the practice of dentistry.

Credits 4

DMD-705 : Oral Hlth Sci w/Case Studies II

This course is continuous, throughout the D1 and D2 year (I - VI) with integrated didactic and laboratory components to take the student from dental materials, dental morphology and occlusion, basic through advanced clinical dentistry including radiology, oral medicine, nutrition, periodontics, rotary endodontics, cariology, operative dentistry, fixed prosthodontics including CAD/CAM and implant dentistry, removable prosthodontics, oral surgery including temporomandibular function and dysfunction, pediatric dentistry, and orthodontics including Invisalign while utilizing case-studies and an evidence-based approach to simulate patient cases and treatment. Students will participate in simulated clinical competency evaluations, including radiographic interpretation and diagnosis, oral health sciences, oral medicine, and treatment planning while developing the psychomotor skills necessary to practice Comprehensive General Dentistry.

Credits 10

DMD-706 : Found Mod Oral Hlthcare II

This course will introduce students to the structure and function of the healthcare system, including topics in health policy, professionalism, research, and the dentist-patient relationships. These areas are topics such as epidemiology and population health, interprofessional education, evidence-based dentistry, research ethics, and public health and disease surveillance. The course will include introducing the importance of standard precaution and disease prevention, along with topics in global health and the epidemiology of infectious diseases.

Credits 1.5

DMD-707 : Interprofessional Educ I

This course introduces the student dentist to activities that offer knowledge-based information, focused on describing roles and responsibilities, and demonstrates awareness of interprofessional communication and teamwork required across the health profession. Concentrating on the interprofessional team dynamics as they relate to individual team members' values and the impact on team functioning in ethical dilemmas.

Credits 0.5

DMD-708 : Commun Outreach/Serv Lrng II

This course is continuous throughout the D1, D2, D3, and D4 year (I - XI) and involves community service-learning theory and practice. Courses I - III focus on Health Promotion. Through Remote Area Medical, the Health Wagon, and Smile TN, students partner with non-profit agencies and programs serving the underserved populations of Tennessee, Kentucky, Virginia, and Georgia. Additionally, students will visit elementary and junior high schools to provide health promotion education to students in oral disease prevention, tobacco cessation, and drug avoidance. Student engagement, reflection, reciprocity, and public dissemination are vehicles for the implementation of service-learning. These courses are designed to enhance students' understanding of the social determinants of illness, community public health dentistry, and civic engagement.

Credits 0.5

DMDSYS-701 : Medical Gross Anatomy

Medical 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. Laboratory dissections will be utilized throughout the entire course. 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 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.

Credits 5.5

DMDSYS-711 : Molecular Fund of Medicine I

The Molecular Fundamentals of Medicine I (MFM I) course is designed to provide each student with an integrated understanding of the basic biochemical, molecular, and cellular principles underlying cell structure and function in health and disease. The course integrates the basic science disciplines of molecular and cellular biology, biochemistry and metabolism, pathology, and medical genetics within the context of their clinical applications to basic biomedical sciences. Students will gain an understanding of (1) human molecular biology and genetics; (2) cellular biology and metabolism (3) cellular, molecular, and metabolic abnormalities resulting in pathological conditions and disease; and (4) the molecular basis for clinical diagnosis and therapy.

Credits 6

DMDSYS-712 : Molecular Fund of Medicine II

MFM II focuses on the function of the human immune system and the infectious diseases that afflict body uses normal microbiota and various components of the immune system for self-regulation, self- healing, and health preservation to protect us from infection and disease. The microbiology content is delivered in a "bug parade" manor to study the characteristics, disease presentation, and pathology caused by individual microorganisms allowing students to determine the diagnosis and treatments of infectious diseases. It is an integrated course introducing the student unfamiliar with microbiology to foundations of bacteriology, virology, parasitology, and mycology.

Credits 7

DMDSYS-714 : Medical Histology

Medical Histology gives students a foundation in the basic structural and functional organization of cells and tissues in the human body. The course focuses on the histologic study of basic tissue types and the microscopic anatomy of major organs and organ systems. 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 histopathology presented in the second-year systems courses

Credits 4

DMDSYS-715 : Medical Neuroanatomy

This course provides a thorough survey of the central, peripheral, and autonomic nervous systems. The basic science components will include embryologic neural development, neuroanatomy, and neurophysiology.

Credits 3

DMDSYS-716 : Medical Physiology

This course is a comprehensive study of normal human physiology organized by system, with an emphasis on integration and control based on the body's innate capacity for regulation and healing. Students are also introduced to failures of the regulatory systems, due either to internal or external pathology. The major class activities are lectures and team-based learning (TBL) exercises. TBL activities are problem-solving exercises to reinforce learning.

Credits 7.5

DMDSYS-717 : Medical Basic Pharmacology

The course is designed to build a foundation of pharmacologic knowledge. Drug modes of action and physiologic effects that stem from drug actions are introduced systematically by pharmacologic class with emphasis placed upon prototypical and commonly used members from each pharmacologic class.

Credits 4

PA Remediation Course

PARC-500 : PA Remediation Course

The Physician Assistant Remediation Course (PARC) is a directed studies style course in which students achieve mastery of knowledge and competency based objectives. The instructional objectives and the learning outcomes for the course are individualized for each student and will be based on documented areas of deficiency from Physician Assistant (PA) Program assessments. Students are assigned a faculty mentor during the course who will provide instructional, professional and administrative support as well as direction on the individualized course assessments. The course structure will be a combination of mentor directed instruction, directed lab time, reading and/or online learning. Assessment type(s) will be based upon the individualized learning outcomes for each student and may include computer based testing, written assignments/ reports, skills testing or oral presentations. Students may only enroll in this course at the discretion of the School of Medical Sciences (SMS) Associate Dean of Academic Affairs and only after referral by the appropriate PA Program's Student Progress Committee. This is a non-credit course and may be of one to three months in duration. It may be repeated as determined by the PA Program's Student Progress Committee and SMS Associate Dean of Academic Affairs.

Physician Assistant Studies

PAS-500 : Intro Phys Assist Profession

This course is designed to introduce the student to the inner workings of the PA profession; its history, development, organizations, current trends in the profession, the physician/PA team, professionalism, patient consent, HIPAA, credentialing, and licensure. This course also explores cultural issues and patient care, quality assurance, and risk management.

Credits 1

PAS-501 : Clinically Oriented Anatomy & Dissection

Credits 5

PAS-502 : Clin Oriented Anat & Dissect II

Credits 4

PAS-503 : Clin Oriented Anat & Dissec III

Credits 4

PAS-505 : Pharmacology I

This course will introduce students to the general principles of pharmacology (pharmacokinetics, pharmacotherapy, and pharmacodynamics). The focus will be the basic science principles that provide the foundation for clinical pharmacology and pharmacotherapeutics. The course will also review medical microbiology, human biochemistry and physiology as it relates to pharmacokinetics and pharmacodynamics.

Credits 1

PAS-506 : Foundations of Clinical Medicine

This course focuses on the basic sciences that serve as the foundation for the practice of clinical medicine. Students will undertake an advanced study of human physiology, genetic and molecular mechanisms of health and disease, and microbiology. Students will also learn basic principles of pharmacology such as pharmacokinetics, pharmacodynamics, drug absorption, metabolism, and excretion. This course will highlight anatomical, physiological, and pharmacologic principles related to human organs, systems, and cellular function that can then be applied to clinical medicine, disease processes, and pharmacotherapeutics. Instruction is primarily in lecture and small group discussion. Student learning is assessed primarily with multiple-choice and short answer question examinations.

Credits 7

PAS-507 : Intro Patient Eval, Clin Skill

This course provides students with an introduction to the clinical psychomotor skills necessary for evaluating patients and performing common clinical procedures. Students learn how to conduct and document a complete medical history and physical examination. Students are also introduced to the interpersonal and communication skills necessary for the effective exchange of information and collaboration with patients, families, and other health care professionals. Students also complete American Heart Association (AHA) or similar related courses. Instruction is primarily in lecture, laboratory sessions, and small group activities. Student learning is assessed primarily with multiple-choice question examinations, short answer questions, simulated patient encounters, and writing assignments.

Credits 5

PAS-510 : Anatomy

This course is focused on the body's structure. The course is organized according to six major body regions: lower limb and back; upper limb; thorax; abdomen; pelvis; and head and neck. Lectures, tutorials, and computer aided instruction will be given throughout the course. Students will work with prosections in the anatomy laboratory. Each student is expected to learn anatomical terminology as well as three-dimensional and radiological anatomy. Throughout the course students will be challenged to relate the anatomy to the solution of clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of written and laboratory practical examinations.

Credits 5

PAS-511 : Patient Asmnt & Clin Skills I

Credits 5

PAS-512 : Patient Asmnt & Clin Skills II

Credits 5

PAS-513 : Patient Asmnt & Clin Skills III

Credits 5

PAS-515 : Physiology/Pathophys I

This is the first of three courses covering human physiology and pathophysiology. In particular, this course covers the normal physiologic concepts, mechanisms and relevant anatomy involved in the healthy individual. In some cases, pathophysiology and disease mechanisms and presentation will also be discussed to add additionally layers of context to the material and how it relates with material presented in concomitant and subsequent courses. Additional clinical correlate and exam sessions will also be required components. Individual study and group work/presentations will be required. Time management, a high level of organization, team work and self-motivation are essential to success in this course

Credits 1

PAS-516 : Physiology,Pathophys II

This is the second of four course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of cellular physiology, fundamentals of regulatory and organ systems physiology. In this second course, students will build on and apply their knowledge to analyze the pathophysiology of hematology, as well as the renal, endocrine, cardiovascular and respiratory systems. This course runs in parallel with Clinical Medicine I (PAS 550) and Pharmacology/Pharmacotherapy I (PAS 535), covers the same organ systems; and is designed to lay the foundation for those courses

Credits 2

PAS-517 : Physiology/Pathophys III

This is the third of three course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of cellular physiology, fundamentals of regulatory and organ systems physiology. In this third course, students will build on and apply their knowledge to analyze the pathophysiology of neurologic, orthopedic, rheumatologic, gastrointestinal, and reproductive systems. This course runs in parallel with Clinical Medicine II (PAS 551) and Pharmacology/Pharmacotherapy II (PAS 536), covers the same organ systems; and is designed to lay the foundation for those courses.

Credits 2

PAS-520 : Physical Diagnosis I

This course is designed to introduce the student to patient history taking and communication skills. Students will begin using medical diagnostic equipment as they develop the skills needed to perform complete and focused physical examinations. This course is in the lecture, small group, and laboratory formats. Students will examine assigned laboratory partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. Students will build on their clinical assessment and documentation skills through participation in small group case studies and Objective Structured Clinical Encounters (OSCE) using human patient simulators. In addition, students will complete the Basic Life Support (BLS) and learn airway management skills.

Credits 3

PAS-521 : Phys Diagnosis II

This course is a continuation of Physical Diagnosis I. Students will learn additional components of the physical examination, recognize abnormal and normal findings, and communicate the information in oral and written formats. Special issues involving the health histories and physical examination of the pediatric and geriatric patient will be addressed. Students will also learn and practice the male and female genitourinary examination on human patient simulators. Students will build on their clinical assessment, documentation, and Basic Life Support (BLS) skills through small group case studies, OSCEs, and 3-D mannequin simulations. In addition, students will complete the Advanced Cardiac Life Support (ACLS), learn venipuncture and intravenous catheter insertion, and practice airway management skills.

Credits 3

PAS-525 : Med Law,Ethics,Hlth Care Del

This course is designed to provide a fundamental level of knowledge of the structure and function of the U.S. healthcare delivery system, its medical laws, and the ethical theories and issues associated as they apply to the PA and PA/physician team. Issues discussed will include reimbursement, inequality to accessing health care issues, health care policies, and the roles of the different members of the health care professional team.

Credits 1

PAS-530 : Clin Lab Med, Genetic Testing

Credits 2

PAS-531 : Prin of Clin Medicine I

Credits 5

PAS-532 : Prin of Clin Medicine II

Credits 7

PAS-533 : Prin of Clin Medicine III

Credits 7

PAS-535 : Pharm,Pharmacotherapeutics I

The focus of this course is basic pharmacology and pharmacotherapeutics of selected drug classes. The course runs parallel to Physiology/Pathophysiology II (PAS 516) and Clinical Medicine I (PAS 550) courses and is designed to provide a background understanding of medication actions in health and disease.

Credits 2

PAS-536 : Pharm/Pharmacotherapeutics II

This is the second course in Pharmacology and Pharmacotherapeutics. Students will add to their knowledge of general principles of pharmacology, pharmacokinetics, and pharmacotherapeutics. The course runs parallel to the Physiology/Pathophysiology III (PAS 517) and Clinical Medicine II (PAS 551) courses and is designed to provide a background understanding medication actions in health and disease.

Credits 2

PAS-540 : Behavioral Medicine

Credits 2

PAS-541 : Physician Assistant Pract I

Credits 2

PAS-542 : Physician Assistant Pract II

Credits 2

PAS-543 : Physician Assistant Pract III

Credits 2

PAS-545 : Clinical Skills I

This is the first of a two-semester course designed to help students develop clinical and procedural skills common to office and emergency department settings. Students will receive instruction in lumbar puncture, slit lamp evaluation, insertion of nasogastric and urinary catheters, interpretation of images obtained by x-ray, computed tomography, and magnetic resonance imaging), examination of the neurologic system, special orthopedic examination techniques, joint injection/aspiration, and interpretation of cardiac rhythm strips and 12-lead electrocardiographs. Students will have an opportunity to practice learned skills during laboratory sessions. Additionally, students will have an opportunity to practice previously learned skills of airway management, venipuncture, and peripheral venous access during open laboratory sessions. Students will build on their clinical assessment and documentation skills learned in PAS 520 and PAS 521, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) skills through OSCEs and 3-D mannequin simulations. In addition, students will complete the Pediatric Advanced Life Support (PALS) course.

Credits 3

PAS-550 : Clinical Medicine I

This course is designed to examine the epidemiology, etiology, clinical presentation, diagnostic evaluation, management, and follow-up of various diseases and disorders encountered in the primary care setting. Students will learn how to formulate differential diagnoses, recognize important history and physical examination clues, order appropriate diagnostic studies, interpret the results of the diagnostic studies, and apply this information to the diagnosis and treatment of various diseases and disorders encountered in the primary care setting. This course emphasizes diseases and disorders related to the immune (infectious disease), hematologic (including oncology), renal, endocrine, cardiovascular, and pulmonary systems.

Credits 9

PAS-551 : Clinical Medicine II

This course is a continuation of Clinical Medicine I (PAS 550) examining the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation and management of various diseases and disorders. Students will learn to correlate epidemiologic data, physiology and pathophysiology concepts, and history and physical examination findings to formulate differential diagnoses for common complaints found in the primary care setting. Students will learn what diagnostic studies are indicated for a given clinical presentation, how to interpret the results of those diagnostic studies, and how to decide if follow-up testing is required. Students will also learn the appropriate pharmacologic and non-pharmacologic management for common complaints found in the primary care setting. Emphasis in this course will be on conditions of the neurologic, ophthalmologic, otolaryngologic, gastroenterologic, rheumatologic, musculoskeletal, and reproductive systems.

Credits 9

PAS-552 : Clinical Medicine III

This course is a continuation of Clinical Medicine I (PAS 550) and Clinical Medicine II (PAS 551) studying the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of common conditions encountered in the primary care setting. This course will focus on the health maintenance and evaluation and management of common disorders encountered in pediatric and geriatric patients. Students will also learn the etiology, epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of dermatologic conditions encountered in the primary care setting. Additionally, students will learn how to evaluate and manage common conditions encountered in the hospitalized patient and provide for patient safety.

Credits 5

PAS-560 : Research Methods

This course emphasizes the incorporation of evidence-based medicine, through evaluation and interpretation of current research, into clinical practice. Students will become familiar with research methodology and various forms of research presentation. Methods for critically appraising medical literature and strategies for keeping current with new medical findings are stressed throughout the course. Additionally, students will be instructed on how to complete a patient education materials, poster presentations, clinical application papers, and research papers.

Credits 2

PAS-565 : Surgery/Emergency Medicine

In this course students will learn the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of common surgical conditions and emergent medical conditions. Students will learn the important concepts necessary for pre-, intra-, and post-operative care of surgical patients. Students will also learn how to prioritize the evaluation and management of patients presenting with acute surgical and emergent medical conditions. Students will have the opportunity to practice concepts learned in this course and build on their clinical assessment and documentation skills, Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) skills through OSCEs and 3-D mannequin simulations.

Credits 2

PAS-575 : Public Health Issues

This course will introduce students to public health initiatives unique to the United States, and more specifically, rural Appalachia. The areas of health communication and cultural competency will be discussed as it applies to public health initiatives. Students will identify community resources and health services of benefit to individual patients and the community.

Credits 2

PAS-600 : Capstone Project

This course is designed to enable PA students to interpret research, write scholarly papers on approved topics in clinical medicine and do various other activities, including obtaining certifications and participation in continuing medical education which leads to professional development of the student.

Credits 4

PAS-601 : PA Rotation Placeholder

Credits 4

PAS-602 : Clin Conf/Clin Phase Cum Asmnt

Credits 6

PAS-610 : Family Medicine

This is a required 8-week rotation in family practice under the supervision of a clinical site preceptor. The student will gain experience and be able to integrate the knowledge and skills learned during the didactic phase to interact with patients and their families, order and interpret lab and diagnostic tests, evaluate, and manage patients effectively. Students will have the opportunity to manage acute and chronic care in addition to patient education and increase their knowledge in the use of psychoactive pharmaceuticals. (Minimum of 240 hours for rotation)

Credits 4

PAS-611 : Family Medicine - Outpatient

Credits 4

PAS-620 : Internal Medicine

Credits 8

PAS-621 : Internal Medicine-Inpatient

Credits 4

PAS-622 : Internal Med-Outpatient

Credits 4

PAS-625 : Behavioral Medicine

This is a required 4-week rotation under the supervision of the site preceptor in which students will have the opportunity to learn about behavioral health conditions and interact with patients and their families. The student will gain experience in interviewing and assessing the behavioral health patient, ordering and interpreting lab and diagnostic tests, evaluating, and managing patients in a behavioral health setting. (Minimum of 120 hours for rotation)

Credits 4

PAS-630 : Emergency Medicine

This is a required 4-week rotation under the supervision of the site preceptor in which the student will have the opportunity to evaluate and treat a wide variety of urgent, emergent and life-threatening conditions. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to improve their oral presentations in a fast-paced environment. This rotation should give the student the opportunity to practice many clinical procedures such as suturing, endotracheal intubation, and ACLS. (Minimum of 120 hours for rotation)

Credits 4

PAS-631 : Behavioral Medicine

Credits 4

PAS-640 : Surgery

This is a required 4 week rotation in surgery under the supervision of a clinical site preceptor. The student will participate in pre, peri, and postoperative care. Students will gain experience in the evaluation of acutely ill surgical patients, assist in surgery, and identify indications, contraindications, and potential complications. (Minimum of 120 hours for rotation)

Credits 4

PAS-641 : Pediatric Medicine

Credits 4

PAS-650 : Pediatrics

This is a required 4 week rotation in pediatrics under the supervision of a clinical site preceptor. The student will refine their history taking and physical examination skills in the pediatric population, perform well child checks, evaluate children for developmental milestones, and diagnose and treat acute and chronic illnesses in children and adolescents. The student will have the opportunity to educate and counsel the patient and their parent or guardian. (Minimum of 120 hours for rotation)

Credits 4

PAS-651 : Women's Health

Credits 2

PAS-660 : Elective

This is a required 4 week rotation in a field chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine. The site must be approved by the Director of Clinical Education. (Minimum of 120 hours for rotation)

Credits 4

PAS-661 : Emergency Medicine

Credits 4

PAS-665 : Selective

This is a required 4 week rotation in one of the core rotations that is chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine chosen from the core rotation options. The site must be approved by the Director of Clinical Education. (Minimum of 120 hours for rotation)

Credits 4

PAS-670 : Women's Health

This is a required 4 week rotation under the supervision of the site preceptor in which students will have the opportunity to see a wide variety of concerns related to the female reproductive system. Students will further develop their knowledge of assessment and treatment, preventive care, and screening recommendations of women's health issues. The rotation will also provide the opportunity for the student to become more familiar with women's health exams, pregnancy, menopause, and infertility. The student will have opportunities to participate in pre- and post-natal care. (Minimum of 120 hours for rotation)

Credits 4

PAS-671 : Orthopedic Surgery

Credits 4

PAS-680 : Elective I

This is a required 4-week rotation in a field chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine. The site must be approved by the Director of Clinical Education and will optimally be scheduled later in the clinical year. Minimum of 120 hours for rotation. Semester hour(s): 4.0. Prerequisite(s): PAS 500, 505, 51

Credits 4

PAS-681 : General Surgery I

Credits 4

PAS-685 : Elective II

This is a required 4-week rotation in a field chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine. The site must be approved by the Director of Clinical Education and will optimally be scheduled later in the clinical year. Minimum of 120 hours for rotation. Semester hour(s): 4.0. Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552

Credits 4

PAS-690 : Orthopedics

This is a required 4 week rotation in orthopedics under the supervision of the site preceptor. Students will have the opportunity to develop skills to care for patients with orthopedic problems that can be found in the primary care setting. Students will have the opportunity to participate in pre-, intra-, and postoperative care. (Minimum of 120 hours for rotation)

Credits 4

PAS-691 : Selective I

Credits 4

PAS-692 : Selective II

Credits 4

PAS-693 : Selective III

Credits 4

PAS-694 : Selective IV: Surg/Med

Credits 4

Master of Veterinary Biomedical Science

The **Master of Veterinary Biomedical Sciences (VBMS)** program 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.

The VBMS program **does not guarantee admission to any professional program, at LMU or elsewhere.**

Master of Veterinary Biomedical Science Admissions

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. Each applicant is evaluated holistically by considering each required element of the application package.

Eligibility

All applicants to the VBMS program must:

- hold a bachelor's degree from an institution with regional accreditation or equivalent verification in the case of international degrees
- have a 2.7+ cumulative (CUM) GPA

Any applicant who has attempted DVM-level coursework prior to applying to the VBMS program at LMU-CVM must demonstrate a cumulative GPA of 2.0+ in their professional coursework *and* request a Recommendation Questionnaire from the Dean or Administrator at their previous CVM. Applicants who fail to meet this standard and/or do not receive a recommendation from their past CVM Dean/Administrator do not qualify for admission to the VBMS program at LMU-CVM. Both conditions must be met to qualify for admission consideration.

Required Prerequisite Coursework

All applicants to the VBMS program must demonstrate successful completion of the following required prerequisite coursework prior to their intended starting semester with a GPA of 2.0+:

- Six (6) credit hours of **English**
 - *Reading and/or Composition courses can count towards this total.*
- Six (6) credit hours of **Mathematics** at the College Algebra level or higher
 - *Probability and Statistics can count towards this total.*
- Sixteen (16) credit hours of **Biological Sciences** with labs
 - *Eight (8) credits of General Biology*

- *Eight (8) credits of upper-level Biology*
- Twelve (12) credit hours of **Chemistry**
 - *Six (6) credits of **Organic Chemistry** and labs*
 - *Six (6) credits of **General Chemistry** and labs*
- Three (3) credit hours of algebra- or calculus-based **Physics** with labs
- Three (3) credit hours of **Biochemistry**
- **Probability and Statistics**
- **Molecular Genetics**

*To achieve the required 2.0+ required GPA in the above listed prerequisite coursework, applicants must demonstrate a C or better in that coursework. Applicants who earned a C-, D, or F in any of the above listed required prerequisite coursework do not meet the admissions requirements and thus are not eligible for the VBMS program.

VBMS Required Application Materials

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended
 - Two (2) letters of recommendation*
 - One (1) personal statement that professionally articulates a response to the following prompt:
 - *How will the VBMS program help you achieve your career goals?*
 - Application fee (PostbacCAS fee + LMU Application fee)
 - Full CV

*Letters should be requested from the applicant's instructors (natural science instructor recommended), a veterinarian familiar with the applicant's experiences in veterinary medicine, or a health professions advisory committee.

VBMS Admissions Procedure

Upon receipt of a **complete and verified** application through PostbacCAS, the following process will commence:

1. **Initial Review:** The LMU-CVM Office of Graduate Programs will confirm that all required elements of the application have been received. Incomplete applications will be returned to the applicant for resubmission with missing materials noted.
2. **Committee Review:** The VBMS Admissions Committee will review the application and assess the strength of the whole packet. Applicants who meet the criteria for admission will be invited for a committee interview.
3. **Admission Interview:** The Zoom interview will allow committee members to assess the applicant's fit with the VBMS program.

4. **Recommendation and Dean's Decision:** The committee will make a recommendation of admission to the LMU-CVM Dean. The Dean will make the final decision of admission.
5. **Admission Decision Notification:** The LMU-CVM Office of Graduate Programs will make the notification of the Dean's decision to each applicant.

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file.

Upon acceptance into the graduate program, applicants will receive an official packet of materials including an acceptance letter and any other items than may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

Applicants with Foreign Coursework

Applicants to the VBMS program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.
- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#).

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the [Student Financial Services](#) team.

VBMS Degree Completion after Matriculation to LMU-CVM DVM Program

Students previously enrolled in the VBMS program who become new CVM-I students prior to completion of the VBMS degree may complete their VBMS courses at no additional tuition charge above tuition paid for their CVM-I year, provided the total credits in courses for both programs do not exceed the maximum number in the typical CVM-I schedule (see CVM Course Catalog for credit hours). VBMS 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. Students desiring to complete the MS degree in CVM-II 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 other VBMS credit hours for that year.

Note: Matriculation to LMU-CVM's DVM Program prior to completion of the VBMS program is unusual and should **not** be expected. VBMS students should expect to complete both semesters of the program.

VBMS Academic Progress, Standards, and Policies

VBMS Program Requirements for Graduation

A minimum of 30 (VBMS) credit hours graduate coursework 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 GPA of 2.85 or greater to be awarded the degree unless otherwise required to be higher.

The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The student should review their academic progress on MyLMU by accessing WebAdvisor for Students, Academic Planning, and then Program Evaluation

to access their academic evaluation. This document also represents the Intent to Graduate form which is signed and submitted to the Registrar's Office by the specified due date for participation in the commencement ceremony and conferring of degree.

Students are also required to complete all program and University assessments and surveys.

VBMS Curriculum

The Master of Veterinary Biomedical Science (VBMS) curriculum is a full-time two-semester program leading to the Master of Science (M.S.) degree. The curriculum is designed to provide 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.

Employment while Enrolled

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.

Enrollment in other Master Programs

No student will be permitted 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 VBMS semesters.

Enrollment Status as Determined by Credit Hours

Full-time status as a VBMS graduate student is a minimum of nine (9) graduate credits in a Fall or Spring semester, or six (6) during a summer session. Generally, VBMS students enroll in 15 credit hours per Fall and Spring semester. Summer session courses are not guaranteed.

Students must be registered for a minimum of six (6) credit hours to qualify for financial aid. Contact the Office of Student Financial Services for more information if necessary.

Attendance

Graduate students in the Master of Veterinary Biomedical Science degree program are required to follow the attendance policies of each of the courses in which they are registered.

Participation in Research Courses

Scholarly work is a desirable characteristic of a veterinary school or residency applicant. 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. Capacity for students to participate in research projects is limited by the number and workload of supervisory faculty members in the several departments. 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.

Research Travel Awards

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. 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 submit 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. Students must submit their own application.

The Office of the CVM Dean, or its assignees, will review all applicants and make the awards. Awards may be granted multiple times each budget year depending on available funds.

Participation in DVM Courses

Participation in DVM-level courses is dependent on past academic performance, capacity, and adhering to ethical and behavioral standards. Prerequisites 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.

Academic Performance in Professional Courses

If a grade of "B" or better is earned in DVM-level courses, students who are accepted into the LMU-CVM DVM program will not have to repeat the classes during their first year at 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 and Tutors.

These credits will be considered transfer credits, and thus any student who transfers credits from the VBMS program into the LMU-CVM DVM program will not be eligible for Valedictorian or Salutatorian awards. See the LMU-CVM Student Handbook for more information.

Guaranteed Interview to LMU-CVM DVM Program

Students who achieve a cumulative 3.0+ graduate GPA over at least 15 credits in the VBMS program *and* complete their Veterinary Medical College Application Services (VMCAS) application and apply to LMU-CVM will be granted an interview with the LMU-CVM.

Students who perform below the 3.0+ graduate GPA standard in a 15-credit hour semester will **not** receive a guaranteed interview. Students placed on academic probation should not expect an interview to the LMU-CVM DVM program.

An interview does **not** guarantee admission to the LMU-CVM DVM program, or any other professional program at any other institution.

VBMS Addendum to LMU-CVM Leaves of Absence Policy

For a student in the thesis track of the VBMS program, the petition for a leave of absence 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 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 graduate program.

Maximum Timeframe for Program Completion

Students must complete their studies within two (2) years after initial registration, unless they are dually enrolled in a professional program. Students in the VBMS thesis track must complete all requirements within three (3) years of full-time enrollment or five (5) years part-time enrollment after initial registration.

A request for an extension requires the approval of the VBMS Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

VBMS Program Committees Veterinary Biomedical Science Admissions Committee

When reviewing application files, the committee looks at numerous applicant criteria including undergraduate/graduate coursework, letters of recommendation, essay, personal statement, and any other pertinent materials that may be included with the file. The committee may consist of faculty members from collaborating programs, including LMU-CVM and the School of Mathematics and Sciences; the Program Director; or other representative from the Graduate Council.

Veterinary Biomedical Science Thesis Supervisory Committees

The appointment of all Thesis Supervisory Committee members is made by the CVM Dean upon recommendation and agreement by the Thesis Faculty Advisor and graduate student. The committee consists of

members with relevant expertise to support the student's research topic and includes the Chair (CVM faculty) and a minimum of 2 additional graduate faculty members, with at least one chosen from CVM faculty. Additional information about this committee and thesis guidelines are found in the M.S. Thesis Guidebook.

LSCI-503 : Advanced Molecular Genetics & Cell Biology

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.

LSCI-510 : Principles of Physiology

This 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.

Credits 3

Semester Offered

Spring

LSCI-601 : Applied Pharmacology

Students in this course will be exposed to key areas of biochemistry, pharmacology, and physiology, which are prerequisite to the understanding of physiological control mechanisms fundamental to modern medical practice. Integration of information and its application to clinical situations is emphasized. This is a graduate course that is designed and operated as intended primarily for veterinary students/veterinary technicians, with the explicit expectation that each participating student has a prior general understanding of systems-based physiological functioning. This course will cover select pharmacophysiological concepts/dynamics that are critical to proper functioning in healthy animals. In-person.

Credits 3

Prerequisite Courses

LSCI-510: Principles of Physiology

Semester Offered

Spring

LSCI-603 : Colloquial Principles of Life Science

Selected diverse articles from the primary literature of the life sciences are critically presented and discussed. Attendance required. Course may be repeated for credit.

Credits 1

Prerequisites

Admission to the Master of Science program.

Semester Offered

Fall

Spring

LSCI-604 : Research Design & Analysis

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.
- Satisfactory completion of an undergraduate statistics course.

Semester Offered

Fall

LSCI-683 : Graduate Research Project

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.

Credits 1

-6

Prerequisites

- Admission to the Master of Science program.
- Permission of instructor.

VANT-710 : Veterinary Anatomy I

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.

Credits 5

Prerequisites

Admission to the Master of Science, Veterinary Biomedical Science Program.

Semester Offered

Fall

VANT-712 : Veterinary Histology

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

Credits 1

Semester Offered

Spring

VANT-713 : Veterinary Parasitology

This course teaches principles of parasitology, including etiology, pathogenesis, diagnosis, treatment, and control of selected parasitic diseases in animals. Students will gain knowledge of life cycle biology, transmission strategies, and natural hosts of major parasites of animals.

Credits 3

Prerequisites

Admission to the Master of Science, Veterinary Biomedical Science Program (VBMS).

Semester Offered

Spring

VANT-720 : Veterinary Anatomy II

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.

Credits 4

Prerequisite Courses

VANT-710: Veterinary Anatomy I

Semester Offered

Spring

Master of Veterinary Clinical Care

The **Master of Veterinary Clinical Care (MVCC)** program is for credentialed veterinary technicians who desire to have advanced knowledge in patient case management, evidence-based medicine and clinical practice, critical thinking, practice management, clinical skills, and professional skills.

Master of Veterinary Clinical Care Admissions

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. Each applicant is evaluated holistically by considering each required element of the application package.

MVCC Admission Requirements Eligibility

All applicants to the MVCC program must:

- be credentialed veterinary technicians with proof of credentials*

- hold a four-year bachelor's degree with a cumulative GPA of 2.8+**

Prerequisite Coursework

All applicants to the MVCC program must demonstrate completion of the following required prerequisite coursework:

- Six (6) credits of 100+ level Biology
 - *Anatomy, Physiology, and Microbiology are acceptable substitutions.*
- Six (6) credits of 100+ level Chemistry
 - *Pharmacology (up to six (6) hours) is an acceptable substitution.*
- Six (6) credits of 100+ level English
 - *Applicants with foreign coursework who did not take English courses may substitute an official TOEFL score, provided the score is submitted via official channels and is no older than 2 years. See below for TOEFL requirements.*

**Applicants who meet all other admissions criteria but who work in a state that does not provide veterinary technician credentialing may contact CVMGradPrograms@LMU.net.edu for eligibility.*

***Applicants with a cumulative GPA below 2.8 may be considered for the program but will be admitted under automatic academic probation for their first semester.*

Required Application Materials

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended
 - Two (2) letters of recommendation
 - Two (2) personal essays in response to the following prompts:
 - *Why do you feel the MVCC program is the next step in your career, and what do you hope to contribute to your field after graduation? Please include specific examples from your career and/or education to support your response. 500 words maximum.*
 - *What do you see as primary barriers to technician utilization and technician retention in the veterinary profession? How do you feel technicians could be better utilized within the current scope of practice? 500 words maximum.*
 - Application fee (PostbacCAS fee + LMU Application fee)
 - Full CV
 - Proof of Veterinary Technician Licensure or Credentials

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file. Upon acceptance into the graduate program, applicants will receive an official packet of materials including an acceptance letter and any other items than may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

Applicants with Foreign Coursework

Applicants to the MVCC program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, or if an applicant attended an institution located outside of the United States and did not complete six (6) hours of 100+ English courses*, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.
- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#). The MVCC program is billed per credit hour.

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the **Student Financial Services** team.

MVCC Academic Progress, Standards, and Policies

MVCC Program Requirements for Graduation

A minimum of 30 credit hours of graduate coursework and satisfactory completion of all core courses is required for graduation with the Master of Veterinary Clinical Care degree. The student must complete the degree program with a minimum cumulative GPA of 2.85 or greater to be awarded the degree, unless otherwise required to be higher.

The student bears the ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The student should review their academic progress on MyLMU by accessing WebAdvisor for students, then Academic Planning, then Program Evaluation to access their academic evaluation. This document also represents the Intent to Graduate form, which is signed and submitted to the Registrar's Office by the specified due date for participation in the commencement ceremony and conferring of degree.

MVCC Curriculum

The Master of Veterinary Clinical Care (MVCC) curriculum is designed for credentialed veterinary technicians who desire to have advanced knowledge in patient case management, evidence-based medicine, clinical practice, critical thinking, practice management, clinical skills, and professional skills.

Enrollment Status as Determined by Credit Hours

Full-time status as an MVCC student is nine (9) graduate credits in a Fall or Spring semester. Part-time status is anything fewer than 9 hours. Students may alternate between full- and part-time enrollment. Part-time students must obtain course schedule approval from the MVCC Program Director before registering.

Students must be registered for a minimum of six (6) credit hours to qualify for financial aid. Contact the Office of Student Financial Services for more information if necessary.

Attendance

Graduate students in the MVCC program have online courses and are expected to follow the online attendance and participation policies of the program in which they are registered.

Maximum Timeframe for Program Completion

Students must complete their studies within five (5) years after initial registration.

A request for an extension of graduate program completion requires the approval of the Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

MVCC-501 : Veterinary Management & Leadership

This course explores veterinary management and leadership with an emphasis on diversity, equity and inclusion, cultural sensitivity, and comparative healthcare organization. Topics include: veterinary technician scope of practice, professional organization, technician utilization, and comparative paraprofessional scope of practice and utilization, diversity in the veterinary profession, concepts of leadership and applications to the veterinary profession, current veterinary profession issues and challenges, ethical issues in leadership, and strengthening diversity at the leadership level.

Credits 3

Semester Offered

Fall

MVCC-502 : Clinical Veterinary Physiology

Systems based overview of clinically relevant physiology for the graduate veterinary technician. Students will gain understanding of homeostasis, function, regulation and integration of body systems.

Credits 3

Semester Offered

Fall

MVCC-503 : Principles of Surgery & Wound Management

This course will introduce advanced principles of soft-tissue and orthopedic surgery, wound healing, and wound management. Covers aseptic technique, pre-op work up, room and table prep, perioperative patient care, post-operative short term and long term care, and surgical suture and ligation techniques. Specialized instrumentation, equipment, and sterilization of specialized equipment will be introduced. This course will provide students with a broad knowledge of common small animal surgical diseases and disorders organized by system. The course will include multiple case discussions in order to allow students to apply the knowledge they gain in lecture to situations they may encounter in the clinical setting. Application of anatomic knowledge related to surgical prep and surgical approaches will be included. Students will be required to demonstrate successful completion of related skills for this course.

Credits 3

Semester Offered

Fall

MVCC-504 : Evidence Based Medicine

This course is designed to teach evidence-based medicine (EBM) and information literacy skills that will enable veterinary professionals to conduct critical searches and evaluations of existing literature to improve patient care. Topics include advanced literature searches, developing PICO (Patient, Intervention, Comparison, Outcome) questions, overview of clinical study design, evaluating existing clinical guidelines, critically analyzing and synthesizing research articles using the GRADE criteria, and integrating evidence into practice.

Credits 1

Semester Offered

Fall

MVCC-505 : Anesthesia & Pain Management

This course will provide an in-depth review of anesthesia, anesthesia-related patient care, and pain management in the veterinary patient. Includes pre-anesthetic preparation and evaluation; anesthesia induction, maintenance, and emergence; post-anesthesia care; anesthetic equipment maintenance and trouble-shooting, and multimodal pain management techniques. Emphasis on case-based design of anesthetic protocols for patients with an ASA physical status of I -V. Students will be required to demonstrate successful completion of related skills for this course.

Credits 3

Prerequisite Courses

MVCC-502: Clinical Veterinary Physiology

Semester Offered

Spring

MVCC-506 : Population Med & One Health

This course will provide an overview of veterinary public health, population health management, and One Health principles. Topics will include principles of epidemiology, herd health management, zoonotic and infectious disease control, human animal bond, and current topics in One Health. Students will learn about the importance of community stakeholders and interdisciplinary collaboration. This course will expand on principles of DEIB and cultural safety and humility learned in MVCC 501.

Credits 2

Prerequisite Courses

MVCC-501: Veterinary Management & Leadership

Semester Offered

Spring

MVCC-507A : Small Animal Internal Medicine

This course will provide students with a broad and comprehensive knowledge of common canine and feline medical diseases and disorders organized by system. This course will introduce the fundamentals of advanced patient management to allow students to make informed decisions when managing simple and complex cases in practice.

Credits 3

Prerequisite Courses

MVCC-502: Clinical Veterinary Physiology

Semester Offered

Fall

MVCC-508 : Diagnostics and Clinical Pathology

This course explains pathophysiologic mechanisms responsible for abnormal findings in hematologic, biochemical, urinalysis, and cytologic tests in health and disease of animals. Students will learn a selection of diagnostic tests for various diseases, interpretation of results, quality control, reference intervals, specificity, sensitivity, and positive and negative predictive values.

Credits 3

Prerequisite Courses

MVCC-502: Clinical Veterinary Physiology

Semester Offered

Fall

MVCC-509 : Pharmacology Foundations

The course is designed to build a foundation of pharmacologic knowledge. Concepts of pharmacokinetics (drug absorption, distribution, metabolism and excretion) and pharmacodynamics (the action or effects of drugs on living organisms) that underlie the correct use of drugs in veterinary therapeutics will be covered. Exemplary pharmacologic classes of drugs, neuropharmacology of the autonomic and somatic nervous systems, and current topics in veterinary pharmacology will be covered.

Credits 3

Prerequisite Courses

MVCC-502: Clinical Veterinary Physiology

Semester Offered

Spring

MVCC-590A : Small Animal Emergency and Critical Care

This course is a culmination of previous small animal nursing knowledge, skills, and clinical experience. The course will focus on basic emergency and critical care veterinary nursing theory and concepts of patient assessment, fluid pathophysiology, critical patient monitoring, CPR, and disease pathophysiology. The course will include emergency and critical care case studies to apply practical application of knowledge and skills learned, critical thinking, and clinical reasoning. The course goal is to prepare students to respond to emergency and critical patient scenarios in all types of small animal veterinary practices.

Credits 2

Semester Offered

Spring

MVCC-590C : Advanced Small Animal Emergency and Critical Care

This course is a culmination of previous small animal nursing knowledge, skills, and clinical experience. The course will focus on basic emergency and critical care veterinary nursing theory and concepts of patient assessment, fluid pathophysiology, critical patient monitoring, CPR, and disease pathophysiology. The course will include emergency and critical care case studies to apply practical application of knowledge and skills learned, critical thinking, and clinical reasoning. The course goal is to prepare students to respond to emergency and critical patient scenarios in all types of small animal veterinary practices. Online.

Credits 2

Prerequisite Courses

MVCC-590A: Small Animal Emergency and Critical Care

Semester Offered

Fall

MVCC-590D : Veterinary Dentistry

This course examines the field of advanced veterinary dentistry and the advanced delivery of dental service with an emphasis on client communication and veterinary technician utilization. Online.

Credits 2

Semester Offered

Fall

MVCC-590E : Veterinary Imaging

This course will cover all imaging modalities that are used in veterinary medicine that are utilized on cats, dogs and exotic species. Online.

Credits 2

Semester Offered

Fall

MVCC-590F : Small Animal Dermatology

Students will gain an understanding of dermatological conditions in veterinary medicine and treatment of these conditions in a clinical setting. Disease and condition etiology, pathology, progression, treatment, and client education will be discussed. Online.

Credits 2

Semester Offered

Spring

MVCC-590G : Shelter Medicine

This course will provide students with an appreciation of the critical role played by shelter professionals in protecting the health and welfare of sheltered dogs and cats, and establish a foundation of knowledge and expertise in shelter medicine. Online.

Credits 2

Semester Offered

Spring

Master of Veterinary Education

The **Master of Veterinary Education (MVEd)** program is for current DVM faculty or veterinary practitioners who wish to obtain advanced training in the foundations of education to improve the quality of veterinary education through increasing awareness and knowledge of educational research, theory, and evidence-based teaching practices within the veterinary profession.

Master of Veterinary Education

Admissions

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. Each applicant is evaluated holistically by considering each required element of the application package.

MVED Required Application Materials

- Complete the PostbacCAS Application
 - Official Transcripts for all institutions attended
 - Two (2) letters of recommendation
 - One (1) personal essay in response to the following prompt:
 - *Explain your motivation for obtaining a Master of Veterinary Education degree, how your background and training have prepared you to earn a graduate degree in education, and how/why this degree will help you in your career goals.*
 - Application fee (PostbacCAS fee + LMU Application fee)
- Full CV
- Proof of DVM or four-year baccalaureate degree in veterinary-related field

When reviewing application files, the committee looks at numerous applicant criteria, including undergraduate/graduate coursework, letters of recommendation, personal statements, and any other pertinent materials that may be included with the file. Upon acceptance into the graduate program, applicants will receive an official packet of materials including an acceptance letter and any other items than may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

Applicants with Foreign Coursework

Applicants to the MVED program who have completed coursework at an institution external to the United States must complete the standard application procedure outlined above. All data included in the application (essays, demographic information, reference letters, CVs, etc.) must be written in English.

Any transcripts from institutions located outside of the United States must be evaluated by either the World Education Services (WES) or Josef Silney & Associates, Inc. Transcripts and evaluations should be submitted as normal through PostbacCAS.

If English is not the applicant's native language, or if an applicant attended an institution located outside of the United States and did not complete six (6) hours of 100+ English courses*, the applicant must submit one of the following test scores via an official report sent directly from the Educational Testing Service (ETS) to PostbacCAS.

- iBT (Internet-based TOEFL): minimum score of 61.
- CBT (Computer-based TOEFL): minimum score of 173.
- PBT (Paper-based TOEFL): minimum score of 500.

TOEFL scores older than 2 years will not be accepted.

**Applicants who earned a baccalaureate degree (or equivalent) from an American or English-speaking institution are not required to take the TOEFL.*

Tuition and Fees

Tuition and fees are subject to change and are determined by LMU main campus. For information regarding tuition and fees, please visit the Student Financial Services webpage [here](#). The MVED program is billed per credit hour at the same rate as online Master of Education programs.

Please note that some fees may not be specifically listed. Any questions about tuition rates, fees, or financial aid should be directed to the **Student Financial Services** team.

MVED Academic Progress, Standards, and Policies

MVED Program Requirements for Graduation

A minimum of 32 credit hours of graduate coursework and satisfactory completion of all core courses is required for graduation with the Master of Veterinary Education degree. The student must complete the degree program with a minimum cumulative GPA of 2.85 or greater to be awarded the degree, unless otherwise required to be higher.

The student bears the ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. The student should review their academic progress on MyLMU by accessing WebAdvisor for students, then Academic Planning, then Program Evaluation to access their academic evaluation. This document also represents the Intent to Graduate form, which is signed and submitted to the Registrar's Office by the specified due date for participation in the commencement ceremony and conferring of degree.

MVEd Curriculum

The Master of Veterinary Education (MVEd) curriculum is designed for faculty who currently teach in AVMA-COE- or CVTEA-accredited programs and wish to obtain advanced training in the foundations of education to improve the quality of veterinary education through increasing awareness and knowledge of educational research, theory, and evidence-based teaching practices within the veterinary medical professions. MVEd students may enroll with full- or part-time course loads, as defined by the following section.

Enrollment Status as Determined by Credit Hours

Full-time status as an MVEd graduate student is a minimum of seven (7) graduate credits in a Fall or Spring semester. Part-time status is anything fewer than 7 hours. Students may alternate between full- and part-time enrollment. Summer session courses may be available but are not guaranteed.

Students must be registered for a minimum of six (6) credit hours to qualify for financial aid. Contact the Office of Student Financial Services for more information if necessary.

Attendance

Graduate students in the MVEd program have online courses and are expected to follow the online attendance and participation policies of the program in which they are registered.

Maximum Timeframe for Program Completion

Full-time students (3 courses per semester) can complete their studies within two (2) years after initial registration. Part-time students (1-2 courses per semester) must complete all requirements within four (4) years.

A request for an extension of graduate program completion requires the approval of the Graduate Council and the LMU-CVM Dean.

The student bears the ultimate responsibility for ensuring completion of all graduation requirements.

MVE-610 : Theories of Learning & Instruction

This course provides the building blocks of understanding for and applications of educational philosophy and theories to the veterinary school classroom. It examines various learning theorists and their theories of learning, the history of learning and learning theories, the current research in education, and evidence-based practices of classroom and clinical instruction.

Credits 3

MVE-611 : Educational Technology: Applications and Innovations

This course exposes candidates to hardware and software available for educational management purposes in veterinary education, discusses innovations in veterinary education (new models, technological applications and advances, and instructional innovations), and provides basic information about different types of learning management systems (LMS).

Credits 2

MVE-612 : Methods for Lectures, Labs, and Clinical Supervision

This course explores a variety of instructional methods to use in a lecture setting, in a clinical skills lab setting, and in a hands-on clinical setting.

Credits 3

Semester Offered

Fall

MVE-613 : Andragogy and the 21st Century Learner

This course examines the culture of Millennials, Gen Z, and iGen, their educational and social experiences. Veterinary Education as a professional program is explored. Also discussed is the adult learner and identifying evidence-based practices used to reach the 21st century adult learner.

Credits 3

Semester Offered

Spring

MVE-614 : Assessing Student Learning in Vet Education

This course explores various manners of assessing student learning, knowledge, and abilities, including but not limited to written and oral exams, group and individual projects, written essays or papers, poster presentations, case presentations, OSCEs, self and peer evaluations.

Credits 3

Semester Offered

Spring

MVE-615 : Research Methods in Education

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.

Credits 3

Semester Offered

Spring

MVE-616 : Curriculum Development in Vet Education

This course explores the clinical and professional requirements of a veterinarian and how to create a curriculum that includes objectives to meet all required competencies.

Credits 2

Semester Offered

Fall

MVE-617 : Educational Leadership in Vet Education

This course explores the traditional definitions of leadership as well as the innate leadership of a veterinarian and how to present this concept to students. It also delves into the leadership positions of a faculty, both in and out of a classroom setting, as well as positional leadership that comes with serving in an administrative position in a veterinary school.

Credits 3

Semester Offered

Fall

MVE-618 : Interprofessional Education, International Education, and Diversity

This course has three sections: (1) Diversity and Inclusion in the classroom, (2) International Issues in Veterinary Education, and (3) Interprofessional Teams and the part the veterinarian plays in a crisis situation

Credits 2

Semester Offered

Fall

MVE-619 : Student Services & Mentoring Students

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.

Credits 3

Semester Offered

Spring

MVE-620 : Capstone/Thesis in Veterinary Education

This course serves as a demonstration of the content the student has learned over the duration of the program. The topic of the research project will relate to faculty instruction or student learning; the content of the capstone project will add to veterinary education and be sustainable and/or duplicatable. This happens within a three-month period.

Credits 2

Semester Offered

Fall

Spring

MVE-632 : Program Assessment and Accreditation in Veterinary Education

In this course students learn about assessing the assessments, curriculum, facilities, instructional personnel, rotation program, staff, and overall educational program at a veterinary school. Students will become familiar with the AVMA Accreditation process, both initial and interim terms, and the ongoing reporting required for a CVM to maintain full accreditation.

Credits 3

Applied Statistical Analysis

STAT-683 : Applied Statistical Analysis

Co-Requisite with research project courses

Credits 1

Life Science

LSCI-503 : Advanced Molecular Genetics & Cell Biology

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.

LSCI-504 : Advanced Techniques for Molecular Biology

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' area 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.

Credits 2

LSCI-506 : Microscopic Imaging Theory and Technique

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.

Credits 3

LSCI-507 : Life Sciences Research Instrumentation

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.

Credits 2

LSCI-508 : Techniques in Physiological Research

This course will introduce well-accepted methods, rationale and limitations for evaluating an 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 psychology. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an upper-level biochemistry course.

Credits 2

LSCI-510 : Principles of Physiology

This 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.

Credits 3

Semester Offered

Spring

LSCI-603 : Colloquial Principles of Life Science

Selected diverse articles from the primary literature of the life sciences are critically presented and discussed. Attendance required. Course may be repeated for credit.

Credits 1

Prerequisites

Admission to the Master of Science program.

Semester Offered

Fall

Spring

LSCI-604 : Research Design & Analysis

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.
- Satisfactory completion of an undergraduate statistics course.

Semester Offered

Fall

LSCI-605 : Scholarly Writing in Life Science

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 is a pre-requisite for the LSR degree. LSCI 604 is not a pre-requisite for the AS and BMS degrees.

Credits 2

LSCI-606 : Appl Ethics Biomed Sci

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.

Credits 3

Semester Offered

Fall

Spring

LSCI-610 : Advanced Immunology

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, immuno-pathologies, tumor immunology, and immunotherapies. Pre-Requisites: Admission to the Master of Science program.

Credits 3

Semester Offered

Fall

LSCI-611 : Princ of Pharmacology

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. Prerequisites: Admission to the Master of Science program

Credits 3

Semester Offered

Spring

LSCI-612 : Medical Microbiology

This course will introduce basic principles and then apply those principles to clinical relevance. All aspects of microbiology will be explored. This course will cover taxonomy, metabolism, pathogenesis, modes of transmission, epidemiology, methods of isolation and control for pathogenic bacteria, viruses, fungi and parasites. This course will include etiological agents responsible for many infectious diseases that future practitioners would encounter.

Credits 4

Semester Offered

Fall

LSCI-613 : Case Studies in Life Sciences

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

Credits 1

Semester Offered

Spring

LSCI-614 : Prin Infectious Disease/Epidemiology

This 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.

Credits 3

LSCI-615 : Communications in Healthcare

Explores effective communication in health care. Various techniques will be considered in finding better ways to have discussions with colleagues and consultations with patients. This will include written and verbal communication in the various ways these now occur. The course will focus on special considerations in communication among the diverse populations of people with whom medical professionals can expect to interact. An important facet of this exploration is that the range of cultural norms in communities requires an understanding that the rich diversity is to be appreciated and respected.

Credits 3

LSCI-616 : Curriculum and Assessment

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 explored will include course organization, teaching strategies/ methods in the biological science classroom, preparing educational units, developing the laboratory content, teaching methods, learning styles, etc.

Credits 3

LSCI-620 : Systems Physiology

Credits 3

LSCI-653 : Special Topics in Life Science

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.

Credits 3

LSCI-683 : Graduate Research Project

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.

Credits 1

-6

Prerequisites

- Admission to the Master of Science program.
- Permission of instructor.

LSCI-693 : Life Science Thesis Research

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.

Credits 1

-9

LSCI-699 : Life Science Thesis Research

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. Pass/Fail.

MS Veterinary Clinical Care

MVCC-510 : Applied Veterinary Business Management

Credits 2

MVCC-514 : Internal Medicine and Patient Care

Credits 2

MVCC-515 : Dermatology and Patient Management

Credits 2

MVCC-516 : Oncology and Patient Management

Credits 2

MVCC-595 : Special Topic

Credits 3

Criminal Justice

CRIM-505 : Theories of Crime and Criminal Justice

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.

Credits 3

CRIM-506 : Ethics and Issues in Criminal Justice

This course is an in-depth examination of critical issues within criminal justice. The class also requires students to explore the key ideologies and ethical foundations of the justice system.

Credits 3

CRIM-510 : Crime and Public Policy Analysis

Critical examination of crime and criminal justice policy with special emphasis on the political process related to criminal justice policy, the influence of social conditions on crime and policy, and exploration of alternative public policy options related to crime prevention.

Credits 3

CRIM-511 : Criminal Justice Research Methods

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.

Credits 3

CRIM-512 : Justice Administration and Leadership

This course will prepare students for leadership roles within a criminal justice agency. Topics would include organizational management, personnel issues, and leadership ethics.

Credits 3

CRIM-599 : Elective Credit

Credits 3

CRIM-605 : Homeland Security and Emergency Management

Since September 11, 2001 public safety professionals have seen a qualitative shift in the scope of their work that places a greater 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".

Credits 3

CRIM-615 : International Crime and Policy

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.

Credits 3

CRIM-620 : Victimology

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.

Credits 3

CRIM-625 : Juvenile Justice

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.

Credits 3

CRIM-630 : Community Corrections and Offender Reentry

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.

Credits 3

CRIM-635 : Crimes of the Powerful

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.

Credits 3

CRIM-640 : Race, Gender, Class and Crime

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.

Credits 3

CRIM-645 : Rural Criminal Justice

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.

Credits 3

CRIM-650 : Qualitative Research Methods

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.

Credits 3

CRIM-660 : De-Criminalization of Mental Illness

Criminalization of persons who have serious mental illness is a subject of enormous complexity in terms of understanding how it came about, the problems that mentally ill persons face in our jails and prisons, and how to confront these problems. This course will review how to reverse criminalization and how to treat these persons in the community, either after release or, if possible, before they have been criminalized. This course is a comprehensive summary of these issues and how they impact the criminal justice system.

Credits 3

CRIM-695 : Special Topics

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.

Credits 3

CRIM-696 : Independent Study

The independent study is an opportunity for the student to conduct in-depth study on a topic of particular interest and/or to provide the opportunity to work closely with a faculty member on a research project. Students must have successfully completed at least provisional admission requirements or have been fully admitted and obtain instructor approval. Students are limited to 6 credit hours of Independent Study credit towards elective requirements.

Credits 1

-3

CRIM-697 : Thesis Research

Students must 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.

CRIM-698 : Internship

An internship is a credited course that allows students to gain practical work experience with a department-approved nonprofit, governmental, or public-serving organization. Students participating in an internship fulfill their writing requirement by describing the structure, activities, and importance of the organization. Students also document their own activity as a member of the organization with an emphasis on the relationship between supervisor and intern. Finally, students provide an analysis of the strengths and weaknesses of the organization in serving their communities.

* The internship is a minimum of 60 hours per credit hour.

* This course is designed specifically for master level students who want the opportunity to be exposed to a career that matches their academic and personal interests. This course allows students the option of engaging in field or practical experience prior to graduation that increases their marketing value for job placement.

Credits 1

-3

CRIM-699 : Elective Credit

Credits 3

CRIM 635 : Crimes of the Powerful

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.

Credits 3

CRIM 665 : Cybercrime

The purpose of this course is to present a broad overview of cybercrime and cybercriminal issues, including a basic understanding of computer technology, the history of computer crime, types of computer crime, legal aspects of cybercrime, defenses against cybercrime, investigatory techniques, and possible future areas of concern.

Credits 3

Psychology

PSYC-510 : Research & Statistical Methods

This is a course for students who have already completed undergraduate research and statistics coursework. The overall objective is to provide opportunities to learn the skills necessary to apply statistical techniques to data analysis at an advanced level. This course addresses research designs, including analysis of variance (two-way, repeated measures, mixed designs), as well as covers correlation and partial-correlation. Finally, it addresses and regression analysis, including multiple regression. This course will also discuss sampling and post-hoc testing.

Credits 3

PSYC-520 : Social Psychology

This course covers the perennial themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations). The emphasis is on recent empirical and theoretical developments." Special attention will be given to evolutionary treatments of social-psychological phenomena. Research using primary sources will be emphasized and data processes that enable theoretical analysis.

Credits 3

PSYC-530 : Personality

This graduate course reviews issues and theories of personality. Key issues to be addressed include change and stability of Personality; the biological and environmental influences on personality; and, the different approaches to understanding, predicting and appreciating personality development. This will include a review of the current literature of the discipline and engagement in recent and current research.

Credits 3

PSYC-550 : Developmental Psychology

This course reviews the extant issues and theories that represent individual development from conception through early adulthood. Attention will be given to the most recent research regarding the conceptualization of transformational events in development, individual differences in cognition and personality as well as the relationship between temperament and personality. This course will review the literature on the relationship of adverse childhood experiences on later, adult outcomes; and, finally, attention will be given to the measurement of stability and change for the age span addressed by this course. In addition, this course will include a review of the current literature of the discipline and engagement in recent and current research.

Credits 3

PSYC-560 : Psychopathology

Psychopathology is an advanced level course addressing psychiatric disorders as defined in the most recent DSM (e.g., DSM-5). Psychiatric disorders will be considered from a descriptive and etiological perspective. This course includes a comprehensive review of theoretical and empirical research addressing each of the disorders to be addressed in this course. Special attention will be given to differential diagnosis, the importance of overlapping symptomatology, assessment & deception, and best practices to address the symptomatology. This course will include a review of the current literature of the discipline and engagement in recent and current research.

Credits 3

PSYC-600 : Applied Psychology

Applied Psychology includes the areas of clinical psychology, industrial and organizational psychology, occupational health psychology, human factors, forensic psychology, engineering psychology, as well as many other areas such as school psychology, community psychology and criminal justice.

Credits 3

PSYC-610 : Advanced Forensic Psychology

This course will explore the interface of psychology and the law, with an emphasis on forensic psychology. Forensic psychologists help courts make informed decisions about cases when some aspect of psychology is involved. Landmark legal cases that pertain to psychology will be discussed. Students will explore the various options for careers in the field of forensic psychology. Specific topics covered include eyewitness and expert testimony, psychopathy, repressed memories, profiling, victimization and trauma, competence, the insanity defense, lie detection, juvenile justice, civil commitment, and custody evaluations.

Credits 3

PSYC-625 : Practicum in Psychology

Practicum is volunteer work study credit to get experience in your field of study. The course provides students with the opportunity for supervised experiences in a psychologically oriented work environment. It is designed to enhance your learning and to guide you as you decide what to do with your degree once you have graduated. Completion of 18 graduate hours in psychology is required before taking this course. Please see learning outcomes posted on syllabus.

Credits 3

PSYC-650 : Advanced Topics in Psychology

Selected topics reflecting specialized areas in psychology. Will look at current topics dominating the field, at current theories, and advanced methodologies of treatment. Content varies. May be repeated when topic is different.

Credits 3

PSYC-697 : Thesis Study

The thesis presents an opportunity for the student to define an empirical question regarding the relationship between variables relevant to the field of Psychology. It is an empirical question regarding the relationship between variables that, based on a review of existing related research and/or theory, remains untested; and, when the relationship is tested empirically, stands an opportunity to contribute to an already existing body of findings. For example, the Student may choose to test the generality of an already existing theory or a larger body of extant research. In doing so, the Student may attempt to either broaden the scope of a particular construct or strengthen the empirical validity of an already existing body of knowledge, e.g., demonstrating the salience of a particular personality trait in an unmeasured venue of the social environment.

PSYC 570 : Legal and Ethical Issues in Psychology

This course is a comprehensive introduction to legal, ethical and professional issues pertaining to the practice of psychology. In this regard, there will be a review of the current literature of the discipline and engagement in recent and current research.

Credits 3

PSYC 580 : Advanced Cognition

Advanced study of the contemporary field of cognitive psychology; survey of topics may include memory, attention, perception, decision-making and judgment, language, and mental representations. Course will focus on established empirical and theoretical findings that exemplify general principles of mental functioning with an emphasis on information processing. This will include a review of the current literature of the discipline and engagement in recent and current research.

Credits 3

PSYC 590 : Addictions

The purpose of this course is to provide an in-depth understanding of the neurobiological mechanisms that underlie drug addiction. We will be looking at how the brain changes as a function of drug taking and how learning and genetics contribute to the development of addiction (both substance and behavioral addictions). We will look at both behavioral and substance addictions to understand how processes in the brain change after long term exposure to these types of external influences.

Credits 3

Public Administration

PADM-510 : Quantitative Analysis

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.

Credits 3

PADM-515 : Qualitative Analysis

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.

Credits 3

PADM-520 : Public Administration

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.

Credits 3

PADM-525 : Public Policy Process

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.

Credits 3

PADM-530 : Public Financial Administration

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.

Credits 3

PADM-540 : Public Service Ethics and Values

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.

Credits 3

PADM-550 : Economics for the Public Sector

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 macro-economics 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.

Credits 3

PADM-551 : Local Government Management

This course explores the responsibilities, capacity and practicalities of local and municipal government. The focus will be not only what county, local, and urban governments should or should not do but what these entities accomplish and how they do 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 will be discussed as part of a comparative analysis.

Credits 3

PADM-591 : Health Care Public Policy

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 in the U.S., and highlights issues in health policy including environmental health policy, an overview of major health care reforms (e.g., the Affordable Care Act), key economic considerations (e.g., finance and budgeting, public and private costs), pharmaceutical policy, injury prevention, and aging and long-term care.

Credits 3

PADM-592 : Strategic Comm in Health Care

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.

Credits 3

PADM-593 : Directing Healthcare Organizations

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

Credits 3

PADM-594 : Fiscal Impact of Healthcare Policy

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.

Credits 3

PADM-595 : Topics in Healthcare Policy

This course will review selected topics in healthcare policy including, but not limited to, issues related to healthcare reform and the Affordable Care Act, health equity and disparities, global health and international comparisons, healthcare innovation and technology, mental health policy, and healthcare workforce and human resources. Students will be expected to complete a major assignment for the course for possible publication or presentation at an academic conference.

Credits 3

PADM-601 : Manag. Public & Non-Profit Organizations

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.

Credits 3

PADM-602 : Nonprofit Marketing

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.

Credits 3

PADM-603 : Nonprofit Board Development

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. Students will also develop an understanding of the importance of and process of strategic and succession planning.

Credits 3

PADM-604 : Nonprofit Fundraising

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.

Credits 3

PADM-610 : Special Topics in Nonprofit Management

This course will review selected topics in nonprofit management including, but not limited to, issues related to nonprofit finance, membership recruitment and retention, staffing and volunteers, emerging technology, and decision-making. Students will be expected to complete a major written assignment for the course for possible publication or presentation at an academic conference.

Credits 3

PADM-611 : Legl Con. for Pol. & Pub. Mgmt

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.

Credits 3

PADM-612 : Public Policy, Popular Culture

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.

Credits 3

PADM-613 : Grant Proposal Writing

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.

Credits 3

PADM-620 : Special Topics in Public Policy

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.

Credits 3

PADM-696 : Independent Study

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 at least provisional admission or have been fully admitted to the program and obtain instructor approval. Students are limited to six (6) credit hours of Independent Study coursework put towards elective requirements.

Credits 1

-3

Biochemistry

BCHM-503 : Advanced Cellular Biochemistry

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.

Credits 3

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 educational 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 a roughly once-a-month weekend class session at the Cedar Bluff, Knoxville, TN site. Two classes occur for students on class weekends at the Knoxville/Cedar Bluff campus. 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 two areas: Instructional Leadership (IL) or Instructional Practice (IP).

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) reflects the attributes of the researcher and the standard of the school, program, and University.

EdD 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 IP. 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 an alternate concentration; and (d) 15 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates will graduate with an EdD with two concentrations. Students possessing a master's degree in education are strongly encouraged to first complete their EdS at LMU and then bridge to the EdD program (see 36-hour program below).

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 IP) **or possess a doctorate in their professional field, e.g. OTD, JD.**

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 apply 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. To apply for the 36-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 Instructional Practice. 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 the 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 the required documentation as stipulated. Admission packages for membership in the fall cohort group must be submitted in completed form prior to May 1st of the year in which the candidate seeks admission. 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. Additionally, an early application period occurs at a February 1st deadline. Anyone who has submitted all application materials by February 1st qualifies for the early admissions process.

STAGE ONE: DOCUMENTS REQUIRED FOR APPLICATION PACKAGE

1. **Application Forms** - University online form and Program-specific form
2. **Application fee of \$50 (USD), non-refundable**
3. **Official Transcripts [2]** for all graduate-level coursework
4. **Three (3) recommendations** from persons knowledgeable of the applicant's professional experience and skills (A link can be sent to recommenders via your online application)
5. **Resume or Curriculum Vitae** depicting professional history (Please email directly to Dr. Julia Kirk, Julia.Kirk@LMU.net.edu)

The Admissions Committee will review all documents and rate the applicants based on their ability to complete requirements within the doctoral program successfully. In some cases, a conditional status may be granted with additional preparation required for an applicant to obtain full graduate status. 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.

STAGE TWO: WRITING ACTIVITY

Those applicants recommended for additional consideration will be invited to complete a writing sample.

1. **Writing Activity.** Applicants will have a specified period of time in which to respond in writing to a select number of essay questions. The prompt and supporting article will be emailed to each applicant. The applicant will draft their writing sample and submit it to the program director via email within the specified period of time.

STAGE THREE: INTERVIEW

The applicants who score well on the writing activity sample will be invited to an interview.

1. **Structured Interview.** Applicants will participate in personal interviews with members of the doctoral program faculty. Interviews will take place via Zoom and will last thirty minutes.

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 the program director to complete a program of study appropriate to the degree program and concentration(s) she or he has selected. Admitted applicants will be required to attend a program orientation before beginning their work in the program. Failure to do so will result in a deferred enrollment or re-assessment of the admittance decision.

ADMISSION STATUSES

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 the writing activity scores that do not meet the program's required level of performance.

Candidates who enter with a conditional status will submit a collection of assignments from the first two terms of coursework which will be subject to review by two doctoral faculty members. This review will occur at the end of the second term of coursework.

Given that this review indicates, in the opinion of the faculty, 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.

Full Graduate Status

Candidates who have successfully met all program requirements, upon admission, are accorded full graduate status.

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 University's Principal Designated School Official (PDSO). The PDSO for LMU is Conrad Daniels, who can be reached at this email: William.daniels@lmunet.edu. The second stage is performance-based and is undertaken by the School of Education Doctoral Program.

- ***Stage One Review:*** The PDSO 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 PDSO will send verification of the applicant's eligibility to the School of Education Doctoral Program for continued review and consideration.

Note: The PDSO reserves the right to undertake any identity verification procedures that they believe 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 the 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 PDSO. Please see the table below for an overview of the documents required in Stage One of the application process. Should the PDSO 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 (PDSO)

- 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 PDSO 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.*

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 determine 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 February 1 for early consideration or before May 1 for final consideration 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 in conjunction with the PDSO.

Upon notice of acceptance, applicants will work with an assigned faculty member from the EdD program 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 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 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 at least 12 hours of doctoral core classes.

Doctor of Education—Concentration in Instructional Practice (IP).

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.

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.

Doctor of Education—Concentration in Instructional Leadership (IL)

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.

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 three 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. Each candidate is expected to attend each class and to interact with the instructor, other candidates as appropriate and class presenters during, as well as outside of, class hours throughout the term.

Students who miss any part of one session will not be eligible to receive full credit for a course grade.
Students who miss any part of two or more classes must repeat the course.

NOTE: *Session* refers to Friday/Saturday session. *Class* refers to any part of the Friday/Saturday session.

If a student has a course session conflict, they are required to email **both** their instructors with the issue in the same email and copy the program director. The instructors will alert the program director, if they are not already copied on said email, who will determine the decision. Most of the time, the student must determine if they can miss the conflict that has arisen or uphold the conflict with consequences. Upholding the conflict, and therefore missing class, will result in a lowered grade. For a Friday/Saturday session, each class missed will result in a half letter grade deduction, for example A to B+, meaning the highest grade the student can earn is a B+. A half letter grade is A to B+, A- to B, B+ to B-, or B to C+. For a Saturday session, there is only one class and if it is missed the student's grade will be lowered by a complete letter grade for example A to B, meaning the highest grade the student can earn is a B. A complete letter grade is A to B, A- to B-, B+ to C+, or B to C. If the student decides to miss class, they are still responsible for ALL assignments at the original due date, including a make-up assignment for missing the class discussion portion, as determined by the instructor. Failure to complete any assignments will result in an additional lowered grade as noted in the grading policy section. In very rare cases, absences could be approved; however, these are extremely rare. Please note, professional responsibilities of LMU employees who are also EdD students are not automatically approved and are not exempt from this policy.

Candidate in 899 hours do not have schedule class sessions; however, the chair and candidate meet as determined by the chair. Candidates and chairs will work together to find times to meet. Should a candidate schedule a meeting with a chair and miss it, they should reach out to their chair. If a candidate misses more than

one scheduled meeting with their chair, this is grounds for a lowered grade in 899, as described in the 899-grading section.

Grading Policy

EdD Faculty do not assign Incompletes. Per program policy, a student must earn a grade no lower than a B- to successfully complete the course. If a student earns a C+, they must repeat the course. In the event a student earns a grade lower than a C+, they will be administratively withdrawn from the doctoral program.

A Superior	Quality of work exceptional
A- Excellent	Quality of work above course expectation
B+ Very Good	Quality of work better than satisfactory
B Good	Quality of work satisfactory
B- Average	Quality of work meets minimum requirements
C+ Must repeat course before moving forward	Quality of work does not meet requirement for doctoral program
C Dismissal from doctoral program	

A grade of B- is the minimum grade a candidate can receive to successfully pass an LMU doctoral course successfully.

A grade of an A is an expectation of a doctoral student; however, if a faculty member notices a problem with work, including but not limited to quality, completion, growth, turning in on time, and meeting specific requirements (e.g., page numbers, word counts), the grade should reflect this issue. Faculty members will deduct a half a letter grade for **each instance of each issue** noted above. Additionally, faculty members should meet with students if any of these issues occur and document this meeting. Additionally, there are other reasons why a student may receive a C in a course. Those reasons are:

1. Grossly not meeting expectations (e.g., length requirement is 20 pages and student submitted 9 pages),
2. Failing to turn assignment in on time – reflected in grading policy above, or
3. Other reasons via faculty discretion.

Incomplete Policy

Instructors do not assign a grade of Incomplete (I) in the EdD program unless under emergency circumstances. Instructors may assign a grade of Incomplete (I) only in cases where a student has a documented emergency, after consultation with the program director. Emergency refers to a sudden, often medical, situation where the student is

physically unable to complete coursework and is up to the discretion of the program director. If a grade of Incomplete (I) is assigned, students 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 they receive an incomplete. Dissertation chairs are not permitted to assign an Incomplete (I) in 899 for any reason, including for documented emergencies. Grading in 899 is explained in a future section.

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.

Behavior and Dispositions

Appropriate dispositions and behavioral expectations are discussed in the EdD orientation. After orientation, students are required to sign these dispositions stating they will adhere to them in class and in all EdD program components. This signed form is uploaded to the student's portal under forms.

Faculty will monitor behavior of students during class. If any issues are noted, the following procedure will be implemented.

1. First offense within any class: Faculty send an email about issue to the student (e.g., student did not meet the quality of assignment) and forward it to the Program Director.
2. Second offense within any class: Faculty meets with the student (including the Program Director), documenting the issue using the Developmental Plan form; student, faculty, and program director must sign the form; then send via email to student and copy Program Director. The grade in class should reflect this second offense. Students in this situation should not score above a B in the class.
3. Third offense within any class: Administrative withdrawal –Faculty sends an email communication that the student has had two offenses previously and has not improved and copies the Program Director. The Program Director sends Administrative Withdrawal letter to the student. The grade in the class should reflect this third offense. Student should score a C in the class.

All offenses will be shared internally, during faculty meetings (under candidate concerns).

Additionally, regular disposition forms are collected each term (see Appendix A). Each term, each instructor will complete a disposition form on each student in their class. Forms are completed within five days after the last class. This also includes candidates in 899 hours – all chairs are required to complete disposition forms. Should there be any issues noted, the same procedures above will be followed, unless one of the procedures was already started with an in-class issue, in which case, the procedure will resume at the next appropriate step.

Comprehensive Examination

Criteria for Taking the Comprehensive Exam

Students must have successfully completed **ALL** coursework (i.e., B- or above) for their major concentration before they can take comprehensive exams.

Comprehensive exams are taken after the student completes the quantitative research course, the qualitative research course, and the dissertation design course, or at program director's discretion. Comprehensive exams will be given at the end of each semester, if appropriate to provide anonymous scoring. Students will be sent an email from the program director or designee with the comprehensive exam dates for the two available terms and students must declare which term they will take the comprehensive exams by a designated date, which is prior to the offering of either exam. Students take one comprehensive exam, called the Core Comprehensive Exam, and potentially a concentration-based exam, at the discretion of the EdD program director.

Comprehensive Exam Repeat Policy

Students who do not pass the comprehensive exam will be permitted to re-take the exam. They must re-take their exam in the following semester. Students who do not pass the comprehensive exam on their second attempt will be administratively withdrawn from the program.

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 30 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 the 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

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 the 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.

Continuous Enrollment Requirement

Candidates and students must maintain continuous enrollment in the EdD program. Continuous enrollment means the candidate or student is enrolled in their coursework, including 899 hours, by the day of the start of the EdD program courses. If a student or candidate is not enrolled by the first day of the start of the EdD program courses, the student or candidate will receive a letter of administrative withdrawal. It is the candidate or student's responsibility to keep up with their hours and to follow and abide by all registration deadlines.

Time in the EdD Program

Each student has a maximum number of years to complete their doctoral degree. This section refers to full completion of all requirements in the EdD program. The number of years is determined by the hour program in which the student is enrolled.

- 36-hour program – 5 years maximum
- 48-hour program – 6 years maximum
- 63-hour program – 7 years maximum

Once candidates reach the year maximum for their program, they will be administratively withdrawn from the

program, unless they are 1) actively working on their dissertation and 2) making adequate progress on their dissertation. The program director will send a letter to the candidates who have met their year maximum and explain that the program director will review all progress in the dissertation portal at the end of every term to ensure the candidate is making adequate progress. **This review of progress is in addition to and above the chair's determination of adequate progress.** Should the program director find the candidate is not making adequate progress, the candidate will be administratively withdrawn from the program and not allowed an appeal.

EDEC-751 : Quantitative Research Procedures

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.

Credits 3

EDEC-752 : Qualitative Research: Theory/Design

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, intercoder 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.

Credits 3

EDEC-755 : Dissertation Research & Design

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.

Credits 3

Prerequisite Courses

EDEC-751: Quantitative Research Procedures

EDEC-752: Qualitative Research: Theory/Design

EDIL-860 : Group Methods/Processes

This course focuses on communication skills for upper level education leaders. Students will explore group dynamics, communication within groups, controversy and creativity, managing conflict, and team development. Students will apply course concepts through self-analysis, team work, case studies, action research projects, and simulations. Other course concepts will include group goals, social interdependence and trust, power, decision making, and diversity.

Credits 3

EDIL-861 : Educational Finance

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).

Credits 3

EDIL-862 : Research Trends in Instructional Leadership

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.

Credits 3

Prerequisite Courses

EDEC-751: Quantitative Research Procedures

EDEC-752: Qualitative Research: Theory/Design

EDEC-755: Dissertation Research & Design

EDIL-866 : Ethical Leadership and Decision Making

The moral and ethical dimensions of leadership are the focus of this course. Emotional intelligence is viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Lincoln's leadership during times of national crisis serves as an entry point for considering what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse organizations. Students apply ethical principles to their own leadership platforms, values, and standards of ethical conduct

Credits 3

EDIL-867 : Political Structure/Governance

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. Students 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 students with meaningful examples of effective leadership in the midst of diverse political perspectives. Students assess their own conflict resolution styles and apply this knowledge.

Credits 3

EDIL-869 : Curriculum Leadership at the District Level

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. Students 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.

Credits 3

EDIL-876 : Advanced Educational Law: A Legal Perspective in Specific Areas of Need

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.

Credits 3

EDIP-702 : Ethical, Social, and Diversity Considerations

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.

Credits 3

EDIP-820 : Adult Learning Principles

Learning is in every component of the human experience. Understanding how adults learn and apply expertise to practical everyday situations provides the student opportunities to broaden understandings regarding the capacity of the human mind, what motivates learning and as future leaders, empowers others. This course introduces students to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Students 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.

Credits 3

EDIP-821 : Organizational Landscapes

This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Students 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.

Credits 3

EDIP-862 : Research Trends and Issues in Instructional Practice

In this course, candidates will be able to use the knowledge and methods learned in EDEC 751, EDEC 752, and EDEC 755 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 trends, methods, and issues related to curriculum and instruction.

Credits 3

Prerequisite Courses

EDEC-751: Quantitative Research Procedures

EDEC-752: Qualitative Research: Theory/Design

EDEC-755: Dissertation Research & Design

EDIP-869 : Curriculum Leadership

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. Students 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.

Credits 3

EDIP-876 : Advanced Educational Law

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.

Credits 3

EDIP-884 : Principles and Theories of Training and Development

This course explores the methods, tools, and techniques employed in facilitating adult learning. Emphasis is on the process and structure of delivering effective group and individual training activities in programs such as workshops, seminars, courses, and project meetings. The knowledge, skills, and abilities needed for the professional roles of an instructional specialist such as a facilitator, trainer or teacher of adults is emphasized throughout this course. This course examines how individual and group psychologies are shaped by and impact workplace settings. Workplace dynamics in educational and organizational settings will be discussed with emphasis on relational dynamics, organizational culture and climate, self-esteem and confidence, internal and external locus of control, and bureaucracy. Candidates will become familiar with software applications that are commonly used in training and development environments.

Credits 3

EDLC-701 : Leadership: Historical and Contemporary Perspectives

This course explores historical and contemporary leadership theories. Students examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis is 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. Students examine underlying principles of leadership including values, beliefs about human nature, and philosophy. The focus is on personal mastery as students investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

Credits 3

EDLC-702 : Ethical, Social, and Diversity Considerations

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.

Credits 3

EDLC-899 : Independent Dissertation Research

This is an independent study course for doctoral students who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

Credits 15

Educational Specialist (EdS)

The Educational Specialist program offers one year, three semester, 30-semester hour program (9- 9-12) 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:

- Instructional Practice (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).
3. TBI-L1 Fingerprint Background Check

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. LMU Director Approved Program of Study.
3. Acknowledgement of Receipt of Guidelines

Upon completion of these requirements, the candidate's credentials will be presented to the Program Director 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 Survey.

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 Instructional Practice (IP), 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 online cohort is 100% online with all discussions, assignments, and study delivered in an online format.

Attendance Policy for Online Cohort

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. If the student decides to miss class, he/she are still responsible for ALL assignments at the original due date, including a make-up assignment for missing the class discussion portion, as determined by the instructor. Failure to complete any assignments will result in an additionally lowered grade as noted in the grading policy section. In some cases, absences could be approved and are only approved at the discretion of the instructor.

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. 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.
- TBI-L1 Fingerprint Background Check

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.

Admission Appeals Process for the EdS IL Leadership:

In the EdS Instructional Leadership License program, the requirements are set by the TDOE. All applicable candidates applying for the IL License have or will have received a master's degree prior to applying. Applicants who do not meet all admission requirements may place an appeal on any one of three or a combination of these three:

1. Have at least two years of qualifying education experience.
2. Demonstrate effectiveness as an educator in the two most recent state-approved evaluation models.
3. Be recommended by the LEA and participate in a committee led interview.

Applicants may appeal each or all of these requirements by the following:

1. Submit a letter from the district director or superintendent verifying the candidate has been or will be offered an administrative position in the system on a needed basis.
2. Same as #1, with verification that the system doesn't use a state model of evaluation and provide its evaluation model or scores. Additionally, this is appealable if in the district's letter it states the applicant has not been evaluated during his/her period of employment.
3. The recommendation comes directly from the Director/Superintendent again stating the applicant has been or will be placed in an administrative position on an as needed basis.

Candidates who do not meet the three appealable requirements for admission into the Instructional Leadership Licensure program may file an appeal letter. In this letter the applicant must state a reason for the appeal with supporting statements of how he/she can exempt or meet the appealable requirements will be met.

Upon receipt of the applicant's letter of appeal, the EdS IL Program Director will consult with the EdS Faculty to determine the status of the application. If the initial letter is accepted, the candidate will be instructed to request that the Director/Superintendent submit a letter asking to have exemptions to any or all of the three appealable requirements. In this letter the Superintendent must state

the reasons and verify the applicant will be hired by the district. Upon the receipt of the Superintendent's letter of appeal another review will be done by the EdS IL Program Director and other faculty. If the appeal is successful, the applicant is admitted with full academic credentials.

When the appeal is granted based on the TDOE requirements being appealed the applicant receives full enrollment status with conditions or probationary steps assigned.

An applicant could be refused admission based on the Director's/Superintendent's letter not verifying the candidate will be placed in an administrative position. Applicants who appeal will receive a letter from the EdS Program Director sent by USPS mail with a follow-up email immediately following the decision.

All communication with the applicant, including emails, phone logs, personal meetings, and USPS are stored in Laisure fiche, LMU's storage and retrieval program. When they are enrolled in the IL program they are as are all other IL candidates assigned a faculty mentor who monitors, mentors, tracks and provides meaningful feedback on each candidates' progress throughout the entire 30-hour program.

EDUC-609 : Literacy for Instructional Leaders

This course provides a foundational understanding of content and pedagogical knowledge of literacy instruction, the progression of literacy development, and the cultivation of a literacy-rich learning environment that is responsive to all learners. Emphasis is given to foundational and disciplinary literacy and the use of evidence-based practices and scaffolds and supports matched to individual students' strengths and needs while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards.

Credits 3

EDUC-611 : Clinical Practice for Instructional Leaders

This course will increase candidates' literacy awareness of how literacy issues impact schools and students. Candidates will become familiar with research-based best practices and strategies for the classroom. Content and pedagogy are woven around clinical experiences, in course work, in laboratory-based experiences, and in school-embedded practice.

Credits 3

EDUC-665 : Action Research

This course explores the Action Research Model and the vital role of educational 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 are discussed. Prerequisites: EDUC 511 or an approved education research course.

Credits 3

Prerequisites

EDUC 511

EDUC-685 : Capstone Electronic Portfolio

EdS Educational Leadership (EL) and Instructional Practice (IP) 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) and the International Society for Technology in Education (ISTE). Pass/Fail grade

Credits 3

IL-611 : Assessment for School Improvement

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. Ed.S. core requirement.

Credits 3

IL-612 : Clinical Practice for Assessment & School Improvement

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.

Credits 3

Corequisite Courses

IL-611: Assessment for School Improvement

IL-651 : Federal Educational Law and Ethics

This course provides Educational Specialist candidates a foundation in the federal legal and ethical issues in education. A survey of case laws dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors. Topics include law of education, ethics, and legal decision making in education; children with disabilities (IDEA) and 504; the federal court system; Title IX; and law, ethics, and the educational leadership connection.

Credits 3

IL-652 : Leadership for Educational Programs

This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs.

Credits 3

IL-653 : Clinical Practice for Instructional Leadership

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.

Credits 3

Corequisite Courses

IL-652: Leadership for Educational Programs

IL-661 : Tennessee Finance and Human Resources

This course provides Education Specialist candidates a foundation in the standard financial operating procedures and routines in educational settings in Tennessee. Candidates also develop an understanding of resource management. Topics include, but not limited to, evaluating staff, and liability in the local district, school, and classroom pertinent to students, faculty and staff.

Credits 3

IL-686 : Capstone Portfolio

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) and the International Society for Technology in Education (ISTE). Documentation of the 100 Hour Practicum is also a requirement for the completed portfolio. Pass/Fail grade

Credits 3

IL-689 : SLLA

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

Credits 0

IP-610 : Instructional Strategies for Diverse Learners

This course explores researched-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.

Credits 3

IP-661 : Instructional Design & Initiatives

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.

Credits 3

MEd, Teacher Licensure

Master of Education—Teacher Licensure

The Master of Education in Teacher Licensure (MEd TL) Program at LMU is designed to attract degreed individuals who seek a career change into the field of teaching. This program provides an opportunity for candidates to earn a Master of Education (MEd) degree in addition to receiving teacher licensure. The MEd TL Program offers an accelerated, rigorous pathway to teacher licensure at the graduate level.

Admission Requirements

All applicants must fulfill the following MEd TL Program admission requirements and submit to the MEd TL 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. Submit writing sample.
5. In order to be considered for the MEd TL 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.
7. Upon receipt of all required admissions documents listed above, a transcript analysis will be completed by the Director of Licensure and Testing. The Tennessee State Department of Education requires the MEd TL Program to conduct a transcript evaluation for each candidate upon entry to identify any course discrepancies at the undergraduate level to ensure the 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 coursework deficiencies must be completed before enrollment in Enhanced Clinical Experience (Student Teaching/Job Embedded practicum). Any testing deficiencies must be completed before enrolling in EDUC 571.
8. The applicant will participate in an admission interview and will be notified of acceptance/non-acceptance to the program.

The applicant who does not meet the 2.75 GPA requirement, when informed they do not meet the requirements for normal entry to the postbaccalaureate program, must file an appeal letter stating their explanation for not meeting the 2.75 GPA requirement as well as a supportive statement for why they believe they can be successful in the program. Upon receipt of this documentation, the Director of the MEd TL program in

consultation with program faculty, will review the submitted appeal and decide on conditional acceptance or refusal of the appeal. In addition to the required admissions writing sample, appealing applicants will submit a writing sample to a specific prompt. If the appeal and writing sample are accepted, the prospective candidate signs an agreement of conditional acceptance into the program and is allowed to enroll on condition. The applicant is required to maintain a 3.0 GPA during their first semester (Transition I) as well as score satisfactory on their dispositional assessment before being allowed to continue to Transition II. Conditionally accepted candidates are followed in their classes each semester and faculty are required to inform the Director of any areas of concern regarding the probability of success for the student. Candidates who are not on track to be successful are either not allowed to register for the next semester or placed on a developmental plan which addresses each area of concern and what the candidate must do to continue in the program.

Initial licensure programs are offered in:

- Elementary Education (K-5)
- Secondary Education (6-12) Business, Biology, Chemistry, English, History, Mathematics and Physics
- K-12 licenses in Physical Education or Visual Art (K-12)
- Special Education (K-12 SPED Comprehensive; K-8 SPED Interventionist and 6-12 SPED Interventionist)
- Special Education add-on licensure available also (SPED Comprehensive K-12, SPED Interventionist K-8, and SPED Interventionist 6-12)

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. Any licensure-seeking candidates may apply to become Job Embedded candidates, which results in 2 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 six (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 TL 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 assigned for the clinical experience in Transition II. One of two clinical placements must be in a diverse setting. An electronic showcase, or e-portfolio, documents evidence of achievement in meeting the 10 INTASC Standards. The development of the e-portfolio 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 that assesses pedagogical knowledge. Candidates who enroll in student teaching EDUC 591 will complete edTPA for licensure as stated by the Tennessee Department of Education. Candidates enrolled in EDUC 591 will submit an edTPA portfolio to Pearson for national scoring (www.edtpa.com). Candidates in state mandated areas of study must meet or exceed the state required cut score to be licensed to teach in Tennessee along through clinical placement and course requirements for Transition III (EDUC 591). LMU will provide guidance and support, but ultimately it is the responsibility of the candidate to successfully complete the edTPA portfolio 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. If a candidate must resubmit their edTPA documents for review, the candidate has six weeks to do so. Any resubmission costs are at the expense of the candidate.

The MEd ITL Program is divided into four distinct transitions:

Full descriptions of the transitions are in the Master of Education Initial Teacher Licensure Program Handbook. 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.

The Master of Education Professional Core Coursework

All candidates (Elementary, Secondary, and Special Education) complete the following professional coursework:

Transition I

Semester One (Fall/Spring) Credit Hours

EDUC 570 Introduction to Teaching and Learning 6

Develop electronic showcase or e-portfolio

Must complete Practice PRAXIS exam in content area before entering Transition II.

Transition II

Semester Two (Fall/Spring)

EDUC 571 Extending and Refining Knowledge of Teaching and Learning 6 credit hours

Refine e-portfolio

Transition III

Semester Three (Fall/Spring) Within two years of completion of EDUC 571

EDUC 591 Enhanced Student Teaching* 3 or 6 credit hours

Submit e-portfolio

*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 42-45 approved credit hours (48-51 with possible add-on licensure) including EDUC 504: American Education: History, Law, and Foundations or SPED 530: Special Education Law and EDUC 511 Research and Statistics with a grade of B or better. Candidates must also pass a comprehensive examination.

EDUC-504 : American Education: History, Law, and Foundations

This is a masters-level course that provides education candidates with an overview of the historical, legal, and foundational characteristics of the American education system. Candidates will examine the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of educators. Through critical analysis and evaluation, students will develop the skills needed to engage in informed discussions about the future of education in America.

Credits 3

EDUC-509 : Content Literacy

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.

Credits 3

EDUC-511 : Educational Research and Statistics

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 M.Ed. candidates.

Credits 3

EDUC-570 : Intro to Teaching, Learning

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 - Teacher Licensure program.

Credits 6

EDUC-571 : Extending & Refining Knowledge of Teaching & Learning

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 - Teacher Licensure program. Prerequisite: EDUC 570

Credits 6

Prerequisite Courses

EDUC-570: Intro to Teaching, Learning

EDUC-572 : Early Childhood Development

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.

Credits 3

EDUC-573 : Methods of Teaching Elementary Math

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.

Credits 3

EDUC-574 : Foundations of Literacy

This course provides teacher candidates with an evidenced-based foundation in literacy and language development through cognitive, linguistic, and pedagogical theory, research, and practice based in the science of reading. Candidates will begin their instructional skills development in the areas defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Topics include understanding reading research, the reading process, language development, the sequence of learning to read, the essential components of reading instruction and assessment.

Credits 3

EDUC-575 : Phonological Awareness and Phonics

The Phonological Awareness and Phonics course presents the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics through evidence-based methodologies. Candidates learn sound-symbol/phoneme-grapheme correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process through the Simple View of reading.

Credits 3

EDUC-576 : Methods of Teach Science in K-5

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.

Credits 3

EDUC-577 : Elementary Content Area Literacy

The Elementary Content Area Literacy course provides an overview of literacy instruction in the domains of comprehension, fluency, vocabulary acquisition, and writing in the elementary content areas leading to enhanced conceptual knowledge for students. Exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension and writing instruction through fiction and nonfiction texts as applied in Social Studies and Science will be explored. Candidates conclude their instructional skills development in the areas defined by the National Reading Panel.

Credits 3

EDUC-580 : Educational Methods Teaching in Secondary Environments

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.

Credits 3

EDUC-591 : Enhanced Student Teaching

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.

Credits 6

EDUC-593 : Enhanced Clinical Experience Job Embedded

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 Program 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. During the field experiences the candidate will have direct teaching experiences with students with diverse learning needs and varied backgrounds.

Credits 3

-6

SPED-530 : Special Education & Law, Policy and Ethics

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.

Credits 3

SPED-545 : Methods of Literacy, Language & Communication

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.

Credits 3

SPED-547 : Systematic Instructional Procedures for Learners with MSD

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 incorporating 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.

Credits 3

SPED-548 : Assessments and Instructional Techniques for Diverse Learners

This course examines various categories of disabilities outlined in the Individuals with Disabilities Education Improvement Act (IDEIA) while integrating literacy and math instructional strategies and assessments. Candidates will gain a comprehensive understanding of student levels and goal setting for growth. Through practical application and case studies, candidates will develop the skills necessary to provide targeted support and facilitate meaningful progress for students with diverse learning needs.

Credits 3

SPED-550 : Managing Academic & Social Behavior Using Positive Supports

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, supports, and functional behavior assessments. Best practices in behavior and classroom management will be discussed.

Credits 3

SPED-565 : Transition/Employment Students with Disabilities

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.

Credits 3

SPED-573 : ABA in Autism

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.

Credits 3

SPED-577 : Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities

This course provides an in-depth study of responsive teaching strategies to meet diverse learning needs while emphasizing the need for strong homeschool 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.

Credits 3

Professional Counseling

Mission Statement

The mission of the Professional Counseling Program is to prepare culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region and beyond. Program graduates will be able to utilize psychological principles and counseling techniques to assist clients in the areas of educational, personal, social, and vocational development.

The program is designed to encourage personal and professional growth. Graduates of the Professional 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 after graduation.

The Program

The purpose of the CACREP accredited programs 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 Professional 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 their faculty advisor concerning proper sequencing of courses and licensure requirements.

The Professional Counseling program combines academic preparation in the areas of counseling and research with practicum 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.

COUN-501 : Prof Orientation/Ethics

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.

Credits 3

COUN-508 : Foundations of School Counseling

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.

Credits 3

COUN-509 : Foundations of Mental Health Counseling

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.

Credits 3

COUN-521 : Career Counseling

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.

Credits 3

COUN-531 : Social/Cultural Aspects

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.

Credits 3

COUN-541 : Counseling Skills

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.

Credits 3

COUN-551 : Personality/Mental Health Issues

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.

Credits 3

COUN-577 : Addiction Counseling

This course provides students with an overview of the theories and etiology of addictions and addictive behaviors. Topics to be covered include substance abuse and other addiction issues, diagnosis, comorbidity, treatment planning, and psychopharmacology. Students will explore treating diverse populations from individual, family, and group counseling approaches.

Credits 3

COUN-581 : Human Growth & Development

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.

Credits 3

COUN-593 : Practicum

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.

Credits 3

COUN-595 : Topics in Counseling

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.

Credits 3

COUN-611 : Counseling Theories

This course provides an overview 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.

Credits 3

COUN-621 : Crisis Intervention and Consultation

The purpose of this course is to highlight the importance of crisis intervention and disaster relief counseling and the role consultation plays in the counseling relationship. Focus will be on working with clients who are in crisis, disaster response and other current topics in crisis intervention and consultation.

Credits 3

COUN-631 : Group Counseling

The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

Credits 3

COUN-651 : Evidence-Based Trmnt/Planning

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.

Credits 3

COUN-654 : Populations in MH Counseling

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 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.

Credits 3

COUN-662 : Psychopathology

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.

Credits 3

COUN-669 : Psychopharmacology

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 nonpharmacological modalities.

Credits 3

COUN-671 : Assessment in Counseling

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.

Credits 3

COUN-677 : Legal & Ethical Issues in Professional Counseling

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, and Tennessee Licensure Statues for Professional Counseling.

Credits 3

-3

COUN-681 : Children and Families

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.

Credits 3

COUN-687 : Foundations of Marriage and Family Counseling

This course provides an overview of Marriage and Family counseling theories, trends, and practical applications of approaches in relationship counseling. An historical overview of family relationships across multiple cultures and a survey of assessments utilized in Marriage and Family counseling are reviewed.

Credits 3

-3

COUN-698 : Internship/Seminar School Counseling

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.

Credits 6

COUN-699 : Internship/Seminar Mental Health Counseling

This internship is a capstone experience designed to provide clinical mental health counseling candidates 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 supervision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.

Credits 6

EDUC-511 : Educational Research and Statistics

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 M.Ed. candidates.

Credits 3

IL-561 : School Law and Ethics

This course examines the basic legal and ethical issues in education and included a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

Credits 3

SPED-530 : Special Education & Law, Policy and Ethics

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.

Credits 3

Curriculum and Instruction

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.

IP-612 : Practicum Instructional Strategies for Diverse Learners

This course is the companion practicum for IP 610, Instructional Strategies for Diverse Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions.

Credits 3

Corequisite Courses

IP-610: Instructional Strategies for Diverse Learners

Master of Education

The Master of Education 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. This program will bring the candidate up to date on master's level information relevant to their field of specialization, stimulate the candidate to read and understand research in their field of specialization, and prepare the candidate for leadership roles. The MEd Instructional Leadership (IL) concentration and the MEd Educational Leadership (EL) concentrations are online programs. The Master of Education Instructional Practice (IP) concentration is a hybrid cohort at the Cedar Bluff site.

Program format for MEd Educational Leadership, and Instructional Leadership:

The MEd Educational Leadership and the MEd Instructional Leadership is an online program, all the coursework including instruction and assessment will be done online through Canvas and Watermark. Candidates are expected to complete the modules by the dates specified. Discussion board participation as described in the modules is also required and logging into Canvas frequently is expected. Late work is subject to a reduction in assignment points.

Program format for MEd Instructional Practice:

The MEd Instructional Practice is a hybrid cohort which meets face-to-face during alternate weeks at the Cedar Bluff extended site with alternate weeks meeting asynchronously online.

EDUC-504 : American Education: History, Law, and Foundations

This is a masters-level course that provides education candidates with an overview of the historical, legal, and foundational characteristics of the American education system. Candidates will examine the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of educators. Through critical analysis and evaluation, students will develop the skills needed to engage in informed discussions about the future of education in America.

Credits 3

EDUC-509 : Content Literacy

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.

Credits 3

EDUC-511 : Educational Research and Statistics

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 M.Ed. candidates.

Credits 3

EDUC-551 : Supervision for Teaching & Learning

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.

Credits 3

EDUC-572 : Early Childhood Development

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.

Credits 3

EDUC-573 : Methods of Teaching Elementary Math

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.

Credits 3

EDUC-574 : Foundations of Literacy

This course provides teacher candidates with an evidenced-based foundation in literacy and language development through cognitive, linguistic, and pedagogical theory, research, and practice based in the science of reading. Candidates will begin their instructional skills development in the areas defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Topics include understanding reading research, the reading process, language development, the sequence of learning to read, the essential components of reading instruction and assessment.

Credits 3

EDUC-575 : Phonological Awareness and Phonics

The Phonological Awareness and Phonics course presents the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics through evidence-based methodologies. Candidates learn sound-symbol/phoneme-grapheme correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process through the Simple View of reading.

Credits 3

EDUC-580 : Educational Methods Teaching in Secondary Environments

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.

Credits 3

IL-501 : Leadership and School Improvement

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, databased decision-making, stakeholder involvement, and parent and community collaboration. Heavy emphasis is given to all aspects of becoming an effective literacy leader.

Credits 3

IL-502 : Clinical Practice in Leading Schools and Portfolio

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 Tennessee Instructional Leadership Standards (TILS) for licensure is required of Tennessee Instructional Leadership Licensure candidates. Mentors will be assigned to facilitate the licensure procession partnership with the school district. Candidates focus on a school's literacy needs to design and implement a school improvement project.

Credits 3

IL-541 : School Community Partnerships in a Diverse World

This course 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.

Credits 3

IL-561 : School Law and Ethics

This course examines the basic legal and ethical issues in education and included a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

Credits 3

IL-571 : School Finance Resource Management

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.

Credits 3

IL-589 : School Leadership Licensure Assessment (SLLA)

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.

Credits 0

SPED-530 : Special Education & Law, Policy and Ethics

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.

Credits 3

SPED-545 : Methods of Literacy, Language & Communication

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.

Credits 3

SPED-547 : Systematic Instructional Procedures for Learners with MSD

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 incorporating 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.

Credits 3

SPED-550 : Managing Academic & Social Behavior Using Positive Supports

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, supports, and functional behavior assessments. Best practices in behavior and classroom management will be discussed.

Credits 3

SPED-560 : Screening, Assessment & Identification of Risk/Disability for Program Planning

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.

Credits 3

SPED-565 : Transition/Employment Students with Disabilities

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.

Credits 3

SPED-573 : ABA in Autism

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.

Credits 3

SPED-577 : Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities

This course provides an in-depth study of responsive teaching strategies to meet diverse learning needs while emphasizing the need for strong homeschool 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.

Credits 3

Ed.D. Curriculum, Instruction

EDCI-862 : Research Trends in Curric/Instruc

In this course, candidates will be able to use the knowledge and methods learned in EDEC 751, EDEC 752, and EDEC 755 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 trends, methods, and issues related to curriculum and instruction.

Credits 3

Prerequisite Courses

EDEC-752: Qualitative Research: Theory/Design

EDEC-751: Quantitative Research Procedures

EDEC-755: Dissertation Research & Design

EDCI-869 : Curriculum Ldrshp/District Level

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. Students 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.

Credits 3

EDCI-872 : Trends and Issues in Educational Technology & Literacy

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. Students 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.

Credits 3

EDCI-873 : Perspctv/Stratgy in Tch/Learn

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.

Credits 3

EDCI-874 : Curricula for Literacy

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.

Credits 3

EDCI-875 : Poverty/Gender/Cultr Backgrnd

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.

Credits 3

EDCI-877 : Teacher Leadership

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.

Credits 3

EDCI-899 : Independnt Dissertation Resrch

This is an independent study course for doctoral students who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

Education

EDUC-501 : Foundations of American Education

This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. This course also examines the 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. This course is a core requirement for MEd EL, IL and IP.

Credits 3

EDUC-504 : American Education: History, Law, and Foundations

This is a masters-level course that provides education candidates with an overview of the historical, legal, and foundational characteristics of the American education system. Candidates will examine the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of educators. Through critical analysis and evaluation, students will develop the skills needed to engage in informed discussions about the future of education in America.

Credits 3

EDUC-509 : Content Literacy

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.

Credits 3

EDUC-511 : Educational Research and Statistics

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 M.Ed. candidates.

Credits 3

EDUC-513 : Thesis Preparation

Credits 1

EDUC-551 : Supervision for Teaching & Learning

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.

Credits 3

EDUC-570 : Intro to Teaching, Learning

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 - Teacher Licensure program.

Credits 6

EDUC-571 : Extending & Refining Knowledge of Teaching & Learning

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 - Teacher Licensure program.

Prerequisite: EDUC 570

Credits 6

Prerequisite Courses

EDUC-570: Intro to Teaching, Learning

EDUC-572 : Early Childhood Development

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.

Credits 3

EDUC-573 : Methods of Teaching Elementary Math

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.

Credits 3

EDUC-574 : Foundations of Literacy

This course provides teacher candidates with an evidenced-based foundation in literacy and language development through cognitive, linguistic, and pedagogical theory, research, and practice based in the science of reading. Candidates will begin their instructional skills development in the areas defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Topics include understanding reading research, the reading process, language development, the sequence of learning to read, the essential components of reading instruction and assessment.

Credits 3

EDUC-575 : Phonological Awareness and Phonics

The Phonological Awareness and Phonics course presents the fundamental principles and concepts of the structure of language, with a focus on phonological awareness and phonics through evidence-based methodologies. Candidates learn sound-symbol/phoneme-grapheme correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process through the Simple View of reading.

Credits 3

EDUC-576 : Methods of Teach Science in K-5

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.

Credits 3

EDUC-577 : Elementary Content Area Literacy

The Elementary Content Area Literacy course provides an overview of literacy instruction in the domains of comprehension, fluency, vocabulary acquisition, and writing in the elementary content areas leading to enhanced conceptual knowledge for students. Exploration of the developmental and instructional implications related to fluent reading, vocabulary acquisition, comprehension and writing instruction through fiction and nonfiction texts as applied in Social Studies and Science will be explored. Candidates conclude their instructional skills development in the areas defined by the National Reading Panel.

Credits 3

EDUC-578 : Reading Diagnosis and Correction

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.

Credits 3

EDUC-579 : Methods of Teach Literacy in Elem School

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.

Credits 3

EDUC-580 : Educational Methods Teaching in Secondary Environments

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.

Credits 3

EDUC-591 : Enhanced Student Teaching

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.

Credits 6

EDUC-592 : Diversity & Equity Issues

Credits 3

EDUC-593 : Enhanced Clinical Experience Job Embedded

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 Program 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. During the field experiences the candidate will have direct teaching experiences with students with diverse learning needs and varied backgrounds.

Credits 3

-6

EDUC-595 : Topics in Education

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.

EDUC-596 : Practicum in Education

This course focuses on supervised application of skills that approximate employment in various educational settings. Master's level course.

EDUC-596L : Practicum in Leadership

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-599 : Elective Credit

Credits 3

EDUC-609 : Literacy for Instructional Leaders

This course provides a foundational understanding of content and pedagogical knowledge of literacy instruction, the progression of literacy development, and the cultivation of a literacy-rich learning environment that is responsive to all learners. Emphasis is given to foundational and disciplinary literacy and the use of evidence-based practices and scaffolds and supports matched to individual students' strengths and needs while maintaining grade-appropriate rigor and alignment to Tennessee Academic Standards.

Credits 3

EDUC-611 : Clinical Practice for Instructional Leaders

This course will increase candidates' literacy awareness of how literacy issues impact schools and students. Candidates will become familiar with research-based best practices and strategies for the classroom. Content and pedagogy are woven around clinical experiences, in course work, in laboratory-based experiences, and in school-embedded practice.

Credits 3

EDUC-614 : Special Topics

Credits 3

EDUC-665 : Action Research

This course explores the Action Research Model and the vital role of educational 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 are discussed. Prerequisites: EDUC 511 or an approved education research course.

Credits 3

Prerequisites

EDUC 511

EDUC-685 : Capstone Electronic Portfolio

EdS Educational Leadership (EL) and Instructional Practice (IP) 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) and the International Society for Technology in Education (ISTE). Pass/Fail grade

Credits 3

EDUC-695 : Topics in Education

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.

EDUC-696 : Practicum

This course focuses on supervised application of skills that approximate employment in various educational settings. Ed.S. level course.

Credits 3

EDUC-696L : Practicum in Education

Credits 3

EDUC-699 : Elective Credit

Credits 3

Education Core

EDEC-742 : Diversity/Equity in Educ

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.

Credits 3

EDEC-751 : Quantitative Research Procedures

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.

Credits 3

EDEC-752 : Qualitative Research: Theory/Design

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, intercoder 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.

Credits 3

EDEC-753 : Quantitative Resrch Proced II

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 interpret 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.

Credits 3

EDEC-754 : Intro Qual Rsrch/Policy Anlsys

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.

Credits 3

EDEC-755 : Dissertation Research & Design

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.

Credits 3

Prerequisite Courses

EDEC-751: Quantitative Research Procedures

EDEC-752: Qualitative Research: Theory/Design

Educational Leadership

EDUC-685 : Capstone Electronic Portfolio

EdS Educational Leadership (EL) and Instructional Practice (IP) 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) and the International Society for Technology in Education (ISTE). Pass/Fail grade

Credits 3

IL-611 : Assessment for School Improvement

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. Ed.S. core requirement.

Credits 3

IL-612 : Clinical Practice for Assessment & School Improvement

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.

Credits 3

Corequisite Courses

IL-611: Assessment for School Improvement

IL-651 : Federal Educational Law and Ethics

This course provides Educational Specialist candidates a foundation in the federal legal and ethical issues in education. A survey of case laws dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors. Topics include law of education, ethics, and legal decision making in education; children with disabilities (IDEA) and 504; the federal court system; Title IX; and law, ethics, and the educational leadership connection.

Credits 3

IL-661 : Tennessee Finance and Human Resources

This course provides Education Specialist candidates a foundation in the standard financial operating procedures and routines in educational settings in Tennessee. Candidates also develop an understanding of resource management. Topics include, but not limited to, evaluating staff, and liability in the local district, school, and classroom pertinent to students, faculty and staff.

Credits 3

IP-610 : Instructional Strategies for Diverse Learners

This course explores researched-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.

Credits 3

Higher Education

EDHE-862 : Research Trends in Higher Education

In this course candidates will be able to use the knowledge and methods learned in EDEC 751, EDEC 752, and EDEC 755 to examine the research methods and trends related to Higher Education. Candidates will be able to engage with literature to learn more about research trends, methods, and issues related to the higher education administration and policies.

Credits 3

Prerequisite Courses

EDEC-751: Quantitative Research Procedures

EDEC-752: Qualitative Research: Theory/Design

EDEC-755: Dissertation Research & Design

Instructional Ldrshp-EDIL

EDIL-701 : Ldrshp: Hist & Contemp Persptv

This course explores historical and contemporary leadership theories. Students examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis is 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. Students examine underlying principles of leadership including values, beliefs about human nature, and philosophy. The focus is on personal mastery as students investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

Credits 3

EDIL-860 : Group Methods/Processes

This course focuses on communication skills for upper level education leaders. Students will explore group dynamics, communication within groups, controversy and creativity, managing conflict, and team development. Students will apply course concepts through self-analysis, team work, case studies, action research projects, and simulations. Other course concepts will include group goals, social interdependence and trust, power, decision making, and diversity.

Credits 3

EDIL-861 : Educational Finance

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).

Credits 3

EDIL-862 : Research Trends in Instructional Leadership

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.

Credits 3

Prerequisite Courses

EDEC-751: Quantitative Research Procedures

EDEC-752: Qualitative Research: Theory/Design

EDEC-755: Dissertation Research & Design

EDIL-866 : Ethical Leadership and Decision Making

The moral and ethical dimensions of leadership are the focus of this course. Emotional intelligence is viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Lincoln's leadership during times of national crisis serves as an entry point for considering what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse organizations. Students apply ethical principles to their own leadership platforms, values, and standards of ethical conduct

Credits 3

EDIL-867 : Political Structure/Governance

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. Students 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 students with meaningful examples of effective leadership in the midst of diverse political perspectives. Students assess their own conflict resolution styles and apply this knowledge.

Credits 3

EDIL-868 : Organizational Leadership/Governance

This course examines power and authority and the external and internal structures that govern organizations and the interrelationships among individuals and organizations. Students 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 students with meaningful examples of effective leadership in the midst of diverse political perspectives.

Credits 3

EDIL-869 : Curriculum Leadership at the District Level

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. Students 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.

Credits 3

EDIL-876 : Advanced Educational Law: A Legal Perspective in Specific Areas of Need

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.

Credits 3

EDIL-899 : Independent Dissertation Research

This is an independent study course for doctoral students who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

EDLC-702 : Ethical, Social, and Diversity Considerations

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.

Credits 3

Instructional Ldrshp-IL

IL-501 : Leadership and School Improvement

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, databased decision-making, stakeholder involvement, and parent and community collaboration. Heavy emphasis is given to all aspects of becoming an effective literacy leader.

Credits 3

IL-502 : Clinical Practice in Leading Schools and Portfolio

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 Tennessee Instructional Leadership Standards (TILS) for licensure is required of Tennessee Instructional Leadership Licensure candidates. Mentors will be assigned to facilitate the licensure procession partnership with the school district. Candidates focus on a school's literacy needs to design and implement a school improvement project.

Credits 3

IL-541 : School Community Partnerships in a Diverse World

This course 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.

Credits 3

IL-561 : School Law and Ethics

This course examines the basic legal and ethical issues in education and included a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

Credits 3

IL-571 : School Finance Resource Management

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.

Credits 3

IL-589 : School Leadership Licensure Assessment (SLLA)

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.

Credits 0

IL-595 : Topics in Educ. Admin/Supervision

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.

IL-611 : Assessment for School Improvement

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. Ed.S. core requirement.

Credits 3

IL-612 : Clinical Practice for Assessment & School Improvement

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.

Credits 3

Corequisite Courses

IL-611: Assessment for School Improvement

IL-651 : Federal Educational Law and Ethics

This course provides Educational Specialist candidates a foundation in the federal legal and ethical issues in education. A survey of case laws dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors. Topics include law of education, ethics, and legal decision making in education; children with disabilities (IDEA) and 504; the federal court system; Title IX; and law, ethics, and the educational leadership connection.

Credits 3

IL-652 : Leadership for Educational Programs

This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs.

Credits 3

IL-653 : Clinical Practice for Instructional Leadership

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.

Credits 3

Corequisite Courses

IL-652: Leadership for Educational Programs

IL-661 : Tennessee Finance and Human Resources

This course provides Education Specialist candidates a foundation in the standard financial operating procedures and routines in educational settings in Tennessee. Candidates also develop an understanding of resource management. Topics include, but not limited to, evaluating staff, and liability in the local district, school, and classroom pertinent to students, faculty and staff.

Credits 3

IL-686 : Capstone Portfolio

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) and the International Society for Technology in Education (ISTE). Documentation of the 100 Hour Practicum is also a requirement for the completed portfolio. Pass/Fail grade

Credits 3

IL-689 : SLLA

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

Credits 0

IL-696 : Practicum

Credits 3

IL-696L : Licensure Practicum

IP-610 : Instructional Strategies for Diverse Learners

This course explores researched-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.

Credits 3

Instructional Practice

EDIP-702 : Ethical, Social, and Diversity Considerations

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.

Credits 3

EDUC-685 : Capstone Electronic Portfolio

EdS Educational Leadership (EL) and Instructional Practice (IP) 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) and the International Society for Technology in Education (ISTE). Pass/Fail grade

Credits 3

IP-610 : Instructional Strategies for Diverse Learners

This course explores researched-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.

Credits 3

IP-612 : Practicum Instructional Strategies for Diverse Learners

This course is the companion practicum for IP 610, Instructional Strategies for Diverse Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions.

Credits 3

Corequisite Courses

IP-610: Instructional Strategies for Diverse Learners

IP-661 : Instructional Design & Initiatives

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.

Credits 3

Leadership Core

EDLC-701 : Leadership: Historical and Contemporary Perspectives

This course explores historical and contemporary leadership theories. Students examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis is 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. Students examine underlying principles of leadership including values, beliefs about human nature, and philosophy. The focus is on personal mastery as students investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

Credits 3

EDLC-732 : Critical Inquiry/Resrch Design

This course is designed to provide students with directed experience in critical inquiry and research design and to prepare students for the type of research/scholarship that will be expected of them in their professional careers.

Credits 1

EDLC-733 : Quant & Qualitative Methods

The purpose of this course is to provide students with intense training in the tools, and strategies needed to conduct reliable, valid, and relevant research.

Credits 3

EDLC-821 : Organizational Landscapes

This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Students 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.

Credits 3

EDLC-822 : Individual & Organizational Landscapes

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.

Credits 3

EDLC-899 : Independent Dissertation Research

This is an independent study course for doctoral students who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

Credits 15

Special Education

SPED-530 : Special Education & Law, Policy and Ethics

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.

Credits 3

SPED-545 : Methods of Literacy, Language & Communication

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.

Credits 3

SPED-547 : Systematic Instructional Procedures for Learners with MSD

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 incorporating 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.

Credits 3

SPED-550 : Managing Academic & Social Behavior Using Positive Supports

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, supports, and functional behavior assessments. Best practices in behavior and classroom management will be discussed.

Credits 3

SPED-560 : Screening, Assessment & Identification of Risk/Disability for Program Planning

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.

Credits 3

SPED-565 : Transition/Employment Students with Disabilities

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.

Credits 3

SPED-571 : Methods for Teach Students With MSD

This course provides strategies for teaching students with moderate, 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.

Credits 3

SPED-573 : ABA in Autism

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.

Credits 3

SPED-577 : Responsive Teaching Math/Literacy Instruction for Students w/High Incidence Disabilities

This course provides an in-depth study of responsive teaching strategies to meet diverse learning needs while emphasizing the need for strong homeschool 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.

Credits 3

SPED-595 : Special Topics in Special Education

Credits 3

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 pursuing a medical degree. Students will also be prepared to pursue advanced graduate study in anatomy.

Other significant aspects of the program include the following:

- Guaranteed Interview
 - To receive a guaranteed interview for the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science student at LMU-DCOM taking ANAT-501 (Gross Anatomy), ANAT-714 (Medical Histology), LSCI-610 (Advanced Immunology), LSCI-612 (Medical

Microbiology), and two electives in the Fall semester. The student would be taking 19 credits.

- Meet all pre-requisite coursework requirements.
- Fall GPA ≥ 3.0 with no MCAT minimum requirement.
 - Fall GPA is calculated after Fall semester in MS program.
- Complete AACOMAS application by deadline.
- No professionalism concerns or issues.
- Before the actual interview, an interview prep session is provided along with group mock interviews with faculty/staff in the MS program.
- A grade of "C" or lower in a Spring semester course may result in a rescinded interview/acceptance to LMU-DCOM.
- Note: Students in this tier are not guaranteed admission into the DO program. This tier has no minimum MCAT requirement, but the MCAT must be taken in order to apply to the DO program LMU-DCOM.
- Provisional Acceptance
 - To receive provisional acceptance into the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science Student at LMU-DCOM taking ANAT 501 (Gross Anatomy), ANAT 714 (Medical Histology), LSCI 610 (Advanced Immunology), LSCI 612 (Medical Microbiology), and two electives in the fall semester. Each student would be taking 19 credits.
 - Meet all pre-requisite coursework requirements.
 - Fall GPA is calculated after fall semester in MS program (no withdrawals and no grade below "B"). MCAT must be completed no later than September of the fall semester in MS program.
 - Fall GPA 3.3-3.49 with MCAT ≥ 497
 - Fall GPA 3.5-4.0 with MCAT ≥ 494
 - Completed AACOMAS application by deadline.
 - Successful interview by DCOM admissions committee.
 - No professionalism concerns or issues.
 - Acceptance is contingent upon successful completion of MS degree with no grade below "B" or offer may be rescinded.

*Guaranteed Interview and Provisional Acceptance does not apply to the Life Science Research Program.

*Students who have been dismissed from another professional program are ineligible for Provisional Acceptance. LMU-DCOM Admissions reserves the right to rescind a Provisional Acceptance offer. Applications will be reviewed on a case-by-case basis.

ANAT-501 : Gross Anatomy

Gross Anatomy is the study of the body's structure. This 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 and three-dimensional anatomy. Throughout the course students will be challenged to relate anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations.

Credits 3

Semester Offered

Fall

ANAT-624 : Human Embryology

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 501

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

ANAT-699 : Med Gross Anat Dissection

Credits 3

ANAT-714 : Medical Histology

Medical Histology is designed to give students a foundation of the basic structural and functional organization of cells and tissues in the human body. Histology focuses on the histologic study and microscopic anatomy of basic tissue types. 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 present in Pathology. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Offered as an elective when available.

Credits 3

Semester Offered

Fall

ANAT 604 : Introduction to Radiographic Anatomy and Clinical Imaging

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.

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

Semester Offered

Spring

LSCI-503 : Advanced Molecular Genetics & Cell Biology

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.

LSCI-506 : Microscopic Imaging Theory and Technique

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.

Credits 3

LSCI-510 : Principles of Physiology

This 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.

Credits 3

Semester Offered

Spring

LSCI-604 : Research Design & Analysis

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.
- Satisfactory completion of an undergraduate statistics course.

Semester Offered

Fall

LSCI-605 : Scholarly Writing in Life Science

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 is a pre-requisite for the LSR degree. LSCI 604 is not a pre-requisite for the AS and BMS degrees.

Credits 2

LSCI-606 : Appl Ethics Biomed Sci

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.

Credits 3

Semester Offered

Fall

Spring

LSCI-610 : Advanced Immunology

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, immuno-pathologies, tumor immunology, and immunotherapies. Pre-Requisites: Admission to the Master of Science program.

Credits 3

Semester Offered

Fall

LSCI-611 : Princ of Pharmacology

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. Prerequisites: Admission to the Master of Science program

Credits 3

Semester Offered

Spring

LSCI-612 : Medical Microbiology

This course will introduce basic principles and then apply those principles to clinical relevance. All aspects of microbiology will be explored. This course will cover taxonomy, metabolism, pathogenesis, modes of transmission, epidemiology, methods of isolation and control for pathogenic bacteria, viruses, fungi and parasites. This course will include etiological agents responsible for many infectious diseases that future practitioners would encounter.

Credits 4

Semester Offered

Fall

LSCI-613 : Case Studies in Life Sciences

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

Credits 1

Semester Offered

Spring

LSCI-614 : Prin Infectious Disease/Epidemiology

This 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.

Credits 3

LSCI-615 : Communications in Healthcare

Explores effective communication in health care. Various techniques will be considered in finding better ways to have discussions with colleagues and consultations with patients. This will include written and verbal communication in the various ways these now occur. The course will focus on special considerations in communication among the diverse populations of people with whom medical professionals can expect to interact. An important facet of this exploration is that the range of cultural norms in communities requires an understanding that the rich diversity is to be appreciated and respected.

Credits 3

LSCI-616 : Curriculum and Assessment

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 explored will include course organization, teaching strategies/ methods in the biological science classroom, preparing educational units, developing the laboratory content, teaching methods, learning styles, etc.

Credits 3

LSCI-653 : Special Topics in Life Science

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.

Credits 3

LSCI-683 : Graduate Research Project

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.

Credits 1

-6

Prerequisites

- Admission to the Master of Science program.
- Permission of instructor.

Biomedical Sciences (BMS)

The Biomedical Sciences (BMS) major is designed to offer students a structured route to future entry into professional school. Among the three 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 at the DeBusk College of Osteopathic Medicine (DCOM).

Other significant aspects of the program include the following:

- Guaranteed Interview
 - To receive a guaranteed interview for the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science student at LMU-DCOM taking ANAT-501 (Gross Anatomy), ANAT-714 (Medical Histology), LSCI-610 (Advanced Immunology), LSCI-612 (Medical Microbiology), and two electives in the Fall semester. The student would be taking 19 credits.
 - Meet all pre-requisite coursework requirements.
 - Fall GPA ≥ 3.0 with no MCAT minimum requirement.
 - Fall GPA is calculated after Fall semester in MS program.
 - Complete AACOMAS application by deadline.
 - No professionalism concerns or issues.
 - Before the actual interview, an interview prep session is provided along with group mock interviews with faculty/staff in the MS program.
 - A grade of "C" or lower in a Spring semester course may result in a rescinded interview/acceptance to LMU-DCOM.

- Note: Students in this tier are not guaranteed admission into the DO program. This tier has no minimum MCAT requirement, but the MCAT must be taken in order to apply to the DO program LMU-DCOM.
- Provisional Acceptance
 - To receive provisional acceptance into the upcoming DO class at LMU-DCOM, students must meet the following criteria:
 - Enrolled full time as a Master of Science Student at LMU-DCOM taking ANAT 501 (Gross Anatomy), ANAT 714 (Medical Histology), LSCI 610 (Advanced Immunology), LSCI 612 (Medical Microbiology), and two electives in the fall semester. Each student would be taking 19 credits.
 - Meet all pre-requisite coursework requirements.
 - Fall GPA is calculated after fall semester in MS program (no withdrawals and no grade below "B"). MCAT must be completed no later than September of the fall semester in MS program.
 - Fall GPA 3.3-3.49 with MCAT ≥ 497
 - Fall GPA 3.5-4.0 with MCAT ≥ 494
 - Completed AACOMAS application by deadline.
 - Successful interview by DCOM admissions committee.
 - No professionalism concerns or issues.
 - Acceptance is contingent upon successful completion of MS degree with no grade below "B" or offer may be rescinded.

*Guaranteed Interview and Provisional Acceptance does not apply to the Life Science Research Program.

*Students who have been dismissed from another professional program are ineligible for Provisional Acceptance. LMU-DCOM Admissions reserves the right to rescind a Provisional Acceptance offer. Applications will be reviewed on a case-by-case basis

ANAT-501 : Gross Anatomy

Gross Anatomy is the study of the body's structure. This 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 and three-dimensional anatomy. Throughout the course students will be challenged to relate anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations.

Credits 3

Semester Offered

Fall

ANAT-624 : Human Embryology

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 501

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

ANAT-699 : Med Gross Anat Dissection

Credits 3

ANAT-714 : Medical Histology

Medical Histology is designed to give students a foundation of the basic structural and functional organization of cells and tissues in the human body. Histology focuses on the histologic study and microscopic anatomy of basic tissue types. 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 present in Pathology. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Offered as an elective when available.

Credits 3

Semester Offered

Fall

ANAT 604 : Introduction to Radiographic Anatomy and Clinical Imaging

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.

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

Semester Offered

Spring

DOSYS-701 : Medical Gross Anatomy I

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

Medical Gross Anatomy 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. Laboratory dissections will be utilized throughout the entire course. 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.

Credits 3

DOSYS-714 : Medical Histology

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

Medical Histology is designed to give students a foundation in the basic structural and functional organization of cells and tissues in the human body. The course focuses on histologic study of basic tissue types and the microscopic anatomy of major organs and organ systems. 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 histopathology presented in the second-year systems courses

Credits 2.5

DOSYS-715 : Medical Neuroanatomy

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

This course provides an introduction to the human nervous system. The basic structure and common disorders of the PNS and CNS will be emphasized throughout this course; however, an understanding of the peripheral distribution of the cranial and spinal nerves covered in the concurrent Medical Gross Anatomy (DOSYS-701) will be considered prerequisite knowledge. This course is the first of a two-part series, and will cover the following topics: fundamentals of neuroanatomy and synaptic transmission; superficial, cross-sectional, and connectional anatomy of the brain and spinal cord; the function and spinal distribution of the corticospinal, spinothalamic, and dorsal column-medial lemniscus pathways; and the functional anatomy of reflexes and the autonomic nervous system in the thorax and abdomen.

Credits 1

LSCI-503 : Advanced Molecular Genetics & Cell Biology

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.

LSCI-506 : Microscopic Imaging Theory and Technique

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.

Credits 3

LSCI-510 : Principles of Physiology

This 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.

Credits 3

Semester Offered

Spring

LSCI-604 : Research Design & Analysis

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.
- Satisfactory completion of an undergraduate statistics course.

Semester Offered

Fall

LSCI-605 : Scholarly Writing in Life Science

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 is a pre-requisite for the LSR degree. LSCI 604 is not a pre-requisite for the AS and BMS degrees.

Credits 2

LSCI-606 : Appl Ethics Biomed Sci

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.

Credits 3

Semester Offered

Fall

Spring

LSCI-610 : Advanced Immunology

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, immuno-pathologies, tumor immunology, and immunotherapies. Pre-Requisites: Admission to the Master of Science program.

Credits 3

Semester Offered

Fall

LSCI-611 : Princ of Pharmacology

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. Prerequisites: Admission to the Master of Science program

Credits 3

Semester Offered

Spring

LSCI-612 : Medical Microbiology

This course will introduce basic principles and then apply those principles to clinical relevance. All aspects of microbiology will be explored. This course will cover taxonomy, metabolism, pathogenesis, modes of transmission, epidemiology, methods of isolation and control for pathogenic bacteria, viruses, fungi and parasites. This course will include etiological agents responsible for many infectious diseases that future practitioners would encounter.

Credits 4

Semester Offered

Fall

LSCI-613 : Case Studies in Life Sciences

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

Credits 1

Semester Offered

Spring

LSCI-614 : Prin Infectious Disease/Epidemiology

This 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.

Credits 3

LSCI-615 : Communications in Healthcare

Explores effective communication in health care. Various techniques will be considered in finding better ways to have discussions with colleagues and consultations with patients. This will include written and verbal communication in the various ways these now occur. The course will focus on special considerations in communication among the diverse populations of people with whom medical professionals can expect to interact. An important facet of this exploration is that the range of cultural norms in communities requires an understanding that the rich diversity is to be appreciated and respected.

Credits 3

LSCI-616 : Curriculum and Assessment

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 explored will include course organization, teaching strategies/ methods in the biological science classroom, preparing educational units, developing the laboratory content, teaching methods, learning styles, etc.

Credits 3

LSCI-653 : Special Topics in Life Science

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.

Credits 3

LSCI-683 : Graduate Research Project

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.

Credits 1

-6

Prerequisites

- Admission to the Master of Science program.
- Permission of instructor.

Life Science Research (LSR)

The Life Sciences Research (LSR) 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.

*Students enrolled in the LSR major are ineligible for a Guaranteed Interview or Provisional Acceptance to LMU-DCOM's DO program.

ANAT-501 : Gross Anatomy

Gross Anatomy is the study of the body's structure. This 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 and three-dimensional anatomy. Throughout the course students will be challenged to relate anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations.

Credits 3

Semester Offered

Fall

ANAT-624 : Human Embryology

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 501

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

ANAT-714 : Medical Histology

Medical Histology is designed to give students a foundation of the basic structural and functional organization of cells and tissues in the human body. Histology focuses on the histologic study and microscopic anatomy of basic tissue types. 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 present in Pathology. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Offered as an elective when available.

Credits 3

Semester Offered

Fall

ANAT 604 : Introduction to Radiographic Anatomy and Clinical Imaging

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.

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

Semester Offered

Spring

LSCI-503 : Advanced Molecular Genetics & Cell Biology

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.

LSCI-506 : Microscopic Imaging Theory and Technique

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.

Credits 3

LSCI-510 : Principles of Physiology

This 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.

Credits 3

Semester Offered

Spring

LSCI-603 : Colloquial Principles of Life Science

Selected diverse articles from the primary literature of the life sciences are critically presented and discussed.

Attendance required. Course may be repeated for credit.

Credits 1

Prerequisites

Admission to the Master of Science program.

Semester Offered

Fall

Spring

LSCI-604 : Research Design & Analysis

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.

Credits 3

Prerequisites

- Admission to the Master of Science program.
- Satisfactory completion of an undergraduate statistics course.

Semester Offered

Fall

LSCI-605 : Scholarly Writing in Life Science

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 is a pre-requisite for the LSR degree. LSCI 604 is not a pre-requisite for the AS and BMS degrees.

Credits 2

LSCI-606 : Appl Ethics Biomed Sci

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.

Credits 3

Semester Offered

Fall

Spring

LSCI-610 : Advanced Immunology

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, immuno-pathologies, tumor immunology, and immunotherapies. Pre-Requisites: Admission to the Master of Science program.

Credits 3

Semester Offered

Fall

LSCI-611 : Princ of Pharmacology

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. Prerequisites: Admission to the Master of Science program

Credits 3

Semester Offered

Spring

LSCI-612 : Medical Microbiology

This course will introduce basic principles and then apply those principles to clinical relevance. All aspects of microbiology will be explored. This course will cover taxonomy, metabolism, pathogenesis, modes of transmission, epidemiology, methods of isolation and control for pathogenic bacteria, viruses, fungi and parasites. This course will include etiological agents responsible for many infectious diseases that future practitioners would encounter.

Credits 4

Semester Offered

Fall

LSCI-613 : Case Studies in Life Sciences

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

Credits 1

Semester Offered

Spring

LSCI-614 : Prin Infectious Disease/Epidemiology

This 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.

Credits 3

LSCI-615 : Communications in Healthcare

Explores effective communication in health care. Various techniques will be considered in finding better ways to have discussions with colleagues and consultations with patients. This will include written and verbal communication in the various ways these now occur. The course will focus on special considerations in communication among the diverse populations of people with whom medical professionals can expect to interact. An important facet of this exploration is that the range of cultural norms in communities requires an understanding that the rich diversity is to be appreciated and respected.

Credits 3

LSCI-616 : Curriculum and Assessment

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 explored will include course organization, teaching strategies/ methods in the biological science classroom, preparing educational units, developing the laboratory content, teaching methods, learning styles, etc.

Credits 3

LSCI-653 : Special Topics in Life Science

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.

Credits 3

LSCI-693 : Life Science Thesis Research

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.

Credits 1

-9

Anatomy

ANAT-614 : Evolutionary & Comparative Anatomy

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: DO SYS 701

Credits 3

ANAT-624 : Human Embryology

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 501

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

ANAT-653 : Special Topics in Clinical Anatomy

Reading and conference with a faculty member(s). Students will give presentations and discuss topics with faculty. May be repeated. By permission only.

ANAT-683 : Graduate Anatomy Project

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: Admissions to the MS program and permission of instructor

Credits 3

ANAT-699 : Med Gross Anat Dissection

Credits 3

ANAT-714 : Medical Histology

Medical Histology is designed to give students a foundation of the basic structural and functional organization of cells and tissues in the human body. Histology focuses on the histologic study and microscopic anatomy of basic tissue types. 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 present in Pathology. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Offered as an elective when available.

Credits 3

Semester Offered

Fall

ANAT 603 : Methods of Curriculum Development and Teaching Human Gross Anatomy

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

Credits 3

Prerequisite Courses

Semester Offered

Spring

ANAT 604 : Introduction to Radiographic Anatomy and Clinical Imaging

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.

Credits 3

Prerequisite Courses

ANAT-501: Gross Anatomy

Semester Offered

Spring

LSCI-616 : Curriculum and Assessment

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 explored will include course organization, teaching strategies/methods in the biological science classroom, preparing educational units, developing the laboratory content, teaching methods, learning styles, etc.

Credits 3

Doctor of Osteopathy

DOSYS-695 : Special Topic

DOSYS-701 : Medical Gross Anatomy I

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

Medical Gross Anatomy 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. Laboratory dissections will be utilized throughout the entire course. 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.

Credits 3

DOSYS-714 : Medical Histology

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

Medical Histology is designed to give students a foundation in the basic structural and functional organization of cells and tissues in the human body. The course focuses on histologic study of basic tissue types and the microscopic anatomy of major organs and organ systems. 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 histopathology presented in the second-year systems courses

Credits 2.5

DOSYS-715 : Medical Neuroanatomy

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

This course provides an introduction to the human nervous system. The basic structure and common disorders of the PNS and CNS will be emphasized throughout this course; however, an understanding of the peripheral distribution of the cranial and spinal nerves covered in the concurrent Medical Gross Anatomy (DOSYS-701) will be considered prerequisite knowledge. This course is the first of a two-part series, and will cover the following topics: fundamentals of neuroanatomy and synaptic transmission; superficial, cross-sectional, and connectional anatomy of the brain and spinal cord; the function and spinal distribution of the corticospinal, spinothalamic, and dorsal column-medial lemniscus pathways; and the functional anatomy of reflexes and the autonomic nervous system in the thorax and abdomen.

Credits 1

MSN, Nursing Administration

NURS-587A : Administration

This course is the first of two practice immersion courses in preparation of practice for the role of the nursing 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 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 135 practice hours must be fulfilled to complete this course.

Credits 3

Doctor of Business Administration

Mission Statement

The Doctor of Business Administration program develops scholar-practitioners who drive change through knowledge creation for business, integrating academic rigor with practical relevance.

Program Overview

The LMU DBA program requires the completion of 60 credit hours, and follows an online format. The DBA program utilizes a cohort model, wherein students take a maximum of six (6) credit hours per semester. The program is intended for upwardly mobile professionals and recent MBA graduates with exceptional academic backgrounds. DBA Foundations courses provide knowledge within the areas of accounting, business analytics, finance, and marketing. A DBA candidate who has previously completed an MBA or business-related master's degree may qualify to transfer up to 12 credit hours of equivalent courses into the DBA degree to fulfill the requirement of the DBA Foundations courses. The DBA core is comprised of four (4) classes that will provide a basis for understanding business theory and application in today's market. The Management and Marketing concentrations are each comprised of four (4) classes. Four (4) DBA research classes are required to teach students how to conduct proper and credible research. Finally, students will complete 12 hours of dissertation credit while working with their dissertation committee.

Expected outcomes of the DBA include:

- DBA1 Students will evaluate and apply core business theories and strategies relating to microeconomics, management, leadership, and marketing to promote organizational growth, innovation, and competitive advantage.
- DBA2 Students will demonstrate the ability to generate innovative ideas and solutions through a variety of creative thinking techniques and processes, and will communicate these ideas effectively to varying audiences.
- DBA3 Students will communicate effectively and persuasively in oral and written formats.
- DBA4 Students will locate, evaluate, and use information effectively to solve problems, make decisions, and communicate ideas.
- DBA5 Students will design, deliver, and evaluate effective and engaging pedagogical methods that meet the needs and interests of diverse learners.
- DBA6 Students will conduct rigorous and ethical research using a variety of qualitative and quantitative research methodologies. Students will construct research questions and hypotheses, select appropriate methods, collect and analyze data, and interpret and report findings.
- DBA7 Develop, conduct, and defend original research through the dissertation process.

Expected outcomes of the **Management** concentration include:

- MGMT1 Students will develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever-changing environment
- MGMT2 Student will acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness.

Expected outcomes of the **Marketing** concentration include:

- MKTG1 Students will apply integrated marketing communications strategies that aid in advancement of global branding.
- MKTG2 Students will examine the psychological, sociological, and cultural variables that influence buyer motivation.
- MKTG3 Students will evaluate the use of data-driven decision making within the marketing sector, and apply statistical methodologies as they relate to product analytics, marketing-mix analytics, customer analytics, and digital analytics.

DBA Admission Requirements & Procedures

Applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree, official transcripts showing the completion of a regionally accredited Master of Business Administration (MBA) or business-related master's degree with a cumulative GPA of a 3.5, and official transcripts of all other undergraduate, graduate, and post-graduate/professional course work from regionally accredited institutions.

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.

If an applicant, domestic or international, has completed their bachelor's degree in a country other than the United States, the applicant is required to submit a degree evaluation report from a reputable credentialing service (WES – World Education Services, <https://wes.org/>) that demonstrates degree and course equivalency. The official report for each degree evaluation report must be submitted directly from the credentialing service and provided to the School of Business; Graduate Department; 421 Park 40 North Blvd., Knoxville, TN 37923.

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 (MBA or business-related master's degree)
5. Specific course work completed
6. Writing Sample
7. Reference check

Conditional DBA Student Status

Under special circumstances, a person who does not meet the requirements for DBA admission may be allowed conditional status. To be considered for conditional DBA status, the student must complete the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the completion of a regionally accredited bachelor's degree, official transcripts showing the completion of a regionally accredited Master of Business Administration (MBA) or business-related master's degree with a cumulative GPA of a 3.0, and official transcripts of all other undergraduate, graduate, and post-graduate/professional course work from regionally accredited institutions. Additionally, an applicant may be required to participate in an interview with the DBA Program Director to further assess suitability for the program. If granted conditional DBA status, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the first semester of the program and earn no grade less than "B". A grade less than "B" disqualifies the candidate from full admission. Students will be granted full admission upon earning grades of "B" or above within all enrolled courses during their first semester within the DBA program.

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 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. Once course work has been completed, DBA students will be assigned a dissertation committee comprised of three LMU employees. The dissertation committee chair and second committee member must be employed by the LMU School of Business. The third committee member must be employed by LMU. The use of external dissertation committee members is not permitted.

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, students will defend their dissertation. When scheduling a dissertation defense, students should refer to the LMU School of Business Dissertation Manual for date requirements.

DBA Dissertation Academic Dishonesty, Cheating, and Plagiarism Policies

All submissions, drafts, edits, and final copies of dissertation manuscripts will be evaluated for plagiarism, inappropriate citation, and substantive misrepresentation by both electronic and manual means. It is the expectation that any and all work submitted by an LMU DBA candidate is solely and originally the work of the candidate and does not include inappropriately represented work from any outside source, nor does it resubmit the candidate's previous work from another project. It is at the discretion of the Committee Chair to evaluate candidate work for violation of this policy. Any evidence suggesting that this policy has been violated, regardless of how small, will subject the candidate to dismissal from the LMU DBA program.

Dissertation submissions for the LMU DBA program should be solely the work of the DBA candidate. No part of any dissertation submission, draft, or final copy should include any portion, regardless of how small, that has been generated by artificial intelligence. All dissertation submissions will be subject to verification of originality through the use of available technology and software to detect any part which may have not been solely and originally composed by the DBA candidate. Upon verification by two or more independent sources that this policy has been violated, the DBA candidate will be subject to dismissal from the LMU DBA program.

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 the course and credit hour (60) requirements associated with the academic program.
2. Successful defense of the DBA dissertation
3. A minimum cumulative GPA of 3.0 (B)
4. The receipt of no more than two course grades of 'C' or below.
5. Completion of all outcomes assessment testing and activities

6. The completion of the DBA degree within seven (7) years
7. 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:

- LMU DBA Outbound Exit Exam
- An exit interview
- All graduating student surveys

DBA-705 : Microeconomics: Theory of the Firm

This course teaches advanced concepts of microeconomics theory, with emphasis on the firms. It briefly introduces the technology and tools that firms use to minimize cost and maximize profit. Then the course will switch briefly to consumer utility maximization subjected to a budget constraint. Later it delves deeply into firm behaviors and game theory. It explores firms' actions in profit maximizing production level and pricing mechanism in both certain and uncertain environments (with asymmetric information).

Credits 3

DBA-706 : Marketing Strategy, Structures, & Systems

This advanced marketing course examines modern marketing trends and coordinating strategies employed by businesses in today's environment. Students will examine the structures and systems necessary to successfully deploy marketing strategies that aid in the attainment of organizational goals. Course topics will include customer cultivation, digital branding, identifying market needs, customer relationship management, customer segmentation, building brand communities, & value proposition formation.

Credits 3

DBA-708 : Competitive Advantage & Innovative Management

Competitive advantage dominates the business world. This course examines the intricacies of creation and continuation of competitive advantages both domestically and internationally. To achieve this continuance, innovative management is required. Measures to promote innovation within the organization to improve products and services, capture new markets, and increase cost savings will be evaluated

Credits 3

DBA-714 : Managerial Decision Making & Business Policy

This course helps students make good decisions about strategic business issues involving ambiguity and uncertainty. Students will understand how to structure the decision-making process using quantitative techniques such as decision trees and simulation as well as qualitative techniques such as estimating probabilities. An effective manager needs to frame the problem appropriately, prioritize objectives, generate meaningful alternatives, estimate probabilities, and know how to gain support within the organization.

Credits 3

DBA-716 : Organizational Behavior & Leadership

This course explores several different dimensions of organizational behavior and leadership by examining the theory and practice of management with regards to individual differences, group processes, and behavioral dynamics. Students will learn how behavior can vary depending on the interactions of the individual and the context in which it occurs.

Credits 3

DBA-717 : Organizational Theory

This course introduces students to the historical roots, development, and contemporary understandings of organizations and their environments. Perspectives are multidisciplinary drawing from economics, sociology, political science, management, public administration, and strategy. This course explores the role of the individual in organizations, group and organizational processes, definitions of the environment, and the interactions between the organization and the environment.

Credits 3

DBA-718 : Entrepreneurship & Innovation

This course introduces students to the theory and practice of entrepreneurship, intrapreneurship, and innovation. Entrepreneurship is studied through the lens of the entrepreneur in both large and small organizations. Small business necessities such as developing a business model, protecting property rights, and commercialization are also given attention. Particular attention is given to the innovation process across different contexts.

Credits 3

DBA-730 : Advanced Consumer Behavior

This course examines consumers in their roles as buyers, users, and evaluators of goods and services. Students will study the psychological, sociological, and cultural variables that influence buyer motivation. Emphasis will be placed on research relating to consumer perception, learning, identity, personality, attitude formation and change, decision making, consumption, post-purchase behaviors, and more.

Credits 3

DBA-731 : Data-Driven Marketing Management

The course explores the importance of utilizing data for heightened decision making and competitive advantage throughout the marketing management process. Course concepts include the use of data within the formulation, implementation, and evaluation stages of marketing plans. Students will examine the use of statistical analysis methods as they apply to the marketing research and analytics sectors.

Credits 3

DBA-732 : Global Brand Strategy

Today's brands are a powerful force going beyond the world's borders, economies, and cultures. This course introduces the student to the global brand dynamic and focuses on why a global brand is important, how to nurture and protect a global brand, global brand management, and the importance of the brand's authenticity in the formation of the consumer's brand trust and commitment.

Credits 3

DBA-733 : Integrated Marketing Communication

The emphasis of this course is to present current trends in marketing communication, its objectives, and to give students a valuable starting point for further research on the topic. Students learn the latest trends in marketing communication along with the tools and options available for a marketing communication campaign. The course will focus on the effective formulation of strategic integrated marketing communication (IMC) programs and processes covering areas such as, but not limited to, the social media as an IMC tool in conjunction with the seminal use of advertising, promotion, public relations. The student will develop dynamic strategic marketing communications by analyzing the elements and impact of integrated marketing communication including current trends, technology, and other macro-environmental issues.

Credits 3

DBA-804 : Doctoral Statistics

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.

Credits 3

DBA-805 : Qualitative Research Design & Analysis

This course will allow students to extend their research skills by exploring qualitative research methodology and design types. The course will cover qualitative designs such as case study, phenomenology, grounded theory, and ethnography. Students will demonstrate practical knowledge in solving problems as they engage in the practical application of writing and critical-thinking skills with solid theoretical foundations underlying social and behavioral research methods applied to the study of business organizations. Dissertation design and format will be covered.

Credits 3

DBA-806 : Quantitative Research Design & Analysis

This course introduces students to the quantitative method of design and analysis in a research study. Students will learn how to critique and evaluate existing research using a variety of theoretical and methodological perspectives. Students will learn to use quantitative data-management and analysis techniques and will utilize SPSS software for these processes. Specifically, students will be introduced to quantitative survey research methods, building on the premise that statistical methods can be applied in a practical fashion. Students will be guided through the various steps of the survey research process and will apply learning through a course project. This course covers basic concepts underlying statistical and quantitative reasoning but is not intended for students to become fully grounded in statistical methods.

Credits 3

DBA-807 : Multivariate Data Analysis

This course introduces multivariate methods and provides students with instruction in fundamental concepts of data refinement, analysis, and interpretation. Concepts are applied in a multidisciplinary fashion covering various business functions and the social sciences. Particular interest is given to managerial decision-making and application with regards to research.

Credits 3

DBA-899 : Dissertation

This course is reserved for DBA dissertation work completed by students.

Credits 1

-3

MGMT-720 : Organizational Culture & Change

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

Credits 3

Master of Science in Business Analytics

Mission Statement

The Master of Science in Business Analytics program equips students to add organizational value through the acquisition of new insights and knowledge from data for better evidenced-based decision making.

MSBA Program Overview

The Master of Science in Business Analytics (MSBA) degree is a 30-hour program and modeled after a cohort style, with students starting together each fall, spring, and summer. The MSBA program is comprised of 10 courses, with all courses being offered in an entirely online format. MSBA students will take a maximum of six (6) credit hours per semester. 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

MSBA Admission Requirements & Procedures

Applicants must submit the online application for admission, application essays, the \$50 application fee, a current resume including professional references which may be checked, official transcripts showing the

completion of an accredited bachelor's degree with a 2.75 GPA, and official transcripts of all other undergraduate and graduate course work from accredited institutions.

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.

If an applicant, domestic or international, has completed their bachelor's degree in a country other than the United States, the applicant is required to submit a degree evaluation report from a reputable credentialing service (WES – World Education Services, <https://wes.org/>) that demonstrates degree and course equivalency. The official report for each degree evaluation report must be submitted directly from the credentialing service and provided to the School of Business; Graduate Department; 421 Park 40 North Blvd., Knoxville, TN 37923.

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. Writing sample
7. Reference check

Conditional MSBA Admission Status

Under special circumstances, a person who does not meet the requirements for MSBA admission may be allowed conditional admissions status. In order to be considered for conditional MSBA 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 MSBA admissions documents. If granted conditional MSBA 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 MSBA program.

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 the course and credit hour (30) requirements associated with the MSBA program.
2. A minimum cumulative GPA of 3.0 (B)
3. The receipt of no more than two course grades of 'C' or below.
4. Completion of all outcomes assessment testing and activities
5. The completion of the MSBA degree within five (5) years
6. 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:

- LMU MSBA Outbound Exit Exam
- An exit interview
- All graduating student surveys

MBA-540 : Business Analytics for Decision Making

This course provides an overview of analytical methods commonly used within business environments. The focus is on the applied use of analytical methods to make better business decisions and improve customer and shareholder value. The course provides fundamental concepts and tools needed to understand the emerging role of business analytics, and applies basic methods in descriptive, inferential, predictive, and prescriptive analytics to provide insights into business problems and decisions. Foundational statistical and data analysis methods used to enhance business decision-making are examined. This course also examines the use of spreadsheets for data manipulation, descriptive visualization and summarization, statistical analyses, and decision modeling.

Credits 3

MBA-635 : Marketing & Sales Analytics

This course explores the use of data, statistics, and technology for the purpose of driving marketing decision-making and problem-solving. Students will examine the processes involved with tracking, measuring, and analyzing data within the marketing and sales context to improve pricing, product development, segmentation, targeting, advertising, sales, customer relationship management, and client lifetime value.

Credits 3

MSBA-514 : Statistical Methods for Business Analytics

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.

Credits 3

MSBA-516 : Business Intelligence & Communication with Data

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.

Credits 3

MSBA-520 : Programming Methods for Business Analytics

This course applies analytical programming methods and logic to business data sets to support analytics for gaining business insights. The course's aim is to develop a foundation for using programming methods as tools for accessing data from external sources, preparing data sets for analysis, managing and transforming data sets, and working with variables, logical operators, and functions to be able to perform fundamental descriptive and inferential statistical methods. This course uses fundamental programming language concepts to import, organize, analyze, and report findings. Topics include analytical programming, control structures, operators, functions, structures, and plotting. The current programming language used in this course is the R programming language with a brief introduction to Python.

Credits 3

MSBA-521 : Data Acquisition & Management for Business Analytics

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 in an organizational setting. In this course, structured query language (SQL) is used to express decision making and analytical needs, explore datasets, sort, and process information from raw data to generate analytical results for key business insights. The course also discusses the impact of big data on organizational data-based systems and processes.

Credits 3

MSBA-522 : Data Mining Methods for Business Analytics

This is an introductory course on data mining within a business context. This course introduces the basic concepts, principles, and methods of data mining, and focuses on applications of data mining for problem solving and business decision-making. An overview of the core ideas and steps in the data mining process is presented. The principles and techniques associated with key areas of data mining are covered, including pattern discovery, prediction, classification, cluster analysis, and time series analysis. The implementation of techniques will be through the application of an analytical programming language.

Credits 3

MSBA-620 : Accounting & Financial Analytics

This course is dedicated to the application of quantitative analytical tools to leverage the value of financial and accounting data for improved decision making and financial risk mitigation within the organization. In this course, an analytical approach is used to critically question financial and auditing data, to transform and manipulate data to investigate issues and questions, and to effectively interpret and summarize results for stakeholders. Issues specific to accounting and financial data sets are explored using spreadsheet-based and statistical programming techniques.

Credits 3

MSBA-624 : Process, Operations, & Supply Chain Analytics

This course is dedicated to the application of quantitative analytical tools related to the design, management, and improvement of business systems and processes. The aim of this course is to apply approaches and methods to improve effectiveness and efficiency of essential business and supply chain processes, including demand and capacity planning, facility location, inventory planning, production control, and quality improvement. Analytical methods and analysis techniques to support the design and improvement of the key business processes that add value through improved performance are covered. Key issues related to the design and management of operational processes and supply chains are analyzed using both deterministic and statistical quantitative methods such as linear programming, forecasting, simulation, and statistical process control methods.

Credits 3

MSBA-640 : Decision Analysis, Modeling, & Experimentation

This course is designed to introduce business students to the use of quantitative tools and methods for structured decision making and more effective problem solving. This course is dually focused on business problem formulation and quantitative decision analysis tools and methods. The course provides an overview of problem-solving tools and techniques and develops skills necessary to formulate, evaluate, and communicate solutions based on evidence and data. Secondly, it presents core methods and techniques for data-driven decision analysis. Students will apply predictive, prescriptive, and experimental analytical methods and techniques to improve managerial decisions. During this course, students will learn to develop and implement a data acquisition and analysis plan appropriate to the problem(s).

Credits 3

Conflict Mgmt/Dispute Resolutn

CMDR-501 : Surv Altern Dispute Resol Proc

This survey course focuses on the non-litigation processes of dispute resolution and their relationship to traditional mechanisms. It provides overviews, critical examinations and analyses of the application of ADR's three main processes of settling legal disputes without litigation- negotiation, mediation, and arbitration- as well as the issues raised as these processes are combined, modified and applied.

Credits 3

CMDR-502 : Mediation Theory & Practice

This course explores the various theories underlying and practices to mediation. The mediation process is organized into a series of stages, and basic mediation skills and techniques appropriate to each state are identified and cultivated. Simulations and experiential exercises provide students with an opportunity to develop proficiency as mediators and to rigorously analyze appropriate roles and behavior as mediators and advocates taking into account the legal, ethical and public policy issues surrounding the practice of mediation.

Credits 3

CMDR-510 : Psyc & Comm of Conflict

Based on findings from the social sciences, this course examines how individuals think about and relate to one another in the context of conflict. Students acquire a theoretical framework for understanding and assisting parties in conflict. Based on the psychology, this course examines the vehicle of communication in the context of conflict in various alternative dispute resolution processes and other conflict-driven interactions.

Credits 3

CMDR-511 : Dispute Resolution Syst in Org

This course explores the growing trend toward the design, development and implementation of dispute resolution systems within and among public and private sector organizations: in employment, commercial, judicial, and public policy contexts. The course will examine the burgeoning field of dispute systems design in the new economy with focus on potential advantages and disadvantages of this approach to what arguably is the privatization of justice. Students will also be provided with a practical framework to apply dispute systems to design concepts in complex disputes across a variety of venues, with the opportunity to apply it to their own designated subject matter area.

Credits 3

EdD Human Resource Development

EDHR-881 : HRD: Th, Found, & Principles

This course examines the legal issues associated with laws that impact higher education. Candidates will learn how executive orders, judicial rulings, and legislative mandates have served to shape the mission and function of higher education. Candidates will also survey basic elements of governance structures in higher education as they relate to the law of higher education. The course will include an examination of how master plans, legislative influence, local control, and structure differ by state. The course also examines legal problems and issues as they affect candidates, 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.

Credits 3

EDHR-882 : Personnel & Human Res Mgmt

This course examines recruitment, selection, development, retention, motivating, removing and evaluating personnel for organizations in private and public sectors. This course explores employee relations, collective bargaining, as well as the major laws and regulations that govern employment (e.g., OSHA, Department of Labor; Department of Health and Human Services; IRS; and others).

Credits 3

EDHR-883 : Legal & Eth Environ of Hr Mgmt

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 candidates, 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. Candidates will become familiar with software applications that are commonly used in the area of human resource management.

Credits 3

EDHR-884 : Princ & Theor of Train & Devel

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 candidates, 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. Candidates will become familiar with software applications that are commonly used in the area of human resource management.

Credits 3

EDHR-885 : HR Recruitment and Selection

This course explores the methods, tools, and techniques employed in facilitating adult learning. Emphasis is on the process and structure of delivering effective group and individual training activities in programs such as workshops, seminars, courses, and project meetings. The knowledge, skills, and abilities needed for the professional roles of an instructional specialist such as a facilitator, trainer or teacher of adults is emphasized throughout this course. This course examines how individual and group psychologies are shaped by and impact workplace settings. Workplace dynamics in educational and organizational settings will be discussed with emphasis on relational dynamics, organizational culture and climate, self-esteem and confidence, internal and external locus of control, and bureaucracy. Candidates will become familiar with software applications that are commonly used in training and development environments.

Credits 3

EDHR-886 : Prog & Organ Outcomes Eval

This course examines philosophy and practices relevant to adult program planning, implementation and evaluation. Contemporary research on adult planning will be examined. Candidates will discuss how this research can be used in the construction and measurement of adult programming. Candidates will engage in activities which are designed for candidates to connect research and theory to practice. The course will introduce the skills and knowledge of the field of program evaluation and their application to educational programs. Candidates will come to understand the issues and problems that threaten validity and reliability in program evaluations. Candidates will learn to be thoughtful consumers of evaluations as well as capable of producing their own evaluation designs. While theory guides the discussion of issues, emphasis is placed on application to good practice.

Credits 3

Leadership Bridge

EDLB-703 : Diversity in the Workplace

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. Students explore the importance of learning and understanding cultural similarities as well as differences and how this information relates to the workplace.

Credits 3

EDLB-730 : Research Frameworks

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 student's independent development as a researcher and the expansion of research ideas.

Credits 3

EDLB-820 : Adult Learning Principles

Learning is in every component of the human experience. Understanding how adults learn and apply expertise to practical everyday situations provides the student opportunities to broaden understandings regarding the capacity of the human mind, what motivates learning and as future leaders, empowers others. This course introduces students to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Students 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.

Credits 3

EDLB-828 : Organiztnl Assessmnt/Evaluatn

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.

Credits 3

EDLB-829 : Ldshp: Forecast/Strategic Plan

This course considers two aspects of strategic planning: problem finding and problem solving. Students 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.

Credits 3

Master of Business Administration

MBA-511 : Operations Management & Quantitative Analysis

This course includes both quantitative methods and operations management principles to assist managers in evaluating business processes.

Credits 3

MBA-516 : Human Resource Management

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.

Credits 3

MBA-524 : Artificial Intelligence (AI) for Business Executives

This advanced course explores the strategic applications of Artificial Intelligence (AI) in various business domains. Students will gain an in-depth knowledge of AI technologies and their impact on business models, processes, and decision-making. The course focuses on developing analytical skills to evaluate AI solutions, as well as understanding the organizational and managerial implications of AI adoption.

Credits 3

MBA-540 : Business Analytics for Decision Making

This course provides an overview of analytical methods commonly used within business environments. The focus is on the applied use of analytical methods to make better business decisions and improve customer and shareholder value. The course provides fundamental concepts and tools needed to understand the emerging role of business analytics, and applies basic methods in descriptive, inferential, predictive, and prescriptive analytics to provide insights into business problems and decisions. Foundational statistical and data analysis methods used to enhance business decision-making are examined. This course also examines the use of spreadsheets for data manipulation, descriptive visualization and summarization, statistical analyses, and decision modeling.

Credits 3

MBA-545 : Marketing Management

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.

Credits 3

MBA-550 : Financial Management

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.

Credits 3

MBA-565 : Economics for Decision Making

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.

Credits 3

MBA-570 : Accounting for Decision Making

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 interpretation and limitations of financial reports and their uses in evaluating the performance of the manufacturing and service organizations.

Credits 3

MBA-575 : Contemporary Management & Leadership

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.

Credits 3

MBA-590 : Business Strategy

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 511, MBA 540, MBA 545, MBA 550, MBA 565, MBA 570, & MBA 575.

Credits 3

MBA-614 : Administration of Healthcare Organizations

This course provides an introductory level 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.

Credits 3

MBA-615 : Healthcare Topics & Issues

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.

Credits 3

MBA-619 : Quality Improvement in Healthcare

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.

Credits 3

MBA-620 : Healthcare Law & Ethics

This course introduces key information and concepts for managers on the legal basis and application of law in the health care industry. This course examines ethical problems and issues facing health care managers. 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.

Credits 3

MBA-626 : Administration of Athletics

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

Credits 3

MBA-627 : Sport Marketing

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.

Credits 3

MBA-628 : Sport Seminar

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.

Credits 3

MBA-630 : Sport and Society

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.

Credits 3

MBA-632 : Digital Marketing

This course examines the formulation, implementation, and execution of digital marketing strategy. Students will gain a comprehensive understanding of the digital marketing techniques relevant to the success of digital media campaigns within the 21st century. Special emphasis will be placed on the importance of integrated marketing communications for the purpose of promoting a continuous branding experience across digital channels and platforms.

Credits 3

MBA-633 : Social Media & Mobile Marketing

This course covers the implications of the evolution of social media and mobile technologies on marketing strategy in the new landscape where traditional and digital media coexist and interact. It will provide a comprehensive understanding of key aspects of social media marketing, hyperlocal marketing, and mobile marketing concepts, techniques, and tools.

Credits 3

MBA-634 : Electronic Commerce

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).

Credits 3

MBA-635 : Marketing & Sales Analytics

This course explores the use of data, statistics, and technology for the purpose of driving marketing decision-making and problem-solving. Students will examine the processes involved with tracking, measuring, and analyzing data within the marketing and sales context to improve pricing, product development, segmentation, targeting, advertising, sales, customer relationship management, and client lifetime value.

Credits 3

MBA-684 : Project Management

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.

Credits 3

MBA-688 : Strategic Management, Value Creation, and Competitive Advantage

To ensure their organizations remain competitive and successful now and in the future, managers must develop the resources and capabilities needed to gain and sustain competitive advantage in traditional and emerging markets. This course introduces the concept of strategic management through simulation and rigorous case analyses. Topics covered include direction and goals of an organization, the environment (social, political, technological, economic, and global factors), industry and market structure, organizational strengths and weaknesses, corporate governance, ethics, and corporate responsibility. The emphasis is on the development and successful implementation of strategy in different types of firms across industries.

Credits 3

MBA-689 : Mergers, Acquisitions, Corporate Restructurings

Mergers, acquisitions, and corporate restructurings occur globally to help companies gain competitive advantage and market share. This course provides a holistic view of the organizational processes associated with mergers, acquisitions, and restructurings, including identifying targets, execution of strategy, and post restructuring managerial methods. Additionally, students will become familiar with the responsibilities of primary managerial participants, as well as the associated legal, accounting and reporting and regulatory and tax provision aspects.

Credits 3

MBA-690 : Technology Management

This course addresses the special characteristics of managing and leading technology dependent organizations. Information includes technology's impact on organizational structure and the policy process, strategic technological planning, futures studies, leadership, global aspects of technology management, performance assessment, financing, and some of the major ethical implications of managing technology dependent organizations.

Credits 3

MBA-690 : Technology Management

This course addresses the special characteristics of managing and leading technology dependent organizations. Information includes technology's impact on organizational structure and the policy process, strategic technological planning, futures studies, leadership, global aspects of technology management, performance assessment, financing, and some of the major ethical implications of managing technology dependent organizations.

Credits 3

MSBA-514 : Statistical Methods for Business Analytics

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.

Credits 3

MSBA-516 : Business Intelligence & Communication with Data

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.

Credits 3

MSBA-521 : Data Acquisition & Management for Business Analytics

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 in an organizational setting. In this course, structured query language (SQL) is used to express decision making and analytical needs, explore datasets, sort, and process information from raw data to generate analytical results for key business insights. The course also discusses the impact of big data on organizational data-based systems and processes.

Credits 3

MSBA-640 : Decision Analysis, Modeling, & Experimentation

This course is designed to introduce business students to the use of quantitative tools and methods for structured decision making and more effective problem solving. This course is dually focused on business problem formulation and quantitative decision analysis tools and methods. The course provides an overview of problem-solving tools and techniques and develops skills necessary to formulate, evaluate, and communicate solutions based on evidence and data. Secondly, it presents core methods and techniques for data-driven decision analysis. Students will apply predictive, prescriptive, and experimental analytical methods and techniques to improve managerial decisions. During this course, students will learn to develop and implement a data acquisition and analysis plan appropriate to the problem(s).

Credits 3