



Lincoln Memorial University – Graduate Programs

# CATALOG 2025-2026

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This edition of the *Graduate Programs Catalog* is effective July 15, 2025. 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

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### 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](http://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. \(ARC-PA\)](#)
- [Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association \(ABA\)](#)
- [American Osteopathic Association-Commission on Osteopathic College Accreditation \(AOA-COCA\)](#)
- [American Veterinary Medical Association – Committee on Veterinary Technician 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](#)
- [Florida 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 2025-2026

**Official University Holidays** (Offices closed/no classes):

**2025:** September 1; November 26 - 28; December 24-31

**2026:** January 1; January 19; April 3; May 25 and July 3

**Faculty/Staff Kickoff:** August 11 – 14

Fall Semester 2025	
Final registration before classes begin	August 15
Welcome Weekend	August 14-17
Matriculation Ceremony	August 14
Residence halls open (8 a.m.)	August 17
Classes begin	August 18
Last day to complete registration/add classes	August 27
Labor Day (no classes, residence halls remain open)	September 1
<b>Last day to drop course without "WD"</b>	September 19
Homecoming (classes held as scheduled)	October 9-12
Mid-term	October 13-17
Fall Break (no classes)	October 23-24
<b>Last day to drop course without "F"</b>	October 24
Early registration begins	October 26
Thanksgiving holiday (no classes)	November 26 - 28
Residence halls open (1 p.m.)	November 30
Classes end	December 5
Final exams	December 8-12
Commencement (10 a.m.)	December 13
Residence halls close (2 p.m.)	December 13
Spring Semester 2026	
Final Registration before classes begin	January 9
Residence halls open (8 a.m.)	January 11
Classes begin	January 12
Martin Luther King Day (no classes)	January 19
Last day to complete registration/add classes	January 22
Lincoln Day/Founders Day (special activities)	February 12
<b>Last day to drop course without "WD"</b>	February 13
Mid-term	March 9-13
<b>Last day to drop course without "F"</b>	March 20
Early registration begins	March 22
Spring break (no classes)	March 30-April 3
Good Friday (no classes)	April 3
Classes end	May 1
Final exams	May 4-8
Commencement (10 a.m.)	May 9
Residence halls close (2 p.m.)	May 9
Summer Term 2026 (May 11 – July 31)	
Memorial Day (no classes)	May 25
Independence Day (no classes)	July 3

*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*

*Reviewed and reaffirmed by LMU Board of Trustees on April 25, 2025.*

### 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:

1. Make educational opportunities available to all without reference to social status.
2. Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
3. Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.
4. 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.
5. 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.
6. Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
7. Attract and retain a highly qualified faculty and staff, committed to teaching, research and service.
8. Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.
9. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
10. Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.
11. Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.
12. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community that encourages students to grow intellectually and personally to meet their academic and career goals.
13. 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: April 25, 2025, by LMU Board of Trustees.*

## 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.



## 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, 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, and Student Financial Services. 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 Chick-fil-a, Starbucks, 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 Doctor of Osteopathic Medicine (DO), Master of Science (MS) in Anatomical Sciences, MS in Biomedical Sciences, MS in Life Science

Research, and Doctor of Philosophy (PhD) in Anatomical Education programs. The Master of Medical Science (MMS) in Physician Assistant (PA) Studies program in the School of Medical Sciences uses the fourth floor of the DCOM facility. The facility contains lecture halls, faculty and administrative offices, laboratories, examination rooms, and classroom space.

The Schenck Center for Allied Health Sciences was constructed in 1991 and underwent renovations in 2011-2012 to better cater to the needs of the Veterinary Health Science and Technology Department. In December 2023, it was officially transferred to the School of Engineering. This single-story building of 6,800 square feet comprises office space, a classroom with smart technology, a dedicated lab space tailored for civil engineering materials labs, two 3D print rooms, a student lounge, and various storage rooms. The building is equipped with smart boards, a MakerBot replicator z-18 3D printer, a Bambu labs x1 carbon 3D printer, and aggregate testing equipment for civil engineering materials labs. The School of Engineering faculty and staff occupy offices within the building.

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

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 (see [Housing and Residence Life](#)).

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, wrestling, and volleyball; women's field hockey and softball; and men's baseball.

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

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

## Off-Campus Instructional Sites

To meet the needs of the population of its service area, LMU operates a number of [off-campus instructional sites](#) in communities where clusters of students and potential students have demonstrated need and support.

### *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 Veterinary Medical Technology](#)

[BS in Veterinary Health Science](#)

[BS in Veterinary Health Industry](#)

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  
Licensed by the Kentucky Council on Postsecondary Education
- **Lincoln Memorial University-Tampa**  
  
636 Grand Regency Blvd.  
Brandon, FL 33510  
Licensed by the Florida Commission for Independent Education
- **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

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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 Student Financial Services 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, Director of Student Accounts, 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 Student Financial Services 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 account 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. Student Financial Services Staff will credit or bill the student as appropriate.
5. Once the student has completed registration 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/Student Financial Services 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 Student Financial Services 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, including AI generated material, without proper permission. 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 (including AI text generators) 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.

**Academic Writing** - Generative AI software and other writing software may be useful in brainstorming ideas for writing papers (although not paper content), for generating practice questions for test preparation, and for other helpful purposes. However, the instructor expects all student work submitted in class to be entirely the work of the student, unless otherwise stated. Student work is to be their own composition in their own words. Any undisclosed co-authorship, assisted research, or use of any generative artificial intelligence software is prohibited and will be considered academic dishonesty. Penalties will be the same as for plagiarism.

## 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.

## Student Financial 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. 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 form 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. 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.

## 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](mailto: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 Financial Services 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

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## 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. Please contact Student Financial Services for additional information about the LMU Student Health Insurance Policy. Some restrictions and limitations apply.

## Housing / Residential Life (Harrogate Campus)

LMU has several different housing options available. Housing is awarded based on a first come, first served basis and placement cannot be guaranteed. Please contact Student Financial Services for housing placement and billing information.

## 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 Self Service. 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

Self Service 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 Self Service. To access Self Service on the Internet from LMU's website go to <https://SelfService.lmunet.edu>.

Each student is assigned a unique username and temporary password (that must be changed upon first login to Self Service). 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 Self Service.

## 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 off-campus instructional 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

### LMU Annual Security & Fire Safety Report

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found on the [LMU Campus Police and Security](#) webpage under the Campus Crime Reporting heading. The most recent report as of catalog publication is available [here](#).

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

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### 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](mailto: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

1. Hazing is defined as any reckless or intentional act, whether occurring on- or off-University-controlled property, by one (1) or more students, which is directed against any other student or groups (regardless of their willingness to participate), that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule, that is required or expected for affiliation or initiation into a group or organization. This includes any activity, whether presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.
2. Hazing is strictly prohibited by the University. Any individual or organization found responsible for hazing is subject to disciplinary action and/or criminal prosecution.
3. Retaliation against any person who reports or cooperates in the investigation of a hazing incident is strictly prohibited and will result in separate disciplinary action.

### Reporting Hazing:

- If you are aware of an incident of hazing, you are required to report the incident to the Office of Community Standards. Reports can be made

confidentially or anonymously. Reports may be submitted by email to the Office of Community Standards ([conduct@lmunet.edu](mailto:conduct@lmunet.edu)), or through the University's online incident reporting [form](#).

### Public Disclosure of Hazing Incidents:

- In compliance with federal law, the University will publicly report incidents of hazing annually on its website in the [Annual Security Report](#), as well as, bi-annually in the [Campus Hazing Transparency Report](#). The report will include the student organization name, a description of each incident, including whether the violation included the abuse or illegal use of alcohol or drugs, the findings of responsibility of any institutional investigations, and any sanctions imposed.

The Annual Security Report (ASR) and the Campus Hazing Transparency Report serve distinct purposes in promoting campus safety and accountability, but they focus on different types of conduct and reporting requirements:

**Annual Security Report (ASR):** Required by the federal Clery Act, this report provides detailed information on campus crime statistics, safety policies, and procedures related to emergencies, crime prevention, and victim support. Its primary purpose is to inform current and prospective students, employees, and the public about campus safety and security.

**Campus Hazing Transparency Report:** Mandated by state laws like the Stop Campus Hazing Act (if applicable), this report specifically discloses incidents of hazing reported to the institution, including dates, types of hazing, investigations, and outcomes. Its purpose is to increase public awareness and accountability regarding hazing incidents at colleges and universities.

**Key Difference:** The ASR covers a broad range of campus crime and safety information, while the Campus Hazing Transparency Report focuses solely on hazing incidents and their resolution.

### Campus Wide Hazing Prevention Program

- In compliance with federal law, the University implements a campus-wide, comprehensive Hazing Prevention Program. An overview of the Hazing Prevention Program, in addition to a comprehensive overview of how Hazing Incidents are reported, investigated, and sanctioned, can be found [here](#).

**Note:** This policy complies with the requirements of the Stop Campus Hazing Act (P.L. 118-39).

## 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](#).

## Distance Education 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](mailto: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.

## Formal 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, Cumberland Gap Offices #3 (Next-door to the Lincoln's Closet), 609 Colwyn St., Cumberland Gap, TN 37724.

## 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>).

Out-of-state students using distance learning programs, who are not satisfied with the institution's resolution of their complaint may appeal the institution decision to THEC using the [Request for Complaint Review form](#). Additional information on the THEC complaint process is available at [THEC Complaint Review Process](#). Students may also contact [THEC.RCD@tn.gov](mailto:THEC.RCD@tn.gov) with questions.

### 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, 4<sup>th</sup> 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, 4<sup>th</sup> 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 which 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://schev.edu). The State Council of Higher Education for Virginia, 1010 N. 14<sup>th</sup> Street, 10<sup>th</sup> 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](mailto:CIEINFO@fldoe.org), or Fax: 850-245-3238

#### Complaint Policies and Procedures for Certain Distance Education Students

The below policies apply to students who are:

- non-Tennessee residents in [State Authorization Reciprocity Agreement \("SARA"\) states](#) and who are enrolled in a distance education program/course or
- who are attending an out-of-state learning placement in a [SARA state](#).

The nature of complaints to be addressed through these policies include violations of SARA policies and dishonest or fraudulent activity. These policies do not apply to

complaints concerning student grades or student conduct violations. For more information on complaint subject matter see [SARA Policy Manual](#) Sections 4.2 and 4.3.

#### Additional Complaint Policies

- Tennessee Higher Education Commission ("THEC")
  - Students must complete the institution complaint process before appealing to THEC.
  - Students who are not satisfied with the institution's resolution of their complaint may appeal the institution decision to THEC using the [Request for Complaint Review form](#). Additional information on the THEC complaint process is available at [THEC Complaint Review Process](#). Students may also contact [THEC.RCD@tn.gov](mailto:THEC.RCD@tn.gov) with questions.
  - The appeal to THEC must be filed within two (2) years of the incident about which the complaint is made.
  - Out-of-state student may also contact their home state higher education authority; although student may be referred to THEC. See [State Portal Entity Contacts | NC-SARA](#) for a listing of SARA states and contacts.
  - Students residing in non-SARA states, currently California only, should consult their respective state of residence for further instructions 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](http://www.wes.org)

Educational Credential Evaluators, Inc.  
PO Box 514070  
Milwaukee, WI 53203-3470  
[www.ece.org](http://www.ece.org)

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

Josef Silny & Associates  
7101 SW 102 Avenue  
Miami, FL 33173  
305-273-1616  
<https://www.jsilny.org/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 Florida, Kentucky, Tennessee, or Virginia 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) or an Associate of Science (AS) degree awarded after January 1, 2010, intended for transfer to a four-year institution, and requiring 30 or more semester credit hours of general education coursework from a Florida, Kentucky, Tennessee, or Virginia community or technical college shall be deemed to have met LMU's General Education Core requirements, 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 certain 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 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/LMUDefinitionofCreditHourPolicyApprovedbyAcademicCouncil3-21-20241.pdf>

## Combined Degree Completion Pathways

The time to complete the combined degree pathways is accelerated because of "double-counted" courses. Students complete the "double-counted" courses at the higher degree level (or the equivalent degree level if students are pursuing a master's and master's combined degree pathway). This preserves the rigor of the higher-level coursework. In addition to restricting enrollment in combined degree completion pathways based on academic merit, LMU limits the total number of "double-counted" credits for each pathway, ensuring that no combined degree pathway falls far short of 150 total credit hours for an undergraduate-graduate pathway or 60 total credit hours for a graduate-graduate pathway.

For combined degree completion pathways with "double-counted" credits, faculty/program coordinators complete LMU's Transfer Credit Approval Form to accept transfer credit hours in the lower (or equivalent for master's-master's pathway) degree program after students complete the appropriate courses in the higher degree program. This ensures all LMU students complete the minimum required credit hours to earn degrees at all approved levels.

# 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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## Administration

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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 followed by the Doctor of Nursing Practice (DNP)- post-masters degree in 2015. The nurse anesthesia concentration began as a MSN degree and transitioned to a BSN-DNP nurse anesthesia option beginning Spring 2022.

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, Family Psychiatric Mental Health Nurse Practitioner, and Nursing Administration. The Doctor of Nursing Practice now offers both the Post-Master's DNP degree along with the BSN-DNP Nurse Anesthesia option. For further information on the school's MSN or DNP programs, please email [nursing@lmunet.edu](mailto: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](http://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](mailto: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), 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). Nursing Administration (ADMN) students will meet eligibility criteria for American Nurse Credentialing Center (ANCC) Nurse Executive Certification Exam or 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 program by either Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission on Education in Nursing (ACEN). 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. Began in Spring 2022. Nurse Anesthesia students will meet the eligibility criteria for the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) Certification Exam.

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:** 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 concentration director regarding substitution. All transfer credit into the MSN program must be approved by the appropriate director and/or the Assistant Dean of Graduate Programs for the Caylor School of Nursing.

**DNP Students:** No credit may be transferred into the BSN-DNP Nurse Anesthesia concentration. Students entering the Post-Master's 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 Assistant Dean of Graduate Programs for the Caylor School of Nursing.

A minimum of 1000 practice hours are required for the DNP program. Practice hours from previous practice courses may be considered for transfer credit. A maximum of 500 practice hours may be transferred into the 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 568, NURS 569, NURS 535, NURS 541, NURS 541A, NURS 542, NURS 542A, NURS 543, NURS 543A, and NURS 544.

**DNP Program** - Post Master's DNP 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 NURS course maybe 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 graduate 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) and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) or the DNP Nurse Anesthesia program. The graduate 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 (ADMN) 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.
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.
11. International students must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.
12. International students must submit official transcripts for evaluation to one of the following services: World Education Services ([www.wes.org](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com)).

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.
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.
11. International students must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.
12. International students must submit official transcripts for evaluation to one of the following services: World Education Services ([www.wes.org](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com)).

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.
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.
11. International students must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.
12. International students must submit official transcripts for evaluation to one of the following services: World Education Services ([www.wes.org](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com)).

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 1:5 credit hour to clinical hour ratio. The seventeen-month program requires 43 semester hours of graduate course work including 750 clinical hours. A comprehensive exam is required during the final semester.

Students may request full or part-time status for the FNP concentration. The part-time option is only offered on a space available basis. All 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 director and a new curriculum plan must be designed with the faculty advisor.

If a student has completed another MSN degree, a gap analysis will be performed to assess which courses will be accepted into the program and an individualized program of study will be determined in collaboration with the FNP program director and/or Assistant Dean of Graduate Programs for the Caylor School of Nursing. At the end of the program, the student would be awarded a second MSN degree.

The full-time FNP curriculum plan is provided below. This concentration is offered at the Harrogate, Cedar Bluff, 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 Practitioner Internship I	1.0
NURS-567	Family Nurse Practitioner Internship II	2.0
NURS-580	Contemporary Roles and Issues for Advance Practice Nurses	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-562	Pediatrics	2.0
NURS-562A	Pediatrics Practicum	1.0
NURS-563	Lifespan of Older Adults	2.0
NURS-563A	Lifespan of Older Adults Practicum	2.0
NURS-564	Women's Health	2.0
NURS-564A	Women's Health Practicum	1.0
NURS-500	Theoretical Found & Research Methods	4.0
NURS-510	Advanced Pathophysiology	3.0
NURS-520	Advanced Health Assessment	3.0
NURS-530	Advanced Pharmacology and Therapeutics	3.0
NURS-561	Young and Middle Adults	4.0
NURS-561A	Young & Middle Adults Practicum	3.0
NURS-568	Essential Procedures for the Family Nurse Practitioner	2.0
NURS-569	Family Nurse Practitioner Senior Seminar	1.0
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 Health Assessment	3.0
NURS-530	Advanced Pharmacology and Therapeutics	3.0

### Year 1 - 2nd Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Research Methods	4.0
NURS-561	Young and Middle Adults	4.0
NURS-561A	Young & Middle Adults Practicum	3.0

### Year 1 - 3rd Semester

Item #	Title	Credits
NURS-562	Pediatrics	2.0
NURS-562A	Pediatrics Practicum	1.0
NURS-564	Women's Health	2.0
NURS-566	Family Nurse Practitioner Internship I	1.0
NURS-580	Contemporary Roles and Issues for Advance Practice Nurses	4.0
NURS-568	Essential Procedures for the Family Nurse Practitioner	2.0

### Year 2 - 4th Semester

Item #	Title	Credits
NURS-563	Lifespan of Older Adults	2.0
NURS-563A	Lifespan of Older Adults Practicum	2.0
NURS-567	Family Nurse Practitioner Internship II	2.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-569	Family Nurse Practitioner Senior Seminar	1.0

## Family Psychiatric Mental Health Nurse Practitioner Concentration

### Degree Type

Master of Science in Nursing

Lincoln Memorial University's MSN degree program, Family Psychiatric Mental Health Nurse Practitioner concentration, prepares nurses in an advanced practice role with competencies in mental health promotion and culturally competent clinical management of common conditions

across the life span. The concentration can be completed in seventeen (17) months of full-time study and twenty-eight (28) months of part-time study. Both full time and part time options requires 44 credit hours of graduate course work including a minimum of 750 clinical hours. Clinical courses have a 1:5 credit hour to clinical hour ratio. A comprehensive exam is required during the final semester.

Students may request full or part-time status for the FPMHNP concentration. The part-time option is only offered on a space available basis. All FPMHNP 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 FPMHNP concentration director and a new curriculum plan must be designed with the faculty advisor.

If a student has completed another MSN degree, a gap analysis will be performed to assess which courses will be accepted into the program and an individualized program of study will be determined in collaboration with the FPMHNP program director and/or Assistant Dean of Graduate Programs for the Caylor School of Nursing. At the end of the program, the student would be awarded a second MSN degree.

The full-time FPMHNP curriculum plan is provided below. This concentration is offered at the Cedar Bluff campus as well as online. Please note: The online student will be required to attend on-site intensives during the first semester.

## MSN-Psychiatric Mental Health Nurse Practitioner

Complete the following:

Item #	Title	Credits
NURS-500	Theoretical Found & Research Methods	4.0
NURS-510	Advanced Pathophysiology	3.0
NURS-542A	Family Psychiatric Mental Health Nurse Practitioner Practicum II	4.0
NURS-543	Family Psychiatric Mental Health Nurse Practitioner III	3.0
NURS-543A	Family Psychiatric Mental Health Nurse Practitioner Practicum III	4.0
NURS-580	Contemporary Roles and Issues for Advance Practice Nurses	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-520	Advanced Health Assessment	3.0
NURS-530	Advanced Pharmacology and Therapeutics	3.0
NURS-535	Psychopharmacology	3.0
NURS-541	Family Psychiatric Mental Health Nurse Practitioner I	3.0
NURS-541A	Family Psychiatric Mental Health Nurse Practitioner Practicum I	2.0
NURS-542	Family Psychiatric Mental Health Nurse Practitioner II	4.0
NURS-544	Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner	1.0
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 Health Assessment	3.0
NURS-530	Advanced Pharmacology and Therapeutics	3.0

### 2nd Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Research Methods	4.0
NURS-535	Psychopharmacology	3.0
NURS-541	Family Psychiatric Mental Health Nurse Practitioner I	3.0
NURS-541A	Family Psychiatric Mental Health Nurse Practitioner Practicum I	2.0

### 3rd Semester

Item #	Title	Credits
NURS-542	Family Psychiatric Mental Health Nurse Practitioner II	4.0
NURS-542A	Family Psychiatric Mental Health Nurse Practitioner Practicum II	4.0
NURS-580	Contemporary Roles and Issues for Advance Practice Nurses	4.0

### 4th Semester

Item #	Title	Credits
NURS-543	Family Psychiatric Mental Health Nurse Practitioner III	3.0
NURS-543A	Family Psychiatric Mental Health Nurse Practitioner Practicum III	4.0
NURS-590	Directed Scholarly Inquiry	3.0
NURS-544	Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner	1.0

*NURS-543A: Comprehensive Exam Course*

## Nursing Administration Concentration

### Degree Type

Master of Science in Nursing

The 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 resulting in 360 clock hours for the program. Students also complete a directed scholarly inquiry. This concentration is offered online. Students may

enter into the ADMN program in any semester and can be completed either full time or part time. Upon acceptance to the program, an individualized plan of study will be developed with the Nursing Administration concentration director to ensure all pre or corequisites of courses are met for timely completion of the program.

## MSN, Nursing Administration

Complete all Nursing Administration courses:

Item #	Title	Credits
NURS-500	Theoretical Found & Research Methods	4.0
NURS-521	Human Resources Management & Business Strategy	4.0
NURS-522	Organizational and Leadership Theory	3.0
NURS-529	Nursing Administration Seminar	2.0
NURS-533	Finance and Budget Strategic Decision Making	4.0
NURS-534	Health Informatics, Data Analysis, and Technology	2.0
NURS-580	Contemporary Roles and Issues for Advance Practice Nurses	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. The three courses (12 credit hours) required for the certificate 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](#)

After acceptance into the nursing administration graduate certificate program, an individualized plan of study will be developed with the nursing administration concentration director to ensure all pre or corequisites of the courses are met along with timely completion of the certificate.

## Sample Nursing Administration Curriculum

### Fall I Semester

Item #	Title	Credits
NURS-521	Human Resources Management & Business Strategy	4.0
NURS-522	Organizational and Leadership Theory	3.0
NURS-529	Nursing Administration Seminar	2.0

### Spring I Semester

Item #	Title	Credits
NURS-500	Theoretical Found & Research Methods	4.0
NURS-533	Finance and Budget Strategic Decision Making	4.0
NURS-534	Health Informatics, Data Analysis, and Technology	2.0

### Summer Semester

Item #	Title	Credits
NURS-580	Contemporary Roles and Issues for Advance Practice Nurses	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

## Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) in the CSON has two options: Post-Masters DNP or the BSN-DNP Nurse Anesthesia option. The Post-Masters DNP can be completed in six semesters full time. Both full time and part time options are available with post-masters DNP option. Once admitted to the program, the post-masters DNP student will be assigned an academic advisor to work with to complete an individualized program of study.

The DNP in Nurse Anesthesia program at LMU can only be completed as a full-time option and consists of nine semesters. Each student in the BSN-DNP Nurse Anesthesia program will be assigned a nurse anesthesia faculty as their academic advisor to oversee his or her program of study.

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](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com)).

## 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. Graduate Record Exam (GRE) scores for applicants with cumulative grade point average less than 3.4. If the GRE is required, 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](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](http://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 for the Post-Master's DNP:

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 details.

## 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 and Research Methods	4.0
NURS-731	Advanced Pharmacology & Therapeutics	4.0
NURS-740	Interprofessional Collaboration, Health Policy, and Organizational Systems	4.0

#### Summer 1

Item #	Title	Credits
NURS-705	Information Systems and Technology Application	2.0
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 & Practice of Anesthesia I Lab	1.0

## Spring II

Item #	Title	Credits
NURS-700	Knowledge Development in Nursing Science	3.0
NURS-711	Advanced Anesthesia Pathophysiology I	4.0
NURS-754	Principles & Practice of Anesthesia II	3.0
NURS-754A	Principles & Practice of Anesthesia II Lab	1.0

## Summer II

Item #	Title	Credits
NURS-712	Advanced Anesthesia Pathophysiology II	2.0
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	Principles & Practice 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-756	Principles & Practice of Anesthesia IV	2.0
NURS-773	DNP Anesthesia Clinical Practicum III	6.0
NURS-782	DNP Project II	2.0

## Summer III

Item #	Title	Credits
NURS-757	Principles & Practice of Anesthesia V	2.0
NURS-777	DNP Anesthesia Clinical Practicum IV	6.0
NURS-742	Strategic Systems Thinking	4.0

## 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 700 and 710 are a prerequisite to NURS 781
- NURS 720 is a pre or corequisite for NURS 781
- 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	Knowledge Development in Nursing Science	3.0
NURS-740	Interprofessional Collaboration, Health Policy, and Organizational Systems	4.0

### Summer I

Item #	Title	Credits
NURS-705	Information Systems and Technology Application	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-782	DNP Project II	2.0
NURS-760	DNP Practice I	3.0
NURS-742	Strategic Systems Thinking	4.0

## 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-783	DNP Project III	2.0
NURS-741	Adaptive Leadership	4.0

\* NURS 795: Special Topics may be used for DNP Project or Practice completion (if needed) with approval of DNP Program Director and/or Assistant Dean of Graduate Programs for the Caylor School of Nursing

\*\* Practice hours may be started with the approval of the DNP Program Director.

## Richard A. Gillespie College of Veterinary Medicine

This Catalog provides guidelines for the rules, policies, and services of the Richard A. Gillespie College of Veterinary Medicine's (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, with efforts to notify the community via MyLMU, the University website, or to University-issued email accounts as deemed appropriate. LMU-CVM policies are designed to promote fairness and academic excellence. Detailed policies, including disciplinary actions, are detailed at length within the LMU-CVM Student Handbook.

Effective through July 31, 2026.

## 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)*

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)*

## 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;
- Cultivating an environment where all individuals thrive and reach their full potential.

## LMU-CVM Graduate Programs

### PhD in Veterinary Biomedical Science (PhD VBMS)

The PhD VBMS is a full-time, in-person (face-to-face) program accomplished with 96 graduate credit hours and defense of a dissertation leading to the Doctor of Philosophy (Ph.D.) degree.



## MS in Veterinary Biomedical Science (MS VBMS)

The Master of Veterinary Biomedical Science (MS VBMS) is a full-time, in-person (face-to-face instruction) program accomplished with 30 graduate credit hours leading to the Master of Science (M.S.) degree. A thesis and non-thesis track are available.

## Master of Veterinary Clinical Care (MVCC)

The Master of Veterinary Clinical Care (MVCC) is a fully online, asynchronous program accomplished with 32 graduate credit hours leading to the Master of Science (M.S.) degree.

## Master of Veterinary Education (MVEd)

The Master of Veterinary Education (MVEd) is a fully online, asynchronous program accomplished with 32 graduate credit hours leading to the Master of Science (M.S.) degree.

## Certificate of Veterinary Education (CVEd)

The Certificate of Veterinary Education (CVEd) is a fully online, asynchronous program accomplished with 14 graduate credit hours leading to the Certificate of Veterinary Education (CVEd).

# 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 93,303 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. For a detailed explanation of this facility's policies and procedures, see the DVTC Policies and Procedures.

# CVM Office of Graduate Programs

The Office of Graduate Programs (OGP) is overseen by the Director of Graduate Programs (DGP) and collaborates with the CVM Office of Student Affairs and Admissions (OSAA) and the CVM Office of Academic Affairs (OAA). The OGP focuses on cultivating a supportive, respectful, and collaborative environment for all students. The DGP serves as a first point of contact for students and is responsible for supporting graduate student needs while enrolled in the LMU-CVM, supports the LMU-CVM Graduate Program Directors, serves as the general advisor for all graduate students, and has an open-door policy students are encouraged to make use of any time to ask questions, bring up concerns, or stop in and say hello.

For a list of more departments, see the [LMU and LMU-CVM Departments](#).

# Student Support and Policies

## Student Services and Academic Support

For more information about Academic and Student Support, please see the [LMU-CVM Student Handbook](#):

Accessible Education Services, Accommodations Policy & Procedures

Pregnant & Parent Student Resources

Name Change

## 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.

## Conduct, Professionalism, and Other Policies

All students enrolled in an LMU-CVM program are subject to the [Railsplitter Community Standards Guide](#) and [LMU-CVM Student Handbook](#). Graduate students entering the LMU-CVM are responsible for familiarizing themselves with these documents, which detail specific policies and procedures that apply across the University and College.

## Management of Academic Deficiencies

### Academic Concern, Warning and Probation for the CVM Graduate Programs

At LMU-CVM, students' academic performance is closely monitored, and a structured system is in place to support those who may be struggling. Students who receive a grade below 75% in one (1) course will be placed on Academic Warning. If two or more courses fall below this threshold, the student will be placed on Academic

Concern. Students who receive final grades of 75% or lower in three (3) or more courses, or fail a course, will be placed on Academic Probation.

When a student is placed on Academic Concern, Warning, or Probation, the student is required to meet with the Academic Success team to develop a plan for improving academic outcomes and ensuring continued success in the program.

### CVM Graduate Programs Academic Concern:

Any CVM graduate student whose performance is below 75% in one course during the semester will be placed in the "academic concern" category. If a student's performance improves within four (4) weeks, then the student will be removed from the "academic concern" category for that semester.

To address the needs of the student:

1. The student will be required to meet with at least one of the following: their academic advisor or a member of the CVM Academic Success team.
2. The student will be provided with contacts for available course tutors and may schedule tutoring sessions if desired.
3. The student will be counseled to meet with the CVM Academic Success team to review successful study practices and behavior that can contribute to academic success.

Once the student improves their grades, they will no longer be required to meet with the Academic Success team. However, all students are encouraged to continue to meet with tutors and the CVM Academic Success team to help improve their outcomes.

### CVM Graduate Programs Academic Warning:

Any student whose performance is below 75% during a semester in two or more courses will be placed in the "academic warning" category and will be required to follow specific procedures designed to help improve the student's performance.

To address the needs and requirements of these students:

1. The student will be required to meet with at least one of the following: their academic advisor or a member of the CVM Academic Success team to review their plans for improved performance.

2. The student will be provided the contacts for the available course tutors and may schedule tutoring sessions as desired.
3. The student will be counseled to meet with the CVM Academic Success team to review successful study practices and behavior that can contribute to academic success.

These procedures may be in place for the remainder of the applicable semester, regardless of future performance in the semester's coursework. All attendance data and meeting records will be provided to the Student Progress Committee (SPC) as part of its evaluation of the student's performance should a student be required to come before the committee.

#### CVM Graduate Programs Academic Probation:

Academic probation encompasses the following situations:

1. Any CVM graduate student who fails a course will be placed on academic probation for the next semester and may appear before the Student Progress Committee (SPC).
2. Any CVM graduate student with an overall average at or below 75% in three or more classes from the previous semester will be placed on academic probation.
3. Any CVM graduate student whose academic performance remains at or below their program's required cumulative GPA while on probation will remain on probation for the subsequent semester(s).
4. Any student that took a leave of absence and was failing a course or had less than 75% in 3 or more courses at the time that they took the leave of absence will be on academic probation for the returning semester.

#### **Required Procedures for CVM Graduate Students on Academic Probation**

1. Mandatory meeting with the course director of the course(s) with poor academic performance.
  2. Mandatory initial meeting with a member of the CVM Academic Success team to create a success plan for academics to be on file with the Associate Dean for Student Affairs and Admissions (ADSAA).
- This plan may include regularly scheduled meetings with the Academic Success team, counselors, tutors, and other programs or interventions as recommended.

3. Student participation in research is subject to approval. If approved, the student is restricted to no more than ten (10) hours of research work during the semester or forty (40) hours per week of research work during the summer.

These requirements are in place for the remainder of the applicable term, or until the [SPC or ADSAA](#) is satisfied the student is making satisfactory academic progress.

## CVM Graduate Student Procedures for Academic Deficiencies

### **Student Progress Committee**

CVM graduate students' 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 SPC review.

### **CVM Graduate Student Progress Committee Student Expectations**

Students at risk of SPC will be notified by the Associate Dean for Student Affairs and Admissions (ADSAA) before finals to inform them of a possible meeting pending final exam grades. Any student who will appear before the SPC should come prepared to explain their situation and propose steps or actions to correct their situation. For a detailed outline of SPC policies and procedures, refer to the [LMU-CVM Student Handbook](#).

At the end of every grading period (semester), the SPC Chair and Dean-appointed Administrator are given the final course grades. For students who have failed to progress sufficiently, the SPC Chair will schedule a meeting on the last Thursday and/or Friday of the semester. Minutes will be kept by a recording secretary. All matters are submitted to a vote, with a simple majority ruling. The Chair will be a non-voting member unless there is a tie vote.

Examples of failure to progress through a program include, but are not limited to: students who failed a course, students who consistently score below 75% for final course grades, or students with any academic or professionalism

issues. Students purported to have exhibited or performed unethical and/or unprofessional behavior may also be referred to the SPC (See Professional Conduct).

The goal of meeting with the SPC is to gain insight into why the student is having difficulty so that the SPC can make an informed recommendation to the Dean of LMU-CVM. The individuals allowed to attend these meetings are the student with one (1) "Procedural Advocate," the Committee members (SPC), and a recording secretary. The Committee may choose to invite individuals who have additional information that is pertinent to the reason the student must appear before the SPC. Within five (5) working days, the committee's recommendation will be forwarded in writing to the Dean of LMU-CVM.

The following are prohibited in all committee meetings unless otherwise authorized in writing by the ADSAA:

1. Electronic recording of the meeting, except for official minutes
2. Legal counsel; and
3. Uninvited individuals.

### **Procedural Advocates**

It has been recognized that the potential for additional concern and stress may be caused by a student's requirement to respond to inquiries from the ADSAA, SPC, and/or the PCC. The role of a "Procedural Advocate" (PA) has been developed to alleviate some of these negative possibilities and to provide the student support. A student may request a PA to assist them through the SPC process.

The PA will not be allowed to act as an attorney or agent for the student during SPC meetings. The role of the PA is limited to assisting, advising, and supporting the student during the SPC process and meetings. The overall role of a PA is to ensure that the student understands the SPC process by reviewing the procedural information with the student prior to SPC meetings. The PA will also ensure that the student understands the outcome and options they may have because of an SPC decision.

All PAs will be trained by the office of the ADSAA and other university resources to ensure adequate knowledge of the SPC process. The PA may be a trained LMU-CVM faculty or staff. While it is recommended that the student take advantage of the PA's assistance, it is not required.

In order to allow a PA to assist a student, the student must sign and submit a CVM Disciplinary FERPA Authorization

for Release of Information Form which can be found at <https://www.lmunet.edu/registrar/ferpa/forms.php>. The student may discontinue the assistance of a PA at any time.

The PA is allowed to assist students in both academic and Ethics and Honor Code matters. They are not allowed to speak on behalf of the student at any point and may only address the Committee for clarification of procedural or administrative points. Additionally, PAs are also not allowed to appear at an SPC meeting in lieu of a student. An individual PA shall not assist a student in both the meeting with the committee (SPC/PCC) and the Appeals Committee, a new PA will assist in the appeals process.

### **Outcome for Graduate Student Academic Deficiencies**

For CVM graduate students failing to progress satisfactorily through their degree program, the SPC shall recommend to the Dean of LMU-CVM one of the following actions:

1. Failure of one course within an academic year
  - The students may repeat the course.
  - The student may be dismissed.
2. Failure of two courses within an academic year
  - The students may repeat the courses.
  - The student may be dismissed.
3. Failure of three courses or more within an academic year
  - The students may repeat the courses at the Dean of LMU-CVM's discretion.
  - The student may be dismissed.
4. Failure of a previously failed course will result in dismissal.
5. Failure to achieve the required cumulative GPA at the end of the second consecutive probationary period
  - The student may be dismissed if it is determined to be numerically impossible to reach the required cumulative GPA for graduation, even with earning the highest possible grades in subsequent coursework.
6. The LMU-CVM Dean reserves the right to administratively withdraw (dismiss) a student at any time due to failure to progress through the curriculum.

The LMU-CVM Dean will provide official notification in such cases. The minimum required cumulative GPA for degree completion is 2.85 unless otherwise stated.

Any addendum to this policy is noted later in this catalog entry.

## Graduate Course Repetition Policy

Repeating a course will replace the previously earned grade for the cumulative calculation GPA 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 unless otherwise stated. Additional courses may be repeated at the LMU-CVM Dean's discretion. Any addendum to this policy is noted later in this catalog entry.

## Doctor of Philosophy in Veterinary Biomedical Science

### PhD in Veterinary Biomedical Science (PhD VBMS)

#### Mission Statement

The mission of the Doctor of Philosophy in Veterinary Biomedical Science (PhD VBMS) program at Lincoln Memorial University is to equip qualified scientists and educators with advanced research and specialized knowledge in the field of veterinary medicine to bridge the gap between basic and applied sciences within veterinary medicine.

The mission is achieved by:

- Graduating students with a Doctor of Philosophy in Veterinary Biomedical Science degree

- Equipping students with the skills necessary to conduct cutting-edge research, contribute scientific advancements, and addressing complex health issues affecting both animals and humans
- Promoting advancements in veterinary medicine and biomedical sciences

#### PhD VBMS Program Overview

The PhD VBMS is designed to train the next generation of scientists and educators who will be leaders in biomedical and veterinary research and education. Graduates will possess the credentials and competency to lead in academic, industry, and government settings, driving advancements in veterinary medicine and biomedical sciences.

#### PhD VBMS Learning Objectives

Upon completion, graduates of the program will be able to:

1. Demonstrate advanced proficiency in designing, conducting, and analyzing original research in veterinary biomedical sciences.
2. Exhibit strong critical thinking and problem-solving skills, particularly in the context of complex and interdisciplinary research questions.
3. Apply advanced technical skills and methodologies relevant to veterinary biomedical research.
4. Apply effective scientific communication skills, both written and oral, for diverse audiences including academics, industry professionals, and the general public.
5. Advocate for ethical principles in research, including animal welfare, data integrity, and professional conduct.
6. Integrate knowledge from various disciplines to address complex problems in veterinary biomedical sciences.
7. Demonstrate leadership and teamwork skills necessary for managing research projects and working collaboratively in diverse research environments.

## PhD VBMS Admissions Standards and Application Process

#### Admissions Standards

All applicants to the PhD VBMS must:



- Hold a Master of Science or Doctor of Veterinary Medicine (or equivalent) from an accredited college or university
- Completed a minimum of 15 hours in advanced biology, physical sciences, or mathematics from an accredited college or university with a final grade of B or higher within the last 7 years
- Minimum 3.00+ GPA in the last two years of studies

The LMU-CVM PhD VBMS Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements, subject to the LMU-CVM Dean who has final approval.

Students will not be accepted into the program unless at least one faculty member shares their research interest and is willing to serve as chair of the dissertation research supervisory committee. Prospective students are encouraged to establish a dialogue via letter, telephone, or email with one or more appropriate faculty members before applying to the program.

### Required Prerequisite Coursework

All applicants to the PhD VBMS program must demonstrate successful completion of the following required prerequisite coursework before their intended starting semester with a course grade of B or better:

### 15 credit hours $\leq$ 300-level (junior or senior)

Anatomy	Microbiology
Physiology	Bacteriology
Molecular Biology	Immunology
Biochemistry	Parasitology
Statistics	Virology

### Required Application Materials

To apply to the PhD VBMS program, the following must be completed and/or submitted to the Office of Graduate Programs (OGP):

1. **PhD VBMS Application**
2. **Official transcripts** from all institutions attended
3. **Research Statement** (500-750 words) – used to evaluate compatibility with graduate faculty, knowledge of discipline, and ability to articulate a potential research problem
4. **Three (3) letters of recommendation** from individuals with knowledge of the applicant's work and ability, and who can, therefore, evaluate their potential for success in this doctoral program
5. **Curriculum Vitae (CV)**

## Application Process & Notifications

### Application Submissions

Domestic Applications    February 1

International Applications December 1

### Application Decisions

Admission decisions are made on a rolling basis, with all notifications sent by April 1 from the LMU-CVM Office of Graduate Programs (OGP).

### Term of Enrollment

Admitted applicants are expected to begin the program in the Fall term of their acceptance but may request a deferment for up to one (1) year under special circumstances.

### Transfer Graduate Credit

A maximum of 36 credit hours at the graduate level may be transferred to the PhD VBMS program. Only coursework from a degree-granting, accredited institution will be accepted for transfer. Students must request the transfer of credits within their first year in the program of study. All transfer work must be approved by the PhD VBMS Program Director and the LMU-CVM Dean.

## PhD VBMS Transfer Student Policy

The LMU-CVM accepts doctoral transfer students from accredited institutions, subject to the LMU-CVM Graduate Admissions Committee and the PhD VBMS Program Director's recommendation to the LMU-CVM Dean who holds final approval.

### Transfer Applicant Requirements

To be considered for a transfer to the LMU-CVM, applicants must:

- Be actively enrolled in and taking classes in a doctoral program at an accredited institution at the time of the application and transfer
- Minimum GPA 2.85
- Meet all other admissions requirements

- Complete at least one-third of the remaining credit hours required for graduation through the LMU-CVM curriculum; may be subject to additional coursework to satisfy the core requirements.

### Required Transfer Application Materials

The following materials are required to be considered for a transfer:

1. **PhD VBMS Transfer Application**
2. **Degree Certificate:** Master/DVM (or equivalent) degree certificate with transcript
3. **PhD Official Transcript**
4. **Research Statement:** Outline your current project and identify the Research Mentor under whom you are requesting the transfer
5. **2 Letters of Support:** submit a letter of support from your current doctoral chair or committee along with a letter of agreement from the LMU-CVM Research Mentor under whom you are requesting the transfer
6. **Curriculum Vitae (CV)**

### Submit Transfer Application Materials

Transfer application materials can be sent electronically to:  
[CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net)

Or be physically mailed to the following address:

*LMU-CVM Office of Admissions*

*6965 Cumberland Gap Parkway*

*Harrogate, TN 37752*

### Transfer Application Deadline

Fall Semester Start    February 1

Spring Semester Start August 1

International applicants seeking to transfer are advised to submit their materials at least two (2) months before the deadlines listed above.

### Approval of Transfer Request

The LMU-CVM Office of Graduate Programs (OGP) will make the notification of the LMU-CVM Dean's decision to each applicant.

## PhD VBMS Research Mentor

After matriculation, doctoral students are assigned to an academic advisor (Research Mentor) and invited to attend a New Student Orientation with the Director of Graduate Programs, which can take place before the start of the Fall term. The orientation session provides students with critical information for progressing through the program and will include program and exit requirements. New Student Orientation is mandatory.

## PhD VBMS Candidacy

### Pre-Candidacy: Comprehensive Exam

Students will work with the CVM Director of Graduate Programs to schedule the Comprehensive Examination. Upon successful completion of the exam, the doctoral student will advance to candidacy.

### Comprehensive Exam Repeat Policy

At the discretion of the committee, a student may repeat the comprehensive exam once.

### Post-Candidacy

Doctoral candidates will work on their dissertation and research each semester until they defend.

### Final Examination/Dissertation Defense

Students will work with the CVM Director of Graduate Programs to schedule the final defense. Upon successful defense, the candidate will earn the title of Doctor in Veterinary Biomedical Science.

If the candidate does not successfully defend, the student must revise, resubmit, and defend a new version of the dissertation.

## PhD VBMS Academic Progress, Standards, and Policies

### Requirements for Graduation

Successful completion of a PhD requires

- Passing the comprehensive exam (comps)
- Successfully defending the dissertation proposal
- Completing all degree course requirements with a  $\geq$  3.00 overall GPA

- Successful defense of the dissertation
- Accepted submission of the defended dissertation to the university

### Satisfactory Academic Progress Policy

Any PhD VBMS student found to have performed below a 3.00 GPA in a 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.

### Management of Academic Deficiencies

#### Academic Concern, Warning and Probation for PhD VBMS

1. Will we continue to use the same system, or does this warrant modification?
2. Will we still use SPC, or
3. Will performance review be subject to the Graduate Advisory Committee's oversight OR research advisory committee.

#### Academic Procedures for PhD VBMS Students on Academic Probation

1. Will we continue to use the same system, or does this warrant modification?
2. Will we still use SPC, or will poor performance review be subject to the Graduate Advisory Committee's oversight?

### PhD VBMS Dismissal

Graduate students may be dismissed from the program at any time for failure to make satisfactory progress toward degree completion (regardless of grades) or upon violation of professional [conduct policies](#). Examples of unsatisfactory progress include inadequate GPA, insufficient research skills or progress, or failure of the preliminary or final examination. This list is not exhaustive.

### PhD VBMS Curriculum

The PhD VBMS is a full-time, in-person (face-to-face instruction) program accomplished with 96 graduate credit hours. These credits include core (21 credits), elective (15), and research (minimum of 60 credits), culminating with the preparation and defense of a dissertation. Elective and research courses will be determined by the LMU-CVM Graduate Advisory Committee based on relevancy to the student's dissertation research. The program may be completed in 11 consecutive semesters.

## PhD VBMS Addendum to LMU-CVM Leaves of Absence Policy

For a student in the PhD VBMS program, the petition for a leave of absence should be supported by the Research Mentor and Advisory Committee, affirming that the student is at a stage in their program where they may return and continue the approved dissertation research or will be allowed to propose another research topic on return to active status in the program. If the Research Mentor and Advisory Committee are not supportive of continuation after the leave of absence, the student may 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

PhD VBMS students must complete their studies within eight (8) years after initial registration.

Extensions for any program completion timeframes require approval of the Research Mentor, Advisory Committee, and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements.

## Doctor of Philosophy in Veterinary Biomedical Science

### Degree Type

Doctor of Philosophy in Veterinary Biomedical Sciences

The PhD VBMS is designed to train the next generation of scientists and educators who will be leaders in biomedical and veterinary research and education. Graduates will possess the credentials and competency to lead in academic, industry, and government settings, driving advancements in veterinary medicine and biomedical sciences.

## Required Courses

### Core

Item #	Title	Credits
VBMS-710	Theories of Learning and Instruction	3.0
VBMS-711	Introduction to Biomedical Sciences Research	1.0
VBMS-712	Research Techniques	3.0
VBMS-713	Research Design and Analysis	3.0
VBMS-721	Scholarly Writing in Biomedical Sciences	3.0
VBMS-723	Applied Biostatistics	3.0
VBMS-726	Applied Ethics in Biomedical Sciences	3.0
VBMS-790	Research Seminar I	1.0
VBMS-791	Research Seminar II	1.0

### Research

Item #	Title	Credits
VBMS-800	Thesis Research Project	3.0-9

PhD VBMS Candidates will enroll in VBMS-800 each semester until they defend. Candidates must complete a minimum of 60 hours of research.

## Elective Courses

Complete up to 15 credit hours of electives from the following list:

Item #	Title	Credits
VBMS-731	Life Science Research Instrumentation	3.0
VBMS-732	Microscopic Imaging Theory and Technique	3.0
VBMS-733	Advanced Biostatistics	3.0
VBMS-734	Advanced Techniques in Molecular Biology/Microbiology/Immunology	3.0

Students may also enroll in the following DVM courses to satisfy the PhD VBMS elective requirement:

Item #	Title	Credits
<a href="#">CVM-711</a>	<a href="#">CVM-711: Veterinary Physiology</a>	5.5
<a href="#">CVM-713</a>	<a href="#">CVM-713: Parasitology</a>	3.0
<a href="#">CVM-722</a>	<a href="#">CVM-722: Veterinary Immunology</a>	2.5
<a href="#">CVM-723B</a>	<a href="#">CVM-723B: Veterinary Virology</a>	1.5
<a href="#">CVM-723C</a>	<a href="#">CVM-723C: Bacteriology and Mycology</a>	2.5
<b>Sub-Total Credits</b>		<b>15.0</b>

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Total Credits	96
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## Master of Veterinary Biomedical Science

## Master of Veterinary Biomedical Science (MS VBMS)

### Mission Statement

The mission of the Veterinary Biomedical Science (MS 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.

### MS VBMS Program Overview

The MS VBMS program is dedicated to providing advanced academic learning in 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 MS VBMS program does not guarantee admission to any professional program.

## MS VBMS Admissions Standards and Application Process

### Admissions Standards

All applicants to the MS VBMS must:

- Hold bachelor's degree (or equivalent) from an accredited college or university
- Minimum 2.80+ GPA

*\*Students not meeting this criteria, with a GPA of <2.8, who have demonstrated a commitment to academic excellence in the last 2 years of study (most recent 40 semester hours) may be considered on a case by case basis.*

The LMU-CVM MS VBMS Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements subject to the LMU-CVM Dean who has final approval.

Any applicant who has attempted DVM-level coursework prior to applying to the MS 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 MS VBMS program at LMU-CVM.



Both conditions must be met to qualify for admission consideration.

## Required Prerequisite Coursework

All applicants to the MS VBMS program must demonstrate successful completion of the following required prerequisite coursework before their intended starting semester with a course grade of C- or better:

Prerequisites	Semester Units	Quarter Units	Notes
English	6	9	Reading or Comprehension can count toward this total
Mathematics	6	9	Probability and Statistics can count towards this total
General Biology	8	12	With labs
Upper-level Biology	8	12	300-level (junior or senior) coursework with labs
Organic Chemistry	6	9	Lecture and labs
General Chemistry	6	9	Lecture and labs
Physics	3	4.5	Algebra or Calculus-based with lab
Biochemistry	3	4.5	
Probability and Statistics	<i>Can be counted toward the mathematics requirement.</i>		
Molecular Genetics	<i>Can be counted toward the general or upper-level biology requirements</i>		

## Required Application Materials

To apply to the MS VBMS program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission.
  - Transcripts from Ross University's DVM program can be ordered directly from the institution without a transcript evaluation service
  - All final grades on foreign transcripts will be included in final GPA calculations
3. **Two (2) letters of recommendation** from the applicant's instructors, a veterinarian, or a health professions advisory committee with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program

4. **One (1) personal statement** that professionally articulates a response to the following prompt: How will the MS VBMS program help you achieve your career goals?
5. **Application Fees** (PostbacCAS)
6. **Curriculum Vitae (CV)**
7. **Recommendation Questionnaire\*** from the Dean or Administrator from previous CVM.

*\*Applies only to applicants who have previously attended a DVM program.*

## Application Process & Notifications

### Application Submissions

Spring Start	October 16
Fall Start	May 10

### MS VBMS Application Review Addendum

The LMU-CVM Graduate 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 virtual interview after the Committee Review.

**3. Admission Interview:** Applicants will participate in personal interviews with the LMU-CVM Graduate Admissions Committee to assess the strengths and program fit of the applicant. Interviews will take place via Zoom.

### Term of Enrollment

There are two enrollment terms for the MS VBMS program: Spring and Fall. Admitted applicants are expected to begin the program in the designated term listed in their acceptance letter but may request a deferment for up to one (1) year under special circumstances.

### Transfer Graduate Credit

A maximum of six (6) credit hours at graduate level may be transferred to the MS VBMS program. Only coursework from a degree-granting, accredited institution will be accepted for transfer. 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 work must be approved by the Program Director and the LMU-CVM Dean.

# MS VBMS Academic Progress, Standards, and Policies

## Requirements for Graduation

### MS VBMS Non-Thesis Track

Successful completion of an MS VBMS requires

- Completing a minimum of 30 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA

### MS VBMS Thesis Track

- Receiving approval for the thesis topic
- Completing a minimum of 30 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA
- Successful defense of the thesis
- Accepted submission of the defended thesis to the university

## Satisfactory Academic Progress Policy

Any MS VBMS student found to have performed below a 2.85 GPA in a 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.

## MS VBMS Curriculum

The Master of Veterinary Biomedical Science (MS VBMS) is a full-time, in-person (face-to-face instruction) program accomplished with 30 graduate credit hours 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 will be 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.

### MS VBMS Non-Thesis Track

The non-thesis track requires a minimum of 22 core credits and up to 8 elective credits. The program may be completed in one year.

### MS VBMS Thesis Track

The thesis track includes six (6) core credits, fifteen (15) elective credits, and a minimum of nine (9) research credits culminating with the preparation and defense of a thesis. Elective and research courses will be determined by the LMU-CVM Graduate Advisory Committee based on relevancy to the student's thesis research. The program may be completed in two years.

## MS VBMS Degree Completion after Matriculation to LMU-CVM DVM Program

Students previously enrolled in the MS 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). MS 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 MS 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 MS VBMS program is unusual and should not be expected. MS VBMS students should expect to complete both semesters of the program.*

## Enrollment Status as Determined by Credit Hours

### MS VBMS Non-Thesis Track

Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester. Generally, non-thesis MS VBMS students enroll in 15 credit hours per Fall and Spring semester. 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.

### MS VBMS Thesis Track

Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester and six (6) in a summer semester. The thesis track enrollment is limited to **10 credit hours per semester** unless documented permission from the student's Research Mentor and the LMU-CVM Dean.

## 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. Students should prioritize their Graduate courses if a scheduling conflict arises between the VANT and LSCI course listings and notify faculty.

## LMU-CVM Research Courses

Scholarly work is a desirable characteristic of applicants to doctoral programs, veterinary schools, or residency programs. MS VBMS students must take advantage of the opportunities to become familiar with faculty expertise and current research activities. However, opportunities for student participation in research projects are limited by the availability and workload of supervisory faculty members in the various departments.

Students interested in joining a research team should request a brief meeting with faculty 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. Scholarly activity is time-intensive and demands an investment beyond the typical time devoted to lectures or lab courses. Students may need to conduct research activities during the summer to complete requirements for academic credit.

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

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 graduate students. The team may decide to send a representative or split the award among the team 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 adherence to ethical and behavioral standards. Additionally, 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 MS 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, complete their Veterinary Medical College Application Services (VMCAS) application, and apply to the 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 for 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.

## MS VBMS Thesis Track Addendum to LMU-CVM Leaves of Absence Policy

For a student in the thesis track of the MS 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

### MS VBMS Non-Thesis Track

Non-thesis students must complete their studies within two (2) years after initial registration unless they are dually enrolled in a professional program.

### MS VBMS Thesis Track

Thesis students must complete all requirements within three (3) years of full-time enrollment or five (5) years of part-time enrollment after initial registration.

Extensions for any program completion timeframes require approval of the Graduate Council and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements

## Veterinary Biomedical Science Non-Thesis Track

### Degree Type

Master of Science

The Master of Veterinary Biomedical Science program (MS 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 MS VBMS program.

MS VBMS students are required to take one of the following courses. Students who begin the MS VBMS program in the Fall semester will have the option to take Parasitology or Veterinary Anatomy II in the Spring. Students who begin the MS 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-601	Applied Pharmacology	3.0
LSCI-603	Colloquial Principles of Life Science	1.0
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-615	Communications in Healthcare	3.0
LSCI-617	Health Disparities	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
MVCC-506	Population Med & One Health	2.0
MVCC-590G	Shelter Medicine	2.0
MVE-610	Theories of Learning & Instruction in Higher Education & Professional Programs	3.0
MVE-615	Research Methods in Higher Education & Professional Programs	3.0
MVE-616	Curriculum Development in Higher Education & Professional Programs	2.0
MVE-617	Educational Leadership in Higher Education & Professional Programs	3.0
Total Credits		30

## Veterinary Biomedical Science Thesis Track

### Degree Type

Master of Science

The Master of Veterinary Biomedical Science (MS VBMS) thesis track prepares students for a doctoral program or a career in life sciences through original research, thesis proposal, thesis defense, and submission. The program can

be completed in three (3) years. **Students must complete a minimum of 30 total credit hours for the Veterinary Biomedical Science Thesis Track.**

## Required Courses

Complete all of the following required courses for the Thesis Track in the MS 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-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-710	Veterinary Anatomy I	5.0
VANT-712	Veterinary Histology	1.0
VANT-713	Veterinary Parasitology	3.0
VANT-720	Veterinary Anatomy II	4.0
MVCC-506	Population Med & One Health	2.0
MVE-610	Theories of Learning & Instruction in Higher Education & Professional Programs	3.0
MVE-615	Research Methods in Higher Education & Professional Programs	3.0
MVE-616	Curriculum Development in Higher Education & Professional Programs	2.0
MVE-617	Educational Leadership in Higher Education & Professional Programs	3.0

*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.*

Total Credits

30

## Master of Veterinary Clinical Care

### Master of Veterinary Clinical Care (MVCC)

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.

#### Mission Statement

The mission of the Master of Science in 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 Science in Veterinary Clinical Care degree
- Enhancing the learning of licensed technicians through evidence-based medicine, advanced patient care management, and specialized veterinary technology and nursing skills
- Providing preparation for advancing patient care and extended care of the veterinary health care team

#### MVCC Program Overview

The MVCC offers veterinary technicians exciting career growth opportunities, enabling them to transition into advanced, skills-focused, or leadership roles within the veterinary industry. Designed with 100% online flexibility, the program is ideal for working professionals who wish to further their education while maintaining their careers. Students gain specialized knowledge in evidence-based medicine, patient care management, and the latest veterinary technology trends, equipping them with the advanced expertise needed to excel in the dynamic field of veterinary healthcare.

This program currently does not lead to additional licensure qualifications.

# MVCC Admissions Standards and Application Process

## Admissions Standards

All applicants to the MVCC must:

- Hold a bachelor's degree (or equivalent) from an accredited college or university
- Be a **credentialed veterinary technician with proof of licensure\***
- Minimum 2.80+ GPA\*\*

The LMU-CVM MVCC Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements subject to the LMU-CVM Dean who has final approval.

*\*Applicants who meet all other admissions criteria but work in a state that does not provide veterinary technician credentialing may contact [CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net) 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 Prerequisite Coursework

All applicants to the MVCC program must demonstrate successful completion of the following required prerequisite coursework before their intended starting semester with a course grade of C+:

Prerequisites	Semester Units	Quarter Units	Notes
English	6	9	Reading or Comprehension can count toward this total
General Biology	6	9	Anatomy, Physiology, and Microbiology are acceptable substitutions.
Chemistry	6	9	Pharmacology (up to six (6) hours is an acceptable substitution.

## Required Application Materials

To apply to the MVCC program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission.
3. **Two (2) letters of recommendation** from individuals with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program
4. **One (1) personal essay** (500 words) that professionally articulates a 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.
5. **One (1) problem-solution essay** (500 words) that professionally articulates a response to the following prompt: 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?
6. **Application Fees** (PostbacCAS)
7. **Curriculum Vitae (CV)**
8. **Proof of Veterinary Technician Licensure or Credentials**

## Application Process & Notifications

### Application Submissions

Fall Start June 21

### Term of Enrollment

Admitted applicants are expected to begin the program in the Fall term of their acceptance but may request a deferment for up to one (1) year under special circumstances.

## MVCC Academic Progress, Standards, and Policies

### Requirements for Graduation

Successful completion of an MVCC requires

- Completing a minimum of 30 credit hours

- Completing all degree requirements with a  $\geq 2.85$  overall GPA

### Satisfactory Academic Progress Policy

Any MVCC student found to have performed below a 2.85 GPA in a 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.

### MVCC Curriculum

The Master of Veterinary Clinical Care (MVCC) is a fully online, asynchronous program available on a full-time or part-time basis, requiring 30 graduate credit hours to earn a Master of Science (M.S.) degree. These credits include core (24) and elective (6) credits. The program may be completed in 3 consecutive semesters.

### Enrollment Status as Determined by Credit Hours

- Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester.
- Part-time status is anything less than nine (9) graduate credits in the Fall or Spring semester.

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.

### Maximum Timeframe for Program Completion

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

Extensions for any program completion timeframes require approval of the MVCC Program Director and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements.

### Master of Veterinary Clinical Care

#### Degree Type

Master of Veterinary Clin Care

The MVCC program is 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.

### 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

### Master of Veterinary Education (MVEd)

#### Mission Statement

The mission of the Master of Veterinary Education (MVEd) program at Lincoln Memorial University is to enhance veterinary student learning by increasing the 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 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

### MVEd Program Overview

The MVEd is designed to train the next generation of educators and equips today's veterinary professionals and educators with enhanced teaching effectiveness to support various learning needs, foster educational excellence, and move VetMed forward. Designed with 100% online flexibility, the program is ideal for working veterinary professionals who aspire to teach in education or current veterinary educators and professionals who wish to further their education while maintaining their careers.

This program does not lead to additional licensure qualifications.

## MVEd Admissions Standards and Application Process

### Admissions Standards

All applicants to the MVEd must:

- Hold a bachelor's degree (or equivalent) from an accredited college or university
- Proof of DVM, a four-year baccalaureate degree in a veterinary-related field, or credentialed veterinary technician with proof of licensure\*
- Seeking entry to higher education or currently working in veterinary education
- Minimum 2.8 GPA

The LMU-CVM MVE Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements, subject to the LMU-CVM Dean who has final approval.

*\*Applicants who meet all other admissions criteria but work in a state that does not provide veterinary technician credentialing may contact [CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net) for eligibility.*

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

### Required Application Materials

To apply to the MVEd program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission.
  - Transcripts from Ross University's DVM program can be ordered directly from the institution without a transcript evaluation service
  - All final grades on foreign transcripts will be included in final GPA
3. **Two (2) letters of recommendation** from individuals with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program
4. **One (1) personal essay** (500 words) that professionally articulates a response to the following prompts: 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.
5. **Application Fees** (PostbacCAS)
6. **Curriculum Vitae (CV)**

### Application Process & Notifications

#### Application Submissions

Fall Start July 17  
Spring Start October 16

## MVEd Academic Progress, Standards, and Policies

### Requirements for Graduation

Successful completion of an MVEd requires

- Completing a minimum of 32 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA

## Satisfactory Academic Progress Policy

Any MVEd student found to have performed below a 2.85 GPA in a 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.

## MVEd Curriculum

The Master of Veterinary Education (MVEd) is a fully online, asynchronous program available on a full-time or part-time basis, requiring 32 graduate credit hours to earn a Master of Science (M.S.) degree. The program may be completed in four (4) consecutive semesters.

## Enrollment Status as Determined by Credit Hours

- Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester.
- Part-time status is anything less than nine (9) graduate credits in the Fall or Spring semester.

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.

## Maximum Timeframe for Program Completion

MVEd students must complete their studies within four (4) years after initial registration.

Extensions for any program completion timeframes require approval of the Program Director and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements.

## Certificate of Veterinary Education

### Degree Type

Graduate Certificate

## Certificate of Veterinary Education (CVED)

The CVED certificate is for veterinary professionals who aspire to teach in education or 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.

## CVED Program Overview

The CVED is designed to train the next generation of educators and equips today's veterinary professionals and educators with enhanced teaching effectiveness to support

various learning needs, foster educational excellence, and move VetMed forward. Designed with 100% online flexibility, the program is ideal for working veterinary educators and professionals who wish to further their education while maintaining their careers.

This program does not lead to additional licensure qualifications.

## CVED Admissions Standards and Application Process

### Admissions Standards

All applicants to the CVED must:

- Hold a bachelor's degree (or equivalent) from an accredited college or university
- Proof of DVM, a four-year baccalaureate degree in a veterinary-related field, or credentialed veterinary technician with proof of licensure\*
- Seeking entry to higher education or currently working in veterinary education
- Minimum 2.8 GPA

The LMU-CVM CVE Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements, subject to the LMU-CVM Dean who has final approval.

*\*Applicants who meet all other admissions criteria but work in a state that does not provide veterinary technician credentialing may contact [CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net) for eligibility.*

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

### Required Application Materials

To apply to the CVED program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission. Transcripts



from Ross University's DVM program can be ordered directly from the institution without a transcript evaluation service

- All final grades on foreign transcripts will be included in final GPA
- 3. **Two (2) letters of recommendation** from individuals with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program
- 4. **One (1) personal essay** (500 words) that professionally articulates a response to the following prompts: Explain your motivation for obtaining a Certificate of Veterinary Education, how your background and training have prepared you for this program, and how/why this skill set will help you in your career goals.
- 5. **Application Fees** (PostbacCAS)
- 6. **Curriculum Vitae (CV)**

### Application Process & Notifications

#### Application Submissions

Fall Start July 17  
Spring Start October 16

### Term of Enrollment

There are two enrollment terms for the CVED program: Spring and Fall. Admitted applicants are expected to begin the program in the designated term listed in their acceptance letter but may request a deferment for up to one (1) year under special circumstances.

## CVED Academic Progress, Standards, and Policies

### Requirements for Graduation

Successful completion of the CVED requires

- Completing a minimum of 14 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA

### Satisfactory Academic Progress Policy

Any CVED student found to have performed below a 2.85 GPA in a 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.

### CVED Curriculum

The Certificate of Veterinary Education (CVEd) is a fully online, asynchronous program available on a full-time or part-time basis, requiring 14 graduate credit hours to earn a certificate. The certificate may be completed in two (2) consecutive semesters.

### Enrollment Status as Determined by Credit Hours

- Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester.
- Part-time status is anything less than nine (9) graduate credits in the Fall or Spring semester.

Financial aid is not available for this certificate, regardless of credit hour load. Contact the [Office of Student Financial Services](#) if you have questions.

### Maximum Timeframe for Program Completion

CVEd students must complete their studies within two (2) years after initial registration.

Extensions for any program completion timeframes require approval of the Program Director and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree 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 in Higher Education & Professional Programs	3.0
MVE-612	Methods for Lectures, Labs, and Clinical Supervision in Higher Education & Professional Programs	3.0
MVE-613	Andragogy and the 21st Century Learner in Higher Education & Professional Programs	3.0
MVE-614	Assessing Student Learning in Higher Education & Professional Programs	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 in Higher Education & Professional Programs	2.0
MVE-618	Interprofessional Education, International Education, and Global Citizenship	2.0
MVE-619	Student Services & Mentoring Students in Higher Education & Professional Programs	3.0
Total Credits		14-20

## Master of Veterinary Education

### Degree Type

Master of Education

MVEd program is for veterinary professionals who aspire to teach in education or 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 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 in Higher Education & Professional Programs	3.0
MVE-611	Educational Technology: Applications and Innovations in Higher Education & Professional Programs	2.0
MVE-612	Methods for Lectures, Labs, and Clinical Supervision in Higher Education & Professional Programs	3.0
MVE-613	Andragogy and the 21st Century Learner in Higher Education & Professional Programs	3.0
MVE-614	Assessing Student Learning in Higher Education & Professional Programs	3.0
MVE-615	Research Methods in Higher Education & Professional Programs	3.0
MVE-616	Curriculum Development in Higher Education & Professional Programs	2.0
MVE-617	Educational Leadership in Higher Education & Professional Programs	3.0
MVE-618	Interprofessional Education, International Education, and Global Citizenship	2.0
MVE-619	Student Services & Mentoring Students in Higher Education & Professional Programs	3.0
MVE-620	Capstone/Thesis in Higher Education & Professional Education	2.0
MVE-632	Program Assessment and Accreditation in Higher Education & Professional 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

Program Director, Master of Public Administration Office  
Phone: 865.531.4168  
Room 198, LMU Cedar Bluff, Knoxville

Program Director, Master of Science in Criminal Justice  
Office Phone: 865.531.4167  
Room 198, LMU Cedar Bluff, Knoxville

Program Director, Master of Science in Psychology Office  
Phone: 865.531.4107  
Room 198, 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
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.

## Master of Science in 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

- To lead and manage in the public, nonprofit, and health care sectors
- To understand, analyze, and participate in the public policy process
- To analyze, solve, and track public sector problems
- To articulate public sector values

## Admissions Requirements

- 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.
- 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 MPA program, relevant skills, qualification, preparation, and a statement of goals after completing the program.
- 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.
- 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, including all required courses, is required for graduation with the Master of Public Administration degree General, Nonprofit, and Health Care Policy tracks.
- 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.
- All students must complete a comprehensive examination.
  - 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.

## DVM-MPA Combined Degree Completion Pathway

### Degree Type

Master of Public Admin.

LMU offers a combined degree program for students who want to obtain both the Doctor of Veterinary Medicine (DVM) degree and the Master of Public Administration (MPA) degree. 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 complete DVM-MPA coursework during the summer semesters and during their rotations in their fourth year of study, preventing interference with the veterinary coursework offered throughout the first three academic years. Students entering the combined degree program are eligible to begin their MPA courses in the summer semester before their first year at the LMU College of Veterinary Medicine or directly after their first year of professional school. All courses in the MPA program are offered in an online format. Courses are offered on a rotating basis during summer semesters to ensure availability for students.

### The maximum amount of double-counted credit hours for the DVM-MPA combined pathway is twelve (12).

LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

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

**For information about the DVM curriculum and policies see LMU-CVM Student Handbook.**

## MPA Curriculum

Students enrolled in the DVM-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
	Total Credits	30

### 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.*

## 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.

**The maximum amount of double-counted credit hours for the JD-MPA combined pathway is twelve (12). LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.**

**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
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### 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 maximum amount of double-counted credit hours for the MPA-MSCJ combined pathway is **nine (9) credit hours**. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

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 Admin.

## 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

## 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

- A. To understand curriculum content areas recommended by the Academy of Criminal Justice Sciences Masters level program

- B. To understand ethical and philosophical foundations of the American criminal justice system
- C. To possess advanced analytical thinking, research, and communication skills
- D. To develop skills necessary to pursue professional careers or further graduate study

## Admissions Requirements

- A. **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.
  - 1. Recommended undergraduate course work: Introduction to Criminal Justice and Criminology, or other courses on policing, corrections, and juvenile justice.
- 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 MSCJ 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 related to the MSCJ 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 and satisfactory completion of all core courses is required for graduation with the Master of Science in Criminal Justice degree.
- B. The student must maintain a cumulative GPA of 3.00 or be placed on academic probation. Failure to meet or exceed this standard of academic progress in the subsequent semester will result in dismissal from the program.
- C. All MSCJ students must complete a comprehensive examination
  - a. Students must complete all required classes in the program prior to taking the comprehensive examination.

- b. Comprehensive examination will be administered in the semester prior to graduation. For instance, students planning to graduate in the Spring semester should complete the comprehensive examination by the end of the preceding Fall semester.
- c. Students must schedule their comprehensive examination with the Program Director by the 8th week of the semester that they plan to take the examination.
- d. The comprehensive assessment is graded on a pass/fail basis.
- e. Students unable to pass the comprehensive examination 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-MSCJ 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.

**The maximum amount of double-counted credit hours for the JD-MSJ combined pathway is twelve (12). LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.**

**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.

## MSJ 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
	MSJ Electives	15

## JD-MSJ Combined Degree Completion Pathway Notes

- Required MSJ courses will be offered in a rotation during the summer terms. Combined Degree students may take up to twelve (12) hours of MSJ 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 MSJ portion of the JD-MSJ 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-MSJ 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-MSJ Combined Degree Completion Pathway must receive written approval from both the law school's Director of Experiential Learning and the MSJ 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 MSJ tuition rate for courses in the MSJ program and the JD tuition rate for courses in the JD program, including those used to fulfill MSJ requirements. Any merit scholarship awarded as part of admission to the JD program will be applied only to courses in the JD program.

## JD-MSJ Program Admission Requirements

- Applicants to JD-MSJ 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.

### 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 maximum amount of double-counted credit hours for the MPA-MSCJ combined pathway is **nine (9) credit hours**. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

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

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](http://www.sacscoc.org)).

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 teach all students and support the recruitment of faculty and students per the action plan.
- 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

### EPP Commitment

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 all students. Experiences provided for candidates include working with all 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 All Students
- 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.nasdtdec.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 licensure 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 \(lmunet.edu\)](http://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

MEd	Educational Leadership, Instructional Leadership
EdS	Educational Leadership, Instructional Leadership, and Instructional Practice
EdD	Instructional Leadership, Instructional Practice, and Graduate Certificate in Teaching Adults in Higher Education (TAHE)

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

##### Degree Concentration

EdS	Educational Leadership, Instructional Leadership, Instructional Practice, and Professional Counseling & Educational Leadership
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*Hybrid/HyFlex Programs, Cedar Bluff Site, 421 Park 40 North Blvd., Knoxville, TN 37923*

MEd	Elementary Education, Secondary Education, Special Education, and Instructional Practice
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## 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 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 from another university.

### 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 Interim Dean of the School of Education to continue in the program.

#### ***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 of receiving the letter, an appeal to the Dean. The 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 that is used and the interpretation of that process. A grievance is an action or inaction that impacts a student or class only by applying a specific policy or procedure. For our purposes, the catalog defines the following terms: A [grievance](#) is defined as an alleged violation of a specific policy or procedure outlined in the catalog or student program handbook. A [complaint](#) is defined as a disagreement made by the faculty or staff.

The following paragraphs outline the procedures to be followed and the expectations of faculty, staff, and students, whether it involves a grievance or complaint.

#### **Complaint Procedure**

The complaint process begins with an informal resolution step. The student (complainant) must initiate a documented meeting with the faculty or staff member

involved to discuss the issue. This meeting should not focus on grades or assignments unless the grade or assignment is the source of the complaint. The faculty or staff member must document the meeting in writing, including the date, time, issues discussed, and any proposed resolution or support offered.

After this discussion, the faculty or staff member must ask the student whether the issue has been resolved to their satisfaction. If the student confirms that the matter is resolved, the faculty or staff member will document this resolution. If the student indicates that the issue remains unresolved, the student will be referred to the complaint procedure in the catalog. The faculty or staff member will then memorialize the meeting and provide a written summary of the discussion and determination.

If informal resolution fails, the student must submit a written complaint to the program director within ten (10) calendar days of the meeting. This written complaint must outline the issue(s), prior efforts to resolve the matter, and the student's proposed resolution. Upon receiving the written complaint, the program director will schedule a meeting with the student and the involved faculty or staff member to discuss the matter and seek a resolution.

If an agreement is reached, the program director will document the resolution in writing. If the issue remains unresolved, the program director must forward a written summary of the complaint and meeting to the Dean of the Carter & Moyers School of Education or the Dean's designee within three (3) business days. The decision made at that level is considered final in the complaint process.

### **Grievance Procedure**

The grievance process applies when a student (the grievant) believes that a specific policy or procedure outlined in the catalog or student handbook has been violated. The process begins with a required documented meeting between the grievant and the faculty or staff member involved. The grievant must provide a written statement that clearly references the specific language from the handbook or catalog that was allegedly violated. This initial discussion is not intended to address grades or assignments unless those are the basis of the grievance. The faculty or staff member must memorialize this meeting in writing, including a summary of the issue and any proposed support.

After the meeting, the faculty or staff member will ask whether the student feels the matter is resolved. If the student indicates satisfaction, the resolution will be documented, and the matter will be closed. If the student

remains unsatisfied, the faculty or staff member will refer the student to the grievance procedure in the catalog and document the outcome accordingly.

The student must then submit a formal written grievance to the program director within ten (10) calendar days. This document must detail the issue(s) and the desired resolution. The program director will meet with the student and the involved party to hear the grievance and attempt to resolve the issue. If the matter is resolved, the meeting and outcome will be documented. If unresolved, the program director will forward the documentation to the Chairperson of the Appeals and Grievance Committee within three (3) business days.

The Appeals and Grievance Committee will conduct a hearing within ten (10) business days based solely on the existing documentation. No new evidence will be accepted. Committee members must be impartial and not have participated in earlier stages of the case. A decision will be rendered within ten (10) business days of the hearing. If the student is satisfied with the decision, the case is closed with prejudice and cannot be reopened.

If the student remains unsatisfied, the student may appeal to the Dean of the Carter & Moyers School of Education or the Dean's designee within three (3) business days. The appeal must be in writing and clearly state the grounds for appeal, as well as the specific policy or procedure allegedly violated. The Dean will review the record and issue a decision within five (5) business days.

If the student still believes the matter is unresolved, the student may submit a final written appeal to the Vice President of Academic Affairs within three (3) business days. This appeal must clearly identify the specific policy, procedure, or action or inaction in question. The Vice President of Academic Affairs will review the case on the record and issue a final, binding decision. Lack of adherence to the timeline in the process by the grievant shall cause the grievance to be mooted and the process to be terminated with prejudice.

### **Additional Provisions**

All grievance and complaint matters will be treated with the highest level of confidentiality. Retaliation against any individual for participating in these procedures is strictly prohibited. Records of all complaints and grievances, including documentation

### **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 nine (9) 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 an orientation event. The orientation 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 the EdD section of the catalog.*

### **Second master's degree requirements**

After acceptance criteria have been met to enter the program, a maximum of 12 semester credit hours of graduate credit earned from the first master's degree may be applied toward the second degree provided that the courses are appropriate for the second master's degree as

determined by the Program Director and/or the Dean of the School of Education. The credit must have been earned within the last three years.

### **Second Educational Specialist degree requirements**

After acceptance criteria have been met to enter the program, a maximum of 9 semester credit hours of graduate credit earned from the first EdS degree may be applied toward the second degree provided that the courses are appropriate for the second EdS degree as determined by the Program Director and/or the Dean of the School of Education. The credit must have been earned within the last three years.

## **Financial Aid**

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

### **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 credit hours in that effort. EdD candidates who are pursuing a 48-hour degree may attempt up to 72 credit hours in that effort. EdD candidates who are pursuing a 63-hour degree may attempt up to 95 credit 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-Credit Hour Program Candidates: five years from the time of initial enrollment
- 48-Credit Hour Program Candidates: six years from the time of initial enrollment
- 63-Credit Hour Program Candidates: seven years from the time of initial enrollment.

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
Master of Education (EL, IL, IP *) Degree	Two-step process & DAP Interview	<a href="https://www.lmunet.edu/school-of-education/graduate/masters-of-education-hybrid/">https://www.lmunet.edu/school-of-education/graduate/masters-of-education-hybrid/</a> in the MEd EL, IL, IP program section of this document
Master of Education (Teacher Licensure)	One-step process & DAP Interview	<a href="https://www.lmunet.edu/school-of-education/graduate/masters/initial-teacher-licensure-med/index">https://www.lmunet.edu/school-of-education/graduate/masters/initial-teacher-licensure-med/index</a> in the MEd Teacher Licensure program section of this document
Master of Education (Professional Counseling)	Two-step process & DAP Interview	<a href="https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/index">https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/index</a> in the MEd COUN program section of this document
*Instructional Leadership Concentration (MEd and EdS)	Admissions Portfolio & DAP Interview	<a href="https://www.lmunet.edu/school-of-education/graduate/specialist/educational-specialist/index">https://www.lmunet.edu/school-of-education/graduate/specialist/educational-specialist/index</a>

Educational Specialist (EL, IP, IL *) Degree	Two-step process & DAP Interview
Doctor of Education (IL, IP, and TAHE)	Three-step process

<https://www.lmunet.edu/school-of-education/graduate/specialist/educational-specialist/index> in the EdS program section of this document  
<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 taken 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-credit hour students. 48- and 63-credit hour students have the option to take their comprehensive exams after the third or fourth semester of coursework, in consultation with the program director.

## 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 that challenge professionals to transform the institutions and communities they serve by advancing ethics, change, and cultural awareness through the decision sciences.

#### Vision

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

### Doctor of Education Introduction

Doctoral coursework is offered in an online, asynchronous format with weekly modules for engagement and optional

synchronous support sessions. The program is designed for working professionals 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 EdD program is an independent program requiring candidates to take appropriate and timely initiatives to meet program expectations and deadlines regarding coursework and dissertation completion. Students 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 student 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

#### Instructional Leadership

**Sixty-Three Hour Program.** Applicants must possess a master's degree in education. The program consists of 63 credit hours, including (a) 21 credit hours of doctoral core; (b) 18 credit hours in Instructional Leadership; (c) 12 credit hours in Instructional Practice; and a minimum of (d) 12 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 a degree in two concentrations, Instructional Leadership and Instructional Practice. Students possessing a master's degree in education are strongly encouraged to first complete their Educational Specialist (EdS) at LMU and then bridge to the EdD program (see 36-credit hour program below).

**Forty-Eight Hour Program.** Applicants must possess an EdS or a master's degree plus 30 credit hours minimum in education.

The program consists of 48 credit hours, including (a) 18 credit hours of doctoral core; (b) 18 credit hours in Instructional Leadership; and a minimum of (c) 12 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates may choose to enroll in 15 additional credit hours from the alternate concentration to graduate with a doctoral degree in two concentrations. Candidates holding an EdS degree from Lincoln Memorial University can apply to complete a

48-credit hour program in a different concentration than their EdS. 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 EdS degree from Lincoln Memorial University within the last 10 years and desire to continue their studies in Instructional Leadership that was selected for their EdS degree. 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. The program consists of 36 credit hours, including (a) 15 credit hours of doctoral core; (b) 12 credit hours in Instructional Leadership; and a minimum of (c) 9 credit hours in independent dissertation coursework.

### **Instructional Practice**

**Sixty-Three Hour Program.** Applicants must possess a master's degree in any field. The program consists of 63 credit hours, including (a) 21 credit hours of doctoral core; (b) 18 credit hours in Instructional Practice; (c) 12 credit hours in Instructional Leadership; and a minimum of (d) 12 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 a degree in two concentrations, Instructional Leadership and Instructional Practice.

**Forty-Eight Hour Program.** Applicants must possess an EdS, a master's degree plus 30 hours minimum in any field, or a doctorate in their professional field, e.g., OTD, JD.

The program consists of 48 credit hours, including (a) 18 credit hours of doctoral core; (b) 18 credit hours in Instructional Practice; and a minimum of (c) 12 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates may choose to enroll in 15 additional credit hours from the alternate concentration to graduate with a doctoral degree in two concentrations. Candidates holding an EdS degree from Lincoln Memorial University can apply to complete a 48-hour program in a different concentration than their EdS. 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 EdS degree from Lincoln Memorial University within the last 10 years and desire to continue their studies in Instructional Practice (or Curriculum and Instruction) that was selected for their EdS

degree. 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. The program consists of 36 credit hours, including (a) 15 credit hours of doctoral core; (b) 12 credit hours in Instructional Practice; and a minimum of (c) 9 credit hours in independent dissertation coursework.

### **Graduate Certificate in Teaching Adults in Higher Education**

**Twelve-Hour Program.** Applicants must possess a master's degree in any field.

The program consists of 12 credit hours in Instructional Practice culminating in a Graduate Certificate. Upon obtaining the graduate certificate in Teaching Adults in Higher Education, students can apply the certificate toward the Instructional Practice EdD program, at either the 48- or 63-credit hour level, depending on previous coursework attainment (see above). Students who complete the Teaching Adults in Higher Education program have one calendar year from completion to enroll in the Instructional Practice EdD Program. All 12 credit hours of the graduate certificate will be accepted as credit into the Instructional Practice EdD Program, should the EdD program faculty deem the student accepted into the EdD program.

## **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 or spring cohort group must be submitted in completed form prior to one month before the start of the fall or spring cohort of the year in which the candidate seeks admission (i.e., end of June for the fall cohort and end of November for the spring cohort). The admissions process consists of three stages, with the first being a paper-based document review, the second a performance-based writing activity, and the third an interview. Additionally, an early application period occurs three months prior to the start of the fall or spring cohort admission dates (i.e., April for the fall cohort and September for the spring cohort). Anyone who has submitted all application materials by these dates qualifies for the early admissions process.

### **STAGE ONE: DOCUMENTS REQUIRED FOR APPLICATION PACKAGE**

1. **Application Forms** - [University online form](#)
2. **Application fee of \$50 (USD), non-refundable** (graduates of the LMU EdS program can request a fee waiver for this application fee)
3. **Official Transcripts** for all graduate-level coursework
4. **Three (3) recommendations** from persons knowledgeable of the applicant's professional experience and skills (A link will 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](mailto:Julia.Kirk@LMU.net.edu))

The Admissions Committee will review all documents and rate the applicants based on their ability to successfully complete requirements within the doctoral program. 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 Admissions 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 activity.

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) they have 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](mailto: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)<sup>2</sup> 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)<sup>3</sup> 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](http://www.wes.org), or [www.jsilny.com](http://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.

<sup>2</sup> 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](http://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, higher education faculty or leadership positions, and workforce development professionals 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 an administrative 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 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.

## Graduate Certificate in Teaching Adults in Higher Education

The certificate in Teaching Adults in Higher Education is for individuals in higher education or in the workplace who are

charged with leading or teaching the students or employees in their school or organization, but who do not have a background in instruction. For example, faculty who have professional knowledge but do not have instructional practice knowledge would benefit from this program. The certificate is a 12-credit-hour graduate program where students will learn how to:

- Engage and instruct the adult learner;
- Develop high-quality curriculum and assessment practices;
- Plan and facilitate training and development; and
- Determine effective instructional strategies to enhance learning.

## Course Delivery

The doctoral program operates in a completely online, asynchronous format. Cohorts begin in the fall or spring terms. Instruction occurs via Canvas with weekly interactive and engaging modules that students complete in an asynchronous format. Additionally, faculty offer synchronous support sessions weekly, which are optional for students. During each term (summer, fall, spring), students enroll in three or four courses (nine or twelve hours), depending on their program of study. Courses are offered in either a full-term or 8-week format. Research courses are delivered in a full-term format. Concentration courses are delivered in an 8-week format. Students are required to be enrolled in at least one full-term course each semester. Courses in the 8-week format contain the same level of rigor as a full-term course, with an accelerated timeline. Students should expect to engage in no more than three courses at a time in any given term due to the 8-week model. Each term's course schedule is designed to leverage delivery of the program of study 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.

## Full-Time Status and Engagement Expectations

Students in the EdD program must be enrolled full-time, which means taking at least nine hours per semester during the coursework portion of their program and remaining continuously enrolled during the fall, spring, and summer terms. Should a student fail to enroll in at least nine hours per semester during coursework, or fail to remain in continuous enrollment until graduation, they will be withdrawn from the EdD program. While in coursework, we expect students to have meaningful interaction with the instructor and the content of the course. As the courses

in the EdD program meet online, weekly modules will be provided, including some or all of the following items: readings, interactive assignments, written assignments, discussion posts, major assignments, reflective exercises, and others at faculty discretion. Students are required to complete all activities and assignments in each weekly module to be considered attending the course. No late assignments will be accepted in any course in the EdD program. Thus, course attendance in the EdD program is determined by completing weekly module items and is reflected in the student's grades in the course (i.e., missing an assignment results in a zero for that assignment).

Candidates in EDLC 899, or dissertation hours, must remain enrolled in at least one 899 credit hour per term. While either nine hours (36-hour students) or twelve hours (48- and 63-hour students) are required in EDLC 899 to complete the dissertation phase of the EdD program, candidates are responsible for continuously taking at least one hour per term until their dissertation is deemed complete by their chair and committee, which may include hours beyond the required amount. Candidates should meet with their chair as needed. Candidates and chairs will work together to find times to meet.

## 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 lack of quality (e.g., not using the provided template, failure to write at a doctoral level), lack of completion (e.g., grossly not meeting expectations of length requirement), lack of growth (e.g., not making appropriate changes to writing using feedback on previous drafts), not meeting specific requirements (e.g., page numbers, word counts), or other reasons via faculty

discretion, the grade should reflect this issue. Faculty members will deduct half a letter grade for **each instance of each issue**. Faculty members should meet with students if any of these issues occur and document this meeting.

## Late Work Policy

As the courses in the EdD program operate in an online, weekly module format, it is paramount that students meet their deadlines to make adequate progress in their courses. Thus, faculty do not accept late work under any circumstances in any course in the EdD program. Assignment due dates and times are posted in Canvas. If a student misses the deadline, faculty will not grade the work, and a zero will be automatically entered in Canvas for that assignment. Faculty may still provide feedback should the work be an important checkpoint in writing progression. This is at faculty discretion. Should an emergency arise where a student needs an extension on their work, the student should contact the appropriate faculty member and the Program Director immediately for consideration of an extension. There is no guarantee of any extensions at any time. Candidates enrolled in EDLC 899 work with their chair on their deadlines. The chair has full discretion on due dates for EDLC 899.

## 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 the 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 during their time in the EdD program. This signed form is uploaded to the student's portal under forms.

Faculty will monitor students' behavior while they are engaged in coursework. If any issues are noted, the following procedure will be implemented.

1. First offense with any behavioral issue: Faculty send an email about the issue to the student (e.g., the student did not meet the quality of the assignment) and forward it to the Program Director.
2. Second offense with any behavioral issue: 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 the student and copy the 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 with any behavioral issue: 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 an Administrative Withdrawal letter to the student. The grade in the class should reflect this third offense. Students 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. 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 has 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 appropriate coursework (i.e., B- or above) as deemed by the EdD Program Director before they can take comprehensive

exams. Comprehensive exams are typically taken after the student completes the quantitative research course, the qualitative research course, and the dissertation design course, or at the 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 listing 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 February 1)

**Fall:** Dissertation has been approved by the Dean by October 31 for a December graduation (Intent to Graduate forms due September 1)

**Summer:** Dissertation has been approved by the Dean by June 30 for a Summer degree conferral (Intent to Graduate forms due June 1). No commencement services are held in the summer, therefore 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, the dissertation must be approved by the Dean by April 30

**Summer:** To avoid registering for the fall term, the dissertation must be approved by the Dean by July 31

**Fall:** To avoid registering for the spring term, the 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-credit hour program – 5 years maximum
- 48-credit hour program – 6 years maximum
- 63-credit 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 (IP)

### 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 or Curriculum and Instruction from within the last 10 years. 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 the 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
EDLC-732	Critical Inquiry/Research Design	3.0
EDIP-820	Adult Learning Principles	3.0
EDEC-752	Qualitative Research: Theory/Design	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIP-862	Research Trends and Issues in Instructional Practice	3.0
EDIP-876	Advanced Educational Law	3.0
EDLC-733	Quantitative and Qualitative Methods	3.0
EDLC-899	Independent Dissertation Research	9.0-12

*Four terms plus additional time that may be required to complete the dissertation (minimum of 9 hours). The program of study includes 15 hours of core coursework, 12 hours in a given concentration, and a minimum of 9 hours of research related to completion of the dissertation.*

Total Credits	36
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## 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. 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 the 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
EDLC-732	Critical Inquiry/Research Design	3.0
EDIL-867	Political Structure/Governance	3.0
EDEC-752	Qualitative Research: Theory/Design	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIL-866	Ethical Decision Making	3.0
EDLC-733	Quantitative and Qualitative Methods	3.0
EDIL-862	Research Trends in Instructional Leadership	3.0
EDIL-876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3.0
EDLC-899	Independent Dissertation Research	9.0-12
Total Credits		36

*Four Terms plus additional time the candidate may require to complete their dissertation (minimum of 9 hours). The program of study includes 15 hours of core coursework; 12 hours in a given concentration; and a minimum of 9 hours of research related to completion of the candidate's dissertation.*

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

### Degree Type

Doctor of Education

The following presents a typical strategy for completing the requirements for Lincoln Memorial University's 48-Hour Doctoral Program of Study, which is designed for those students entering the program with a master's degree plus thirty hours, an EdS degree from outside of LMU, or a terminal degree in a professional field of study (e.g., OTD, JD). Courses on the plan may be scheduled during terms other than those indicated – the depiction below is only a representation of one possible design. This plan reflects the required core, research, and primary concentration coursework.

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDLC-732	Critical Inquiry/Research Design	3.0
EDEC-752	Qualitative Research: Theory/Design	3.0
EDIL-866	Ethical Decision Making	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIL-876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3.0
EDIL-862	Research Trends in Instructional Leadership	3.0
EDLC-733	Quantitative and Qualitative Methods	3.0
EDIL-860	Group Methods/Processes	3.0
EDIL-867	Political Structure/Governance	3.0
EDIL-869	Curriculum Leadership at the District Level	3.0
EDLC-899	Independent Dissertation Research	9.0-12

Five terms plus additional time the candidate may require to complete their dissertation (minimum of 12 hours). The program of study includes 18 hours of core coursework, 18 hours in a given concentration, and a minimum of 12 hours of research related to completion of the 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 Study, which is designed for those students entering the program with a master's degree in education. Courses on the plan may be scheduled during terms other than those indicated – the depiction below is only a representation of one possible design. This plan reflects the 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.*

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDLC-732	Critical Inquiry/Research Design	3.0
EDIL-867	Political Structure/Governance	3.0
EDEC-752	Qualitative Research: Theory/Design	3.0
EDLC-702	Ethical Considerations in Education	3.0
EDIL-866	Ethical Decision Making	3.0
EDEC-755	Dissertation Research & Design	3.0
EDLC-733	Quantitative and Qualitative Methods	3.0
EDIL-876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3.0
EDIL-861	Educational Finance	3.0
EDIL-862	Research Trends in Instructional Leadership	3.0
EDIL-860	Group Methods/Processes	3.0
EDIP-820	Adult Learning Principles	3.0
EDIP-873	Perspectives and Strategies in Teaching and Learning	3.0
EDIP-869	Curriculum and Assessment	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDLC-899	Independent Dissertation Research	9.0-12

Six terms plus additional time that may be required to complete the dissertation (minimum of 12 hours). The program of study includes 21 hours of core coursework, 18 hours in a primary concentration, 12 hours in a secondary concentration, and a minimum of 12 hours of research related to completing the dissertation. Students will take three semesters of 12 hours of coursework. They can choose to do this in the first fall/spring or in the second fall/spring.

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 Study which is designed for those candidates entering the program with a master's degree plus 30 hours, an EdS from outside of LMU, or a terminal degree in a professional field of study (e.g., OTD, JD). Courses on the plan may be scheduled during terms other than those indicated – the depiction below is only a representation of one possible design. This plan reflects the required core, research, and primary concentration coursework.

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDLC-732	Critical Inquiry/Research Design	3.0
EDEC-752	Qualitative Research: Theory/Design	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIP-876	Advanced Educational Law	3.0
EDIP-862	Research Trends and Issues in Instructional Practice	3.0
EDLC-733	Quantitative and Qualitative Methods	3.0
EDIP-820	Adult Learning Principles	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDIP-873	Perspectives and Strategies in Teaching and Learning	3.0
EDLC-899	Independent Dissertation Research	9.0-12
Total Credits		48

*Five terms plus additional time the candidate may require to complete his or her dissertation (minimum of 12 hours). The program of study includes 18 hours of core coursework, 18 hours in a given concentration, and a minimum of 12 hours of research related to completion of the 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 Study, which is designed for those candidates entering the program with a master's degree. Courses on the plan may be scheduled during terms other than those indicated – the depiction below is

only a representation of one possible design. This plan reflects the 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.*

Item #	Title	Credits
EDLC-701	Leadership: Historical and Contemporary Perspectives	3.0
EDEC-751	Quantitative Research Procedures	3.0
EDIP-820	Adult Learning Principles	3.0
EDLC-732	Critical Inquiry/Research Design	3.0
EDEC-752	Qualitative Research: Theory/Design	3.0
EDIP-702	Ethical Considerations in Education	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDEC-755	Dissertation Research & Design	3.0
EDIP-862	Research Trends and Issues in Instructional Practice	3.0
EDIP-869	Curriculum and Assessment	3.0
EDIP-876	Advanced Educational Law	3.0
EDLC-733	Quantitative and Qualitative Methods	3.0
EDIL-860	Group Methods/Processes	3.0
EDIL-867	Political Structure/Governance	3.0
EDIL-869	Curriculum Leadership at the District Level	3.0
EDIP-873	Perspectives and Strategies in Teaching and Learning	3.0
EDIL-866	Ethical Decision Making	3.0
EDLC-899	Independent Dissertation Research	9.0-12
Total Credits		63

*Six terms plus additional time that may be required to complete the dissertation (minimum of 12 hours). The program of study includes 21 hours of core coursework, 18 hours in a primary concentration, 12 hours in a secondary concentration, and a minimum of 12 hours of research related to completion of the dissertation. Students will take three semesters of 12 hours of coursework. They can choose to do this in the first fall/spring or the second fall/spring.*

## Graduate Certificate in Teaching Adults in Higher Education

### Degree Type

Graduate Certificate

The following presents the coursework for completing the requirements within Lincoln Memorial University's **Graduate Certificate in Teaching Adults in Higher Education Program of Study**, which is designed for students who desire to further their knowledge of instructional practice and who have a master's degree. The Graduate Certificate program lives within the Doctor of Education (EdD) department in the Carter and Moyers School of Education. Courses on the plan may be scheduled during terms other than those indicated – the depiction below is only a representation of one possible design.

Item #	Title	Credits
EDIP-820	Adult Learning Principles	3.0
EDIP-873	Perspectives and Strategies in Teaching and Learning	3.0
EDIP-884	Principles and Theories of Training and Development	3.0
EDIP-869	Curriculum and Assessment	3.0
	Total Credits	12

## 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. Voluntary Zoom meetings may be held throughout the semester to allow students a forum for questions or concerns.

### **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 [EdS Program Overview | LMU Graduate Studies in Education](#) 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: Educational Leadership Concentration

### 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. The Capstone Electronic Portfolio will be offered each semester for 1 credit hour.

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	Differentiated Instructional Strategies for All Learners	3.0
EDUC-685A	Capstone Electronic Portfolio	1.0
EDUC-685B	Capstone Electronic Portfolio	1.0
EDUC-685C	Capstone Electronic Portfolio	1.0
Total Credits		30

## EdS: Instructional Leadership Concentration

### 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. The Capstone Electronic Portfolio will be offered each semester for 1 credit hour.

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	Differentiated Instructional Strategies for All Learners	3.0
IL-689	SLLA	0.0
IL-686A	Capstone Electronic Portfolio	1.0
IL-686B	Capstone Electronic Portfolio	1.0
IL-686C	Capstone Electronic Portfolio	1.0

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
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## EdS: Instructional Practice Concentration

### 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. The Capstone Electronic Portfolio will be offered each semester for 1 credit hour.

Item #	Title	Credits
EDUC-609	Literacy for Instructional Leaders	3.0
EDUC-611	Clinical Practice 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
IP-610	Differentiated Instructional Strategies for All Learners	3.0
IP-612	Applied Practice in Differentiated Instruction for All Learners	3.0
IP-661	Instructional Design & Initiatives	3.0
EDUC-685A	Capstone Electronic Portfolio	1.0
EDUC-685B	Capstone Electronic Portfolio	1.0
EDUC-685C	Capstone Electronic Portfolio	1.0
Total Credits		30

## EdS: Professional Counseling and Educational Leadership Concentration

### 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 in Initial 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.

### **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. 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](http://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 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 or EDUC-593		6

## Methods Courses:

Item #	Title	Credits
EDUC-572 or SPED-550		3
EDUC-577	Elementary Content Area Literacy	3.0
EDUC-575 or SPED-560		3
EDUC-574 or SPED-545		3
EDUC-583 or SPED-577		3-3
SPED-530	Special Education & Law, Policy and Ethics	3.0

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-591 or EDUC-593

**Elective Credits 6**

## EDUC-591 or EDUC-593

## 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**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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**

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

## EDUC-583 or SPED-577

### **Elective Credits 3-3**

## Master Education, Teacher Licensure - Job Embedded

### **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 or EDUC-593	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
SPED-565	Transition/Employment Students with Disabilities	3.0
SPED-547	Systematic Instructional Procedures for Learners with Moderate to Severe Disabilities	3.0
SPED-573	ABA in Autism	3.0
	EDUC-583 or SPED-577	3-3
	EDUC-574 or SPED-545	3

**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-591 or EDUC-593

**Elective Credits 6**

### EDUC-591 or EDUC-593

### 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-583 or SPED-577

**Elective Credits 3-3**

## EDUC-574 or SPED-545

### **Elective Credits 3**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
EDUC-574	Foundations of Literacy	3.0
SPED-545	Methods of Literacy, Language & Communication	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.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SPED-530	Special Education & Law, Policy and Ethics	3.0
SPED-548	Assessments and Instructional Techniques for Exceptional 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

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.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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 Coursework:

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
SPED-530	Special Education & Law, Policy and Ethics	3.0
	EDUC-574 or SPED-545	3
SPED-547	Systematic Instructional Procedures for Learners with Moderate to Severe Disabilities	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 Teacher Licensure hours to be recommended for licensure 39**

### Master's Degree Coursework:

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

### **Total MEd Teacher Licensure for Master of Education Degree PLUS recommendation for licensure 45 credit hours.**

Total Credits	45
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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

## 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 ets/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 Exceptional 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 or EDUC-593	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-583 or SPED-577	3-3

**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-591 or EDUC-593

**Elective Credits 6**

## EDUC-591 or EDUC-593

## 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-583 or SPED-577

**Elective Credits 3-3**

## 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-548	Assessments and Instructional Techniques for Exceptional 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
Total Credits		12

## 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 or EDUC-593	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-583 or SPED-577	3-3

**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-591 or EDUC-593

**Elective Credits 6**

### EDUC-591 or EDUC-593

### 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-583 or SPED-577

**Elective Credits 3-3**

# MEd in 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-577	Addiction Counseling	3.0
COUN-651	Evidence-Based Trmnt/Planning	3.0
COUN-669	Psychopharmacology	3.0
COUN-699	Internship/Seminar Mental Health Counseling	6.0
	COUN/EDUC One Elective	3

*The mental health counseling internship is a 6-credit hour, 600-hour experience in mental health counseling, which takes place over 2 academic semesters (3 credits each semester). If 600 hours are earned in one semester of mental health internship (3 credits), an additional elective will be required to meet credit hour requirements.*

## 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
COUN-595	Topics in Counseling	3.0
COUN-698	Internship/Seminar School Counseling	6.0
SPED-530	Special Education & Law, Policy and Ethics	3.0
SPED-550	Managing Academic & Social Behavior Using Positive Supports	3.0
	COUN/EDUC One Elective	3
	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.

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Total Credits	60
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### COUN/EDUC One Elective

**Elective Credits** 3

## Master of Education (MEd)

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. Voluntary Zoom meetings may be held throughout the semester to allow students a forum for questions or concerns.

**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
EDUC-565	Leadership in Literacy	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
EDUC-585	Capstone Electronic Portfolio	0.0

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
IL-571	School Finance Resource Management	3.0
IL-589	School Leadership Licensure Assessment (SLLA)	0.0
EDUC-565	Leadership in Literacy	3.0
IL-586	Capstone Electronic Portfolio	0.0

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

Total Credits	33
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## 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
SPED-565	Transition/Employment Students with Disabilities	3.0
	SPED-547 or SPED-573	3
	EDUC-583 or SPED-577	3-3

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**

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

### SPED-547 or SPED-573

#### **Elective Credits 3**

### EDUC-583 or SPED-577

#### **Elective Credits 3-3**

## 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.

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 prerequisite 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**

With approval from the MS Program Director and Graduate Council, a maximum of six (6) relevant graduate credit hours from an external institution or a maximum of twelve (12) relevant graduate credit hours within LMU 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 non-refundable 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) programs can be found at [Graduate Tuition & Fees | LMU Financial Services Overview](#). Students previously enrolled in the Master of Science degree program who become new OMS-1 DCOM students may complete MS courses toward the MS degree at no additional tuition charge above tuition paid for their OMS-1 year as long as the total credits in courses for both programs do not exceed the maximum number in the typical OMS-1 schedule. Master of Science students who return to complete the degree will be charged the tuition rate in force when they return to complete the required courses for the degree. Students desiring to complete the MS degree in OMS-2 or later will be charged the tuition rate in force when taking the courses.

### **Course Load**

Full-time status of a Master of Science graduate student is a minimum of 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 3.0 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 C- or below 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 I 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 decision-making body for the Master of Science degree program. The Committee is comprised of the MS Program Director, four (4) graduate program faculty members, and other relevant LMU-DCOM faculty/staff as deemed necessary by the specific circumstance. The Director of Admissions and Student Services for the MS program and the Associate Dean of Basic Medical Sciences, Harrogate are *ex officio* members. The Graduate Council meets regularly to review program function, admissions status, student academic progress, proposed academic changes, and policy effectiveness. It also serves as the primary appeals and professionalism committee. Refer to the LMU-DCOM MS Student Handbook and the [Railsplitter Community Standards Guide | Lincoln Memorial University](#) for additional information. Programmatic recommendations flow from this council to the collaborating school or college councils before being considered by the appropriate LMU-DCOM Committee, the University Academic Council, University Cabinet, University President, or Board of Trustees, as necessary.

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, 2025
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Last day to appeal a Fall Master of Science graduate course grade	December 18, 2025
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#### Spring

Last day to appeal to repeat a Spring Master of Science graduate course	May 26, 2026
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Last day to appeal a Spring Master of Science graduate course grade	May 28, 2026
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## Thesis Supervisory Committees

The student-focused thesis supervisory committee's function is to provide course work and thesis project direction and approval for each individual graduate student in the Life Sciences Research major. A supervisory committee is appointed by the student's principal investigator. Each committee conducts a comprehensive review of the student's academic performance after their first semester, reviews and



approves the thesis project proposal, reviews and approves the completed thesis document, and conducts the final oral defense of the thesis project.

The supervisory committee membership will be:

- Chair – LMU graduate faculty member with direct research supervision responsibility and expertise related to the student's research topic
- Member Two – graduate faculty with relevant expertise to support the student research topic
- Member Three – graduate faculty selected to complement the knowledge of the other members
- Additional members may be appropriate

Note: Students enrolled in the Life Science Research Major are ineligible for a "Guaranteed Interview" or "Provisional Acceptance" to LMU-DCOM.

## MS General Policies and Standards

Students must earn and maintain a cumulative grade point average (cumGPA) of 3.0 or more. Failing to reach this standard will result in academic probation. Successful completion of the degree program requires a 3.0 GPA. The MS Program Director will provide official notification in such cases.

If the student is completing deficiency courses, the 3.0 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 Director of Admissions and Student Services for the MS program. Appeals for inclusion of graduate transfer credit must be submitted to the MS Program Director and the 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, the Registrar, 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.

**Leave of Absence** – A leave of absence may be granted from LMU-DCOM MS Program for one of the following reasons:

- a medical emergency
- a financial emergency
- maternity/paternity
- a call to active military service
- pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized institution or teaching facility

The Director of Admissions and Student Services or the Program Director can grant a leave of absence. Leave of absences are granted for conditions/circumstances that will impact the student's ability to complete coursework. **Only students who are in good academic standing with LMU-DCOM MS Programs will be granted a leave of absence.** If the student is not in good academic standing but wishes to leave the institution, the student has the option to withdraw. Withdrawal deadlines are posted each academic year in the [Academic Calendar](#).

For a student to request a [leave of absence](#), the student must submit a written request and meet with the Director of Admissions and Student Services to discuss the reasons for the leave. LMU-DCOM MS program will then notify the student in writing about the decision regarding the leave and any requirements about the student's return to campus. A leave of absence may be granted for up to one year.

Before a student's leave of absence can begin, they must go through LMU's prescribed checkout procedure. The students must meet with the LMU Student Financial Services Office to discuss how the leave will affect their financial aid eligibility. The official date of the leave of absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date.

Students seeking to return from a leave of absence must ensure that all approved terms and conditions of the leave have been met and are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted in writing to the Director of Admissions and Student Services.

### 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 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 Graduate Council 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. Applications 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. Courses that have not been failed but are being repeated are the financial responsibility of the student. 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

To participate in research at LMU-DCOM, students must:

- Be enrolled at LMU-DCOM (not on leave of absence) and have completed at least one semester
- Maintain a cumulative GPA of 3.0 or higher
- Not be on academic or professionalism probation

All students wishing to participate in a research project must first work with their faculty mentor to complete the LMU-DCOM [Student Research Form](#) found on the DCOM Research Webpage. Participation in research for Master's students requires the approval of the Program Director and the Harrogate campus Research Director. All students will

also need to complete the appropriate trainings, including Collaborative Institutional Training Initiative (CITI Program) courses and lab safety training prior to initiating research and/or submission of proposals to any regulatory committee.

\*These procedures apply to all research and scholarly activity, whether conducted internally at LMU-DCOM or externally through partnerships with other institutions.

Capacity for students to participate in research projects is limited by the number and workload of supervisory faculty members in the several departments. Although 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 683) 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.

### 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 meeting is encouraged.

The student must maintain a cumulative GPA of 3.0 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 and financial requirements.

### 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-514 (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  $\geq 3.0$  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 514 (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"). Desired MCAT score must be achieved by the time of AACOMAS application submission (no later than end of December) 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 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	Medical Gross Anatomy	3.0
ANAT-514	Medical Histology	3.0
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-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

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-617	Health Disparities	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-514 (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  $\geq 3.0$  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 514 (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"). Desired MCAT score must be achieved by the time of AACOMAS application submission (no later than the end of December 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/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 appropriate DCOM Student Progress Committee (SPC) 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 appropriate DCOM SPC.

- If the student has obtained at least a 3.6 in the prescribed spring coursework and there are no professionalism concerns, the SPC may recommend the student be recessed from the DO program with re-matriculation as an OMS-I student in the Fall.
- If the student obtains a GPA of  $\geq 3.6$  in the prescribed spring coursework or is not in good professionalism standing, the SPC may recommend the student's dismissal from the DO program.

The SPC recommendations are forwarded to the LMU-DCOM Dean who makes the final decision.

- Students who are recessed from the DO program will be allowed to start in the fall semester as a member of the new cohort, repeating all coursework. Six and a half credits earned in the DO program will count towards the MS degree. The MS degree will be only conferred after completion of the required credits outlined herein.
- Students who are dismissed from the DO program may be offered the opportunity to complete the master's program and if successful in the curriculum, are eligible to obtain an MS from LMU-DCOM. The student would be required to complete the remaining 35 credits associated with the traditional MS track. The coursework is listed below. Students must meet Satisfactory Academic Progress (SAP) requirements to maintain continued eligibility for financial aid.

## 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. Students may choose from select MS courses offered in the Summer semester that may not be listed.

Required Fall courses: ANAT-624, BCHM-503, LSCI-503, LSCI-510, LSCI-611, LSCI-613 (16 credits)

Summer courses: Three, 3-credit hour electives from the approved course list (9 credits)

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-617	Health Disparities	3.0
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 Anatomy I	4.0
DOSYS-714	Medical Histology	2.5
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 (26 credits)*

The Required Curriculum consists of at least 26 graduate credits. Students must select classes from those listed below.

Item #	Title	Credits
ANAT-501	Medical Gross Anatomy	3.0
ANAT-514	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

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-617	Health Disparities	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	Medical Gross Anatomy	3.0
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
ANAT-514	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-614	Prin Infectious Disease/ Epidemiology	3.0
LSCI-615	Communications in Healthcare	3.0
LSCI-616	Curriculum and Assessment	3.0
LSCI-617	Health Disparities	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/Director of Business Doctoral Programs,  
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. **Community:** 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 (MBA), Master of Science in Business Analytics (MSBA), Doctor of Business Administration (DBA), and Doctor of Philosophy (PhD) in Business Administration degrees. Concentrations for the Master of Business Administration (MBA) include Applied Artificial Intelligence (AI), Business Analytics, Digital Marketing, Healthcare Administration, Sport Management, and Strategic Management. Concentrations for the Doctor of Business Administration (DBA) include Business Analytics, Management and Marketing. Concentrations for the Doctor of Philosophy (PhD) in Business Administration include Business Analytics, 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 & PhD	\$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
LMU PhD Entrance Exam	\$40
LMU PhD APA Write & Cite Training Module & Competency Exam	\$44

### LMU PhD 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 Director of Business Doctoral Programs 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 Director of Business Doctoral Programs 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 BUSN 899. The exam is available online and requires a fee of \$40 paid at the time of the exam. The Director of Business Doctoral Programs will provide additional information on the exam.

All PhD students are required to complete the LMU PhD Inbound Peregrine Comprehensive CPC Exam (entrance exam). The exam must be completed during the student's first semester of PhD coursework. The exam is available online and requires a fee of \$40 paid at the time of the exam. The Director of Business Doctoral Programs will provide additional information on the exam.

All PhD students are required to complete the LMU PhD APA Write & Cite Training Module & Competency Exam. The exam must be completed during the student's first semester of PhD coursework. The exam is available online and requires a fee of \$44 paid at the time of the exam. The Director of Business Doctoral Programs will provide additional information on the exam.

All PhD students are required to complete the LMU PhD Outbound Comprehensive CPC Exam (exit exam). The exam must be completed during the student's first semester enrolled in BUSN 899. The exam is available online and requires a fee of \$40 paid at the time of the exam. The Director of Business Doctoral Programs 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. These courses must be coded at the 500-level or above. 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. Only course work from a degree-granting accredited institution will be accepted for transfer. All transfer work must be approved by the MBA/MSBA Program Director and the Dean of the School of Business.

A maximum of eighteen semester credit hours may be transferred to the DBA and PhD programs. Students

possessing an MBA, MSBA, or a business-related master's degree may transfer up to 18 credit hours to fulfill appropriate doctoral course requirements that are coded at the 600-level or below. Master's-level courses are not eligible for transfer to fulfill doctoral requirements coded at 700-level or above. Coursework from a previously completed master's degree may be accepted into the doctoral program if it meets these criteria. This allowance reflects the doctoral program's focus on building upon master's-level knowledge. However, when transferring doctoral-level coursework into the doctoral (DBA or PhD) program, it cannot have been applied to a previously completed doctoral degree, whether earned at LMU or another institution. Any course transferring into the DBA or PhD degrees must carry a grade of "B-" or better. Dissertation credit will not be accepted for transfer under any circumstances. Only course work from a degree-granting accredited institution will be accepted for transfer. All transfer work must be approved by the DBA/PhD Program Director and the Dean of the School of Business.

Due to select shared curricular requirements, students who have completed both the LMU MBA and LMU MSBA prior to enrolling in the DBA (Business Analytics concentration) or PhD in Business Administration (Business Analytics concentration) will have collectively completed 24 credit hours of defined requirements within the DBA (Business Analytics concentration) curriculum and 27 credit hours of defined requirements within the PhD in Business Administration (Business Analytics concentration) curriculum. To ensure compliance with the maximum 18-hour transfer credit policy, DBA students in these cases must complete an additional 6 credit hours of coursework, while PhD students must complete an additional 9 credit hours of coursework to maintain the uniqueness of each degree. As a result, DBA students will complete a total of 42 credit hours post-transfer, and PhD students will complete a total of 48 credit hours post-transfer. These additional credit hours may include independent research, discipline-specific seminars, or other doctoral-level coursework as outlined in the program curriculum. The DBA/PhD Program Director and the Dean of the School of Business will determine any necessary course substitutions to uphold academic rigor and program integrity.

All transfer credit requests must be approved by the Dean of the School of Business. Course credit earned more than five years before the current semester will not be approved for transfer credit unless it is used to fulfill the requirement of the DBA or PhD Foundations courses. In such cases, coursework older than five years will be considered on a case-by-case basis. 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.

## Combined Degree Completion Pathways (BA-Business/BBA to MBA)

The BA-Business/BBA to MBA Combined Degree Completion Pathway 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. This Combined Degree Completion Pathway 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.

For undergraduate students interested in pursuing a baccalaureate-master's combined degree completion pathway, students must meet the following criteria:

1. Senior status (90 credit hours completed);
2. 3.3 overall GPA and 3.3 major GPA;
3. Approval of Department Chair;
4. Approval of Academic Advisor;
5. Approval of School Dean;
6. Approval of appropriate school's Graduate Program Admissions Council; and
7. Meet all behavior and attitude elements of the student conduct code as stated in the Railsplitter Community Standards Guide.

The time to complete the combined degree pathways is accelerated because of "double-counted" courses. Students complete the "double-counted" courses at the higher degree level (or the equivalent degree level if students are pursuing a master's and master's combined degree pathway). This preserves the rigor of the higher-level coursework. In addition to restricting enrollment in combined degree completion pathways based on academic merit, LMU limits the total number of "double-counted" credits for each pathway, ensuring that no combined degree pathway falls far short of 150 total credit hours for an undergraduate-graduate pathway or 60 total credit hours for a graduate-graduate pathway.

For combined degree completion pathways with "double-counted" credits, faculty/program coordinators complete LMU's Transfer Credit Approval Form to accept transfer credit hours in the lower (or equivalent for master's-master's pathway) degree program after students complete the appropriate courses in the higher degree program. This ensures all LMU students complete the minimum required credit hours to earn degrees at all approved levels.

The maximum amount of double-counted credit hours for the BA-Business/BBA pathway is six credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized."

## 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, DBA, and PhD 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, DBA, and PhD 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, DBA, and PhD 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, DBA, and PhD students.

### Academic Dismissal

MBA, MSBA, DBA, and PhD 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 and PhD 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.
- For admission to the **PhD program**: two faculty members and the Program Director.

## Doctor of Philosophy (PhD) in Business Administration

### Mission Statement

The PhD in Business Administration program develops researchers and thought leaders who advance business theory and practice by generating scholarly innovations that shape the future of regional, national, and global organizations.

### Program Overview

The PhD in Business Administration program at Lincoln Memorial University offers an academically rigorous pathway for professionals seeking advanced expertise and a focus on scholarly contributions to the fields of Business Analytics, Management, or Marketing. This 66-credit hour, fully online program is structured to prepare graduates for impactful careers in academia, research, and leadership roles.

The curriculum begins with 12 credit hours of foundation courses focusing on essential business theories and practices. Candidates with an MBA or business-related master's degree may transfer up to 12 credit hours of equivalent coursework to fulfill this requirement. The program also includes 12 credit hours of business core courses that provide advanced knowledge in critical business areas, 15 credit hours of specialized concentration courses tailored to the chosen discipline, and 15 credit hours of research methods courses designed to equip students with the skills needed to conduct rigorous, high-quality research. The program culminates in 12 credit hours of dissertation credit, during which students work closely with their dissertation committee to produce original, impactful research that contributes to their field.

Delivered in a cohort model, with a maximum of six (6) credit hours per semester, the program fosters collaboration and a supportive academic environment. With a strong focus on preparing graduates for roles as educators and researchers, this program equips students to excel in academic institutions and other research-driven organizations.

## Student Learning Outcomes

Expected outcomes of the PhD include:

- PhD1: Evaluate and apply core business theories and strategies relating to microeconomics, management, leadership, and marketing to promote organizational growth, innovation, and competitive advantage.
- PhD2: 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.
- PhD3: Communicate effectively and persuasively in oral and written formats.
- PhD4: Locate, evaluate, and use information effectively to solve problems, make decisions, and communicate ideas.
- PhD5: Design, deliver, and evaluate effective and engaging pedagogical methods that meet the needs and interests of diverse learners.
- PhD6: 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.
- PhD7: Demonstrate mastery of survey research theory and practice, including understanding of measurement theory, sampling theory, and the epistemological foundations underlying survey methods and their application.
- PhD8: Develop, conduct, and defend original research through the dissertation process.

Expected outcomes of the **Management** concentration include:

- MGMT1: Develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever- changing environment
- MGMT2: Acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness.

Expected outcomes of the **Marketing** concentration include:

- MKTG1: Apply integrated marketing communications strategies that aid in advancement of global branding.
- MKTG2: Examine the psychological, sociological, and cultural variables that influence buyer motivation.
- MKTG3: 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.

Expected outcomes of the **Business Analytics** concentration 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

## PhD 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. PhD 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 PhD Student Status

Under special circumstances, a person who does not meet the requirements for PhD admission may be allowed conditional status. To be considered for conditional PhD 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 Director of Business Doctoral Programs to further assess suitability for the program. If granted conditional PhD 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 PhD program.

### Maximum Program Completion

Students who enter the PhD 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.

### PhD Dissertation

PhD 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. PhD students are ineligible to register for dissertation credit hours until they have completed all PhD coursework within their appropriate curriculum. Once course work has been completed, PhD 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 BUSN 899 – Dissertation during both Fall and Spring semesters once coursework is completed. If a student completes 12 credit hours of BUSN 899 – Dissertation and has not finished their dissertation, the student can then register for 1 credit hour of BUSN 899 – Dissertation per semester until the completion of the dissertation. There is not a requirement to take BUSN 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 BUSN 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 Director of Business Doctoral Programs. The Director of Business Doctoral Programs will have the candidate make a written request for permission for readmission into BUSN 899 and explain reasons for not complying with the requirement of Fall and Spring

dissertation enrollment. The Director of Business Doctoral Programs 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.

## PhD 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 PhD 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 PhD program.

Dissertation submissions for the LMU PhD program should be solely the work of the PhD 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 PhD candidate. Upon verification by two or more independent sources that this policy has been violated, the PhD candidate will be subject to dismissal from the LMU PhD program.

## PhD 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 PhD degree:

1. Completion of the course and credit hour (66) requirements associated with the academic program.
2. Successful defense of the PhD 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 PhD degree within seven (7) years
7. Payment of all fees

## Final Evaluation for the PhD Program

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

- LMU PhD Outbound Exit Exam
- An exit interview
- All graduating student surveys

## Doctor of Philosophy (PhD) in Business Administration, Business Analytics

### Degree Type

Doctor of Philosophy in Business Administration

The PhD in Business Administration – Business Analytics Concentration prepares scholars and professionals for advanced roles in data-driven strategy and research-intensive business practice. The concentration blends technical training with applied research, emphasizing decision analysis, experimental modeling, and survey-based measurement techniques. Students will develop expertise in programming, data acquisition, data mining, and the effective communication of business intelligence. Additionally, the curriculum emphasizes the design and execution of robust research studies using both quantitative modeling and survey research methodologies. Graduates will be well-equipped for analytics-focused leadership roles across industries, consulting, or academia, with the skills to both generate and interpret complex data to inform strategic decision-making.

### 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
ECON-705	Microeconomics: Theory of the Firm	3.0
MKTG-706	Marketing Strategy, Structures, & Systems	3.0
MGMT-708	Competitive Advantage & Innovative Management	3.0
MGMT-716	Organizational Behavior & Leadership	3.0

### Business Analytics Concentration

Item #	Title	Credits
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-640	Decision Analysis, Modeling, & Experimentation	3.0

### Research Methods

Item #	Title	Credits
BUSN-801	Doctoral Statistics	3.0
BUSN-805	Qualitative Research Design & Analysis	3.0
BUSN-806	Quantitative Research Design & Analysis	3.0
BUSN-807	Multivariate Data Analysis	3.0
BUSN-808	Survey Research: Design, Measurement, and Analysis	3.0

### Dissertation

Item #	Title	Credits
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
	Total Credits	66

## Doctor of Philosophy (PhD) in Business Administration, Management

### Degree Type

Doctor of Philosophy in Business Administration

The PhD in Business Administration – Management Concentration prepares students to lead and contribute to scholarly and practical advancements in the field of management. This concentration emphasizes critical areas such as strategic decision-making, organizational theory, and innovation. Students will explore the dynamics of managerial decision-making within complex business environments, gain a deep understanding of organizational structures and behavior, and examine the processes that drive entrepreneurship and innovation. The curriculum also focuses on the role of organizational culture and strategies for managing change, equipping students to navigate and influence evolving workplace dynamics. Through advanced seminars and research methods courses, students engage with contemporary management research, preparing them for impactful careers in academia, consulting, or leadership roles within a variety of organizational settings.

### 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
ECON-705	Microeconomics: Theory of the Firm	3.0
MKTG-706	Marketing Strategy, Structures, & Systems	3.0
MGMT-708	Competitive Advantage & Innovative Management	3.0
MGMT-716	Organizational Behavior & Leadership	3.0

## Management Concentration

Item #	Title	Credits
MGMT-714	Managerial Decision Making & Business Policy	3.0
MGMT-717	Organizational Theory	3.0
MGMT-718	Entrepreneurship & Innovation	3.0
MGMT-720	Organizational Culture & Change	3.0
MGMT-735	Proseminar in Management: Advanced Topics & Approaches	3.0

## Research Methods

Item #	Title	Credits
BUSN-801	Doctoral Statistics	3.0
BUSN-805	Qualitative Research Design & Analysis	3.0
BUSN-806	Quantitative Research Design & Analysis	3.0
BUSN-807	Multivariate Data Analysis	3.0
BUSN-808	Survey Research: Design, Measurement, and Analysis	3.0

## Dissertation

Item #	Title	Credits
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
Total Credits		66

## Doctor of Philosophy (PhD) in Business Administration, Marketing

### Degree Type

Doctor of Philosophy in Business Administration

The PhD in Business Administration – Marketing Concentration is designed to prepare students for

advanced academic and professional roles by combining theoretical depth with applied marketing expertise. This concentration emphasizes a research-based understanding of consumer behavior, global branding, and marketing strategy. Students will explore the psychological and behavioral foundations of consumer decision-making, develop data-driven approaches to marketing management, and examine strategies for building and sustaining global brands. The curriculum also includes an in-depth focus on integrated marketing communications and how organizations can craft cohesive, multi-channel messaging. Through advanced seminars and research methods courses, students engage with current marketing scholarship and develop the skills necessary to contribute to academic research or lead strategic marketing initiatives across diverse industries.

## 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
ECON-705	Microeconomics: Theory of the Firm	3.0
MKTG-706	Marketing Strategy, Structures, & Systems	3.0
MGMT-708	Competitive Advantage & Innovative Management	3.0
MGMT-716	Organizational Behavior & Leadership	3.0

## Marketing Concentration

Item #	Title	Credits
MKTG-730	Advanced Consumer Behavior	3.0
MKTG-731	Data-Driven Marketing Management	3.0
MKTG-732	Global Brand Strategy	3.0
MKTG-733	Integrated Marketing Communication	3.0
MKTG-734	Proseminar in Marketing: Advanced Topics & Approaches	3.0

## Research Methods

Item #	Title	Credits
BUSN-801	Doctoral Statistics	3.0
BUSN-805	Qualitative Research Design & Analysis	3.0
BUSN-806	Quantitative Research Design & Analysis	3.0
BUSN-807	Multivariate Data Analysis	3.0
BUSN-808	Survey Research: Design, Measurement, and Analysis	3.0

## Dissertation

Item #	Title	Credits
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
	Total Credits	66

# 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 Applied Artificial Intelligence, 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 **Applied Artificial Intelligence (AI)** Concentration include:

- MBA AI 1: Demonstrate the ability to design and implement AI-driven strategies that enhance business decision-making, operational efficiency, and innovation across diverse industries.
- MBA AI 2: Critically evaluate the ethical, legal, and societal implications of AI technologies and apply governance frameworks to ensure responsible and inclusive AI adoption in organizational settings.
- MBA AI 3: Effectively evaluate, select, and apply AI tools to address complex business challenges, demonstrating proficiency in using AI technologies to drive innovation, efficiency, and strategic decision-making.

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:

- STMG1 Analyze, evaluate, and implement strategic management concepts to generate competitive advantage.
- STMG2 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 Completion Pathways - 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. Additionally, to qualify for the DO/MBA Combined Degree Completion Pathway, applicants entering the MBA program prior to OMS-I must have cumulative and science grade point averages of at least 3.50 on a 4.00 scale and must have a total MCAT score of at least 500. Applicants who have successfully completed OMS-1 must be in good academic standing, with a grade point average of at least 3.00, with no grade below "C".

- **Note:** *This combined degree completion pathway is available to students enrolled in the Doctor of Osteopathic Medicine (DO) program at the LMU main campus (Harrogate, TN) and LMU-Knoxville instructional site (Knoxville, TN).*

**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. Additionally, to qualify for the DVM/MBA Combined Degree Completion Pathway, DVM students must meet the following criteria: a.) Successfully complete at least one semester in the DVM program; b.) Maintain a cumulative GPA of at least 2.8 in the DVM program; c.) Have not failed any DVM courses.

- **Note:** *This combined degree completion pathway is available to students enrolled in the Doctor of Veterinary Medicine (DVM) program at the LMU main campus (Harrogate, TN).*

**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.

- **Note:** *This combined degree completion pathway is available to students enrolled in the full-time Juris Doctor (JD) program at the Duncan School of Law instructional site.*

**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.

- **Note:** *Admission to this combined degree completion pathway is currently paused. Enrollment will resume once full accreditation is obtained from the respective professional program's accrediting body.*

**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, to qualify for the OTD/MBA Combined Degree Completion Pathway, applicants must achieve a minimum 3.0 cumulative GPA, with no course grade falling below 'B', within their first semester of the OTD program.

- **Note:** *This combined degree completion pathway is available to students enrolled in the Doctor of Occupational Therapy (OTD) program at the LMU-Knoxville instructional site (Knoxville, TN).*

**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, to qualify for the DPT/MBA Combined Degree Completion Pathway, 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.

- **Note:** *This combined degree completion pathway is available to students enrolled in the Doctor of Physical Therapy (DPT) program at the LMU-Knoxville instructional site (Knoxville, TN).*

**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 Completion Pathway - MBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Writing Sample
7. Reference check

Applicants pursuing a combined degree completion 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.

LMU limits eligibility for all Combined Degree Completion Pathways to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

## 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, Applied Artificial Intelligence (AI)

### Degree Type

Master of Business Administration

The Applied Artificial Intelligence (AI) Concentration in the MBA program is designed to prepare forward-thinking professionals to lead in an era where AI transforms industries and redefines business strategies. This concentration combines foundational knowledge of AI with practical applications in areas such as marketing, finance, operations, and product development. Students will learn to leverage AI-driven tools to analyze data, predict trends, and enhance decision-making processes while addressing the ethical and governance challenges that accompany AI adoption. Through hands-on projects and exposure to cutting-edge technologies, the program equips graduates to implement AI solutions that drive innovation, optimize business operations, and create value. Whether aspiring to roles in business intelligence, AI

strategy, or operations leadership, this concentration ensures students are equipped to navigate and lead in a rapidly evolving digital landscape.

## 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 Applied AI elective courses:

Item #	Title	Credits
MBA-610	AI Strategy and Governance	3.0
MBA-616	AI Tools for Business	3.0
MBA-617	The Ethics of Artificial Intelligence	3.0
MBA-618	The Future of Artificial Intelligence: The Intelligence Revolution	3.0
	Total Credits	36

## 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-518	Sport and Development	3.0
MBA-626	Administration of Athletics	3.0
MBA-627	Sport Marketing	3.0
MBA-628	Sport Seminar	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 (DBA)

### 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 is a 60-credit hour, fully online degree designed to emphasize the practical application of advanced business concepts. Delivered in a cohort model, students progress through the program by taking a maximum of six (6) credit hours per semester.

The curriculum begins with 12 credit hours of foundational business courses. Candidates with an MBA or business-related master's degree may transfer up to 12 credit hours of equivalent coursework to fulfill this requirement. The DBA core includes 12 credit hours focused on integrating business theory with real-world application to address today's market challenges. Concentrations in Business Analytics, Management, and Marketing, are each comprised of 12 credit hours and allow students to tailor their studies to their professional interests, emphasizing actionable strategies and solutions.

Four (4) research courses prepare students to conduct credible, applied research that bridges the gap between theory and practice. The program culminates in 12 credit hours of dissertation credit, where students work closely with their dissertation committee to address complex, practical business problems, contributing meaningful insights to their fields. The LMU DBA program equips graduates with the knowledge and skills to drive organizational success and serve as thought leaders in business practice.

### Student Learning Outcomes

Expected outcomes of the DBA include:

- DBA1: Evaluate and apply core business theories and strategies relating to microeconomics, management, leadership, and marketing to promote organizational growth, innovation, and competitive advantage.
- DBA2: 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: Communicate effectively and persuasively in oral and written formats.
- DBA4: Locate, evaluate, and use information effectively to solve problems, make decisions, and communicate ideas.
- DBA5: Design, deliver, and evaluate effective and engaging pedagogical methods that meet the needs and interests of diverse learners.
- DBA6: 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: Develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever- changing environment
- MGMT2: Acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness.

Expected outcomes of the **Marketing** concentration include:

- MKTG1: Apply integrated marketing communications strategies that aid in advancement of global branding.
- MKTG2: Examine the psychological, sociological, and cultural variables that influence buyer motivation.
- MKTG3: 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.

Expected outcomes of the **Business Analytics** concentration 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

### 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 Director of Business Doctoral Programs 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 BUSN 899 – Dissertation during both Fall and Spring semesters once coursework is completed. If a student completes 12 credit hours of BUSN 899 – Dissertation and has not finished their dissertation, the student can then register for 1 credit hour of BUSN 899 – Dissertation per semester until the completion of the dissertation. There is not a requirement to take BUSN 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 BUSN 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 Director of Business Doctoral Programs. The Director of Business Doctoral Programs will have the candidate make a written request for permission for readmission into BUSN 899 and explain reasons for not complying with the requirement of Fall and Spring dissertation enrollment. The Director of Business Doctoral Programs 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 (DBA), Business Analytics

### Degree Type

Doctor of Business Administration

The DBA – Business Analytics program prepares professionals for advanced roles in data-driven decision-making by providing education focused on the integration of analytical tools, data management, and strategic insights. This concentration is designed to equip students with the technical and interpretive skills necessary to lead in today's data-centric business environment. Students will gain proficiency in programming, data acquisition, and mining methods, as well as the ability to communicate

business intelligence effectively. This degree can lead to a wide range of careers in analytics-focused leadership roles across industries, consulting, or 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
ECON-705	Microeconomics: Theory of the Firm	3.0
MKTG-706	Marketing Strategy, Structures, & Systems	3.0
MGMT-708	Competitive Advantage & Innovative Management	3.0
MGMT-716	Organizational Behavior & Leadership	3.0

### Business Analytics Concentration

Item #	Title	Credits
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

### Research Methods

Item #	Title	Credits
BUSN-801	Doctoral Statistics	3.0
BUSN-805	Qualitative Research Design & Analysis	3.0
BUSN-806	Quantitative Research Design & Analysis	3.0
BUSN-807	Multivariate Data Analysis	3.0



### Dissertation

Item #	Title	Credits
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
	Total Credits	60

## Doctor of Business Administration (DBA), 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
ECON-705	Microeconomics: Theory of the Firm	3.0
MKTG-706	Marketing Strategy, Structures, & Systems	3.0
MGMT-708	Competitive Advantage & Innovative Management	3.0
MGMT-716	Organizational Behavior & Leadership	3.0

### Management Concentration

Item #	Title	Credits
MGMT-714	Managerial Decision Making & Business Policy	3.0
MGMT-717	Organizational Theory	3.0
MGMT-718	Entrepreneurship & Innovation	3.0
MGMT-720	Organizational Culture & Change	3.0

### Research Methods

Item #	Title	Credits
BUSN-801	Doctoral Statistics	3.0
BUSN-805	Qualitative Research Design & Analysis	3.0
BUSN-806	Quantitative Research Design & Analysis	3.0
BUSN-807	Multivariate Data Analysis	3.0

### Dissertation

Item #	Title	Credits
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
	Total Credits	60

## Doctor of Business Administration (DBA), 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
ECON-705	Microeconomics: Theory of the Firm	3.0
MKTG-706	Marketing Strategy, Structures, & Systems	3.0
MGMT-708	Competitive Advantage & Innovative Management	3.0
MGMT-716	Organizational Behavior & Leadership	3.0

### Marketing Concentration

Item #	Title	Credits
MKTG-730	Advanced Consumer Behavior	3.0
MKTG-731	Data-Driven Marketing Management	3.0
MKTG-732	Global Brand Strategy	3.0
MKTG-733	Integrated Marketing Communication	3.0

### Research Methods

Item #	Title	Credits
BUSN-801	Doctoral Statistics	3.0
BUSN-805	Qualitative Research Design & Analysis	3.0
BUSN-806	Quantitative Research Design & Analysis	3.0
BUSN-807	Multivariate Data Analysis	3.0

### Dissertation

Item #	Title	Credits
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-899	Dissertation	1.0-3
BUSN-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-518	AI-Driven Decision-Making and Analytics	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
MBA-635	Marketing & Sales Analytics	3.0
MSBA-640	Decision Analysis, Modeling, & Experimentation	3.0

## Combined Degree Completion Pathways (MBA)

The School of Business offers a variety of combined degree completion 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 completion 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. Admissions requirements for all Combined Degree Completion Pathway (MBA) opportunities can be found on the main **Master of Business Administration** program page, under the **Combined Degree Completion Pathway - MBA Admission Requirements & Procedures** header.

LMU limits eligibility for all Combined Degree Completion Pathways to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

Students approved to participate in a combined degree completion 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.

The time to complete several combined degree pathways is accelerated because of "double-counted" courses. Students complete the "double-counted" courses at the higher degree level (or the equivalent degree level if students are pursuing a master's and master's combined degree pathway). This preserves the rigor of the higher-level coursework. In addition to restricting enrollment in combined degree completion pathways based on academic merit, LMU limits the total number of "double-counted" credits for each pathway, ensuring that no combined degree pathway falls far short of 150 total credit hours for an undergraduate-graduate pathway or 60 total credit hours for a graduate-graduate pathway.

For combined degree completion pathways with "double-counted" credits, faculty/program coordinators complete LMU's Transfer Credit Approval Form to accept transfer credit hours in the lower (or equivalent for master's-

master's pathway) degree program after students complete the appropriate courses in the higher degree program. This ensures all LMU students complete the minimum required credit hours to earn degrees at all approved levels.

### MBA, MSBA

#### Degree Type

Master of Business Administration

Master of Science in Business Analytics

This combined degree completion 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 completion 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 completion 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).

As such, the maximum amount of double-counted credit hours for the MBA/MSBA pathway is nine credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

## 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 completion 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.

The DMD/MBA combined degree pathway does **not** allow for any double-counted credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

**Note:** Admission to this combined degree completion pathway is currently paused. Enrollment will resume once full accreditation is obtained from the respective professional program's accrediting body.

## 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 completion 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.

The DO/MBA combined degree pathway does **not** allow for any double-counted credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

**Note:** This combined degree completion pathway is available to students enrolled in the Doctor of Osteopathic Medicine (DO) program at the LMU main campus (Harrogate, TN) and LMU-Knoxville instructional site (Knoxville, TN).

### 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 completion 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.

The DPT/MBA combined degree pathway does **not** allow for any double-counted credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

- **Note:** This combined degree completion pathway is available to students enrolled in the Doctor of Physical Therapy (DPT) program at the LMU-Knoxville instructional site (Knoxville, TN).

### 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 completion 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.

The DVM/MBA combined degree pathway does **not** allow for any double-counted credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

**Note:** This combined degree completion pathway is available to students enrolled in the Doctor of Veterinary Medicine (DVM) program at the LMU main campus (Harrogate, TN).

### 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 completion 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.

The maximum amount of double-counted credit hours for the JD/MBA pathway is six credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

**Note:** This combined degree completion pathway is available to students enrolled in the full-time Juris Doctor (JD) program at the Duncan School of Law instructional site.

## 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
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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 completion 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.

The OTD/MBA combined degree pathway does **not** allow for any double-counted credit hours. LMU limits eligibility for this pathway to exceptional students who meet the enrollment criteria. Students are still required to meet the student learning outcomes (SLOs) for each program, so the quality and integrity of both programs are not jeopardized.

- **Note:** This combined degree completion pathway is available to students enrolled in the Doctor of Occupational Therapy (OTD) program at the LMU-Knoxville instructional site (Knoxville, TN).

## 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

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## Nursing

### **NURS-500 : Theoretical Found & Research Methods**

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 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: Admission to the MSN Program.

**Credits 3**

**Lab Hours 1**

**Lecture Hours 2**

### **NURS-521 : Human Resources Management & 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 and Leadership 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 : Advanced Pharmacology and 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 3**

**NURS-533 : Finance and 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, and Technology**

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 3**

**NURS-541 : Family Psychiatric Mental Health Nurse Practitioner 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 : Family Psychiatric Mental Health Nurse Practitioner Practicum 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 : Family Psychiatric Mental Health Nurse Practitioner 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 : Family Psychiatric Mental Health Nurse Practitioner Practicum 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 : Family Psychiatric Mental Health Nurse Practitioner 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 3**

#### **NURS-543A : Family Psychiatric Mental Health Nurse Practitioner Practicum 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 4**

#### **NURS-544 : Theory and Practice of Psychotherapy for the Family Psychiatric Mental Health Nurse Practitioner**

This course explores the foundational philosophies of the practice and utilization of psychotherapy. Focus is on the incorporation of psychotherapy and psychotherapeutic techniques by the psychiatric nurse practitioner for children, adults, and families within individual and family sessions as well as group therapy settings. Modalities of practice that can be incorporated into routine and specialized patient contact time to improve patient psychological wellbeing and psychiatric stability.

Prerequisites: NURS 541, 541A, 542, 542A

Corequisites: NURS 543, 543A

**Credits 1**

#### **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 Practicum**

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 Practicum**

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 Practicum**

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 Practicum**

Provides opportunity to gain skills in the provision of advance practice nursing care to women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes with clinical supervision. Focuses on competency in skills to obtain and conduct a comprehensive and/or problem-focused examination, select and analyze appropriate screening and/or diagnostic tests, conduct clinical assessment, identify diagnoses, and develop a management and evaluation plan for issues relevant to women's health across the lifespan. Students refine the provision of health promotion and disease prevention. Exploration of evidence-based practice in the form of the evaluation of research and other forms of evidence, and integration into practice. Exploration of the development of multidisciplinary relationships within the clinical setting. Legislative, cultural, economic, rural, and ethical issues which impact the provision of care will be explored. Prerequisites: NURS 500, 510, 520, 530, 561, 561A

Corequisites: NURS 562, 562A, 564, 566, 580

**Credits 1**

#### **NURS-566 : Family Nurse Practitioner 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 1**

#### **NURS-567 : Family Nurse Practitioner 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 2**

#### **NURS-568 : Essential Procedures for the Family Nurse Practitioner**

This course builds on knowledge of advanced health assessment with a focus on procedures commonly performed in the family practice setting. Using principles of universal precautions and infection control as a foundation, students will learn common primary and urgent care procedures related to different body systems.

Prerequisites: NURS-520, NURS-530, NURS 561-A

Corequisites: NURS 566

**Credits 2**

#### **NURS-569 : Family Nurse Practitioner Senior Seminar**

This course supports preparation for the national family nurse practitioner board certification exam. Both the American Nurses Credentialing Center (ANCC) and American Academy of Nurse Practitioners (AANP) national certification examinations and registration requirements will be explained. In addition, the advance practice license registration for the student's desired state board of nursing licensure will be explored.

Prerequisites: NURS-561, 562, 564

Co-requisites: NURS-567

**Credits 1**

#### **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 : Contemporary Roles and Issues for Advance Practice Nurses**

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 Topics**

This is a special topics course to be utilized in the MSN program as needed. The course syllabus and objectives will be determined by the NURS 595 Special Topics Form which will be completed by proposed student, instructor, and concentration director along with Assistant Dean of Graduate Programs approval.

**Credits 1**

-4

**NURS-700 : Knowledge Development in Nursing 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 3**

**NURS-701 : Advanced Anesthesia Anatomy and Physiology**

This course explores properties of advanced physiology including physiology terms, levels of organization of the human body, homeostasis and feedback systems, adaptive mechanisms using a systems-based approach to study anatomy and physiology. The study of anatomy and physiology of the cell, cardiovascular, pulmonary, nervous, gastrointestinal, renal, and endocrine systems along with the physiology of the immune system and the inflammatory response is emphasized. Normal physiology of the pediatric population and obstetrical physiology is also included.

Prerequisite: All Spring I and Summer I Nurse Anesthesia Courses

Co-requisites: NURS 733, 741, 753, 753-A

**Credits 4**

**NURS-702 : Theoretical Foundations and Research Methods**

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 and Technology Application**

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 2**



#### **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**

**Lab Hours 1**

**Lecture Hours 2**

#### **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 : Interprofessional Collaboration, Health Policy, and Organizational Systems**

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 & Practice 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 & Practice 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 : Principles & Practice 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 2**

### **NURS-757 : Principles & Practice of Anesthesia 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.

Prerequisites: NURS 700, 710

Pre or Corequisite: NURS 720

**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 Topics**

This is a special topics course to be utilized in the DNP program as needed. The course syllabus and objectives will be determined by the NURS 795 Special Topics Form which will be completed by proposed student, instructor, and DNP program director along with Assistant Dean of Graduate Programs approval.

**Credits 1**

-7

## Doctor of Philosophy in Veterinary Biomedical Science

### PhD in Veterinary Biomedical Science (PhD VBMS)

#### Mission Statement

The mission of the Doctor of Philosophy in Veterinary Biomedical Science (PhD VBMS) program at Lincoln Memorial University is to equip qualified scientists and educators with advanced research and specialized knowledge in the field of veterinary medicine to bridge the gap between basic and applied sciences within veterinary medicine.

The mission is achieved by:

- Graduating students with a Doctor of Philosophy in Veterinary Biomedical Science degree
- Equipping students with the skills necessary to conduct cutting-edge research, contribute scientific advancements, and addressing complex health issues affecting both animals and humans
- Promoting advancements in veterinary medicine and biomedical sciences

#### PhD VBMS Program Overview

The PhD VBMS is designed to train the next generation of scientists and educators who will be leaders in biomedical and veterinary research and education. Graduates will possess the credentials and competency to lead in academic, industry, and government settings, driving advancements in veterinary medicine and biomedical sciences.

#### PhD VBMS Learning Objectives

Upon completion, graduates of the program will be able to:

1. Demonstrate advanced proficiency in designing, conducting, and analyzing original research in veterinary biomedical sciences.

2. Exhibit strong critical thinking and problem-solving skills, particularly in the context of complex and interdisciplinary research questions.
3. Apply advanced technical skills and methodologies relevant to veterinary biomedical research.
4. Apply effective scientific communication skills, both written and oral, for diverse audiences including academics, industry professionals, and the general public.
5. Advocate for ethical principles in research, including animal welfare, data integrity, and professional conduct.
6. Integrate knowledge from various disciplines to address complex problems in veterinary biomedical sciences.
7. Demonstrate leadership and teamwork skills necessary for managing research projects and working collaboratively in diverse research environments.

## PhD VBMS Admissions Standards and Application Process

#### Admissions Standards

All applicants to the PhD VBMS must:

- Hold a Master of Science or Doctor of Veterinary Medicine (or equivalent) from an accredited college or university
- Completed a minimum of 15 hours in advanced biology, physical sciences, or mathematics from an accredited college or university with a final grade of B or higher within the last 7 years
- Minimum 3.00+ GPA in the last two years of studies

The LMU-CVM PhD VBMS Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements, subject to the LMU-CVM Dean who has final approval.

Students will not be accepted into the program unless at least one faculty member shares their research interest and is willing to serve as chair of the dissertation research supervisory committee. Prospective students are encouraged to establish a dialogue via letter, telephone, or email with one or more appropriate faculty members before applying to the program.

## Required Prerequisite Coursework

All applicants to the PhD VBMS program must demonstrate successful completion of the following required prerequisite coursework before their intended starting semester with a course grade of B or better:

### 15 credit hours ≤300-level (junior or senior)

Anatomy	Microbiology
Physiology	Bacteriology
Molecular Biology	Immunology
Biochemistry	Parasitology
Statistics	Virology

## Required Application Materials

To apply to the PhD VBMS program, the following must be completed and/or submitted to the Office of Graduate Programs (OGP):

1. **PhD VBMS Application**
2. **Official transcripts** from all institutions attended
3. **Research Statement** (500-750 words) – used to evaluate compatibility with graduate faculty, knowledge of discipline, and ability to articulate a potential research problem
4. **Three (3) letters of recommendation** from individuals with knowledge of the applicant's work and ability, and who can, therefore, evaluate their potential for success in this doctoral program
5. **Curriculum Vitae (CV)**

## Application Process & Notifications

### Application Submissions

Domestic Applications    February 1

International Applications December 1

### Application Decisions

Admission decisions are made on a rolling basis, with all notifications sent by April 1 from the LMU-CVM Office of Graduate Programs (OGP).

### Term of Enrollment

Admitted applicants are expected to begin the program in the Fall term of their acceptance but may request a deferment for up to one (1) year under special circumstances.

### Transfer Graduate Credit

A maximum of 36 credit hours at the graduate level may be transferred to the PhD VBMS program. Only coursework from a degree-granting, accredited institution will be accepted for transfer. Students must request the transfer of credits within their first year in the program of study. All transfer work must be approved by the PhD VBMS Program Director and the LMU-CVM Dean.

## PhD VBMS Transfer Student Policy

The LMU-CVM accepts doctoral transfer students from accredited institutions, subject to the LMU-CVM Graduate Admissions Committee and the PhD VBMS Program Director's recommendation to the LMU-CVM Dean who holds final approval.

## Transfer Applicant Requirements

To be considered for a transfer to the LMU-CVM, applicants must:

- Be actively enrolled in and taking classes in a doctoral program at an accredited institution at the time of the application and transfer
- Minimum GPA 2.85
- Meet all other admissions requirements
- Complete at least one-third of the remaining credit hours required for graduation through the LMU-CVM curriculum; may be subject to additional coursework to satisfy the core requirements.

## Required Transfer Application Materials

The following materials are required to be considered for a transfer:

1. **PhD VBMS Transfer Application**
2. **Degree Certificate:** Master/DVM (or equivalent) degree certificate with transcript
3. **PhD Official Transcript**
4. **Research Statement:** Outline your current project and identify the Research Mentor under whom you are requesting the transfer
5. **2 Letters of Support:** submit a letter of support from your current doctoral chair or committee along with a letter of agreement from the LMU-CVM Research Mentor under whom you are requesting the transfer
6. **Curriculum Vitae (CV)**

## Submit Transfer Application Materials

Transfer application materials can be sent electronically to:  
[CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net)

Or be physically mailed to the following address:

*LMU-CVM Office of Admissions*

*6965 Cumberland Gap Parkway*

*Harrogate, TN 37752*

## Transfer Application Deadline

Fall Semester Start February 1  
Spring Semester Start August 1

International applicants seeking to transfer are advised to submit their materials at least two (2) months before the deadlines listed above.

## Approval of Transfer Request

The LMU-CVM Office of Graduate Programs (OGP) will make the notification of the LMU-CVM Dean's decision to each applicant.

## PhD VBMS Research Mentor

After matriculation, doctoral students are assigned to an academic advisor (Research Mentor) and invited to attend a New Student Orientation with the Director of Graduate Programs, which can take place before the start of the Fall term. The orientation session provides students with critical information for progressing through the program and will include program and exit requirements. New Student Orientation is mandatory.

## PhD VBMS Candidacy

### Pre-Candidacy: Comprehensive Exam

Students will work with the CVM Director of Graduate Programs to schedule the Comprehensive Examination. Upon successful completion of the exam, the doctoral student will advance to candidacy.

### Comprehensive Exam Repeat Policy

At the discretion of the committee, a student may repeat the comprehensive exam once.

### Post-Candidacy

Doctoral candidates will work on their dissertation and research each semester until they defend.

## Final Examination/Dissertation Defense

Students will work with the CVM Director of Graduate Programs to schedule the final defense. Upon successful defense, the candidate will earn the title of Doctor in Veterinary Biomedical Science.

If the candidate does not successfully defend, the student must revise, resubmit, and defend a new version of the dissertation.

# PhD VBMS Academic Progress, Standards, and Policies

## Requirements for Graduation

Successful completion of a PhD requires

- Passing the comprehensive exam (comps)
- Successfully defending the dissertation proposal
- Completing all degree course requirements with a  $\geq 3.00$  overall GPA
- Successful defense of the dissertation
- Accepted submission of the defended dissertation to the university

## Satisfactory Academic Progress Policy

Any PhD VBMS student found to have performed below a 3.00 GPA in a 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.

## Management of Academic Deficiencies

### Academic Concern, Warning and Probation for PhD VBMS

1. Will we continue to use the same system, or does this warrant modification?
2. Will we still use SPC, or
3. Will performance review be subject to the Graduate Advisory Committee's oversight OR research advisory committee.

### Academic Procedures for PhD VBMS Students on Academic Probation

1. Will we continue to use the same system, or does this warrant modification?
2. Will we still use SPC, or will poor performance review be subject to the Graduate Advisory Committee's oversight?

## PhD VBMS Dismissal

Graduate students may be dismissed from the program at any time for failure to make satisfactory progress toward degree completion (regardless of grades) or upon violation of professional [conduct policies](#). Examples of unsatisfactory progress include inadequate GPA, insufficient research skills or progress, or failure of the preliminary or final examination. This list is not exhaustive.

## PhD VBMS Curriculum

The PhD VBMS is a full-time, in-person (face-to-face instruction) program accomplished with 96 graduate credit hours. These credits include core (21 credits), elective (15), and research (minimum of 60 credits), culminating with the preparation and defense of a dissertation. Elective and research courses will be determined by the LMU-CVM Graduate Advisory Committee based on relevancy to the student's dissertation research. The program may be completed in 11 consecutive semesters.

## PhD VBMS Addendum to LMU-CVM Leaves of Absence Policy

For a student in the PhD VBMS program, the petition for a leave of absence should be supported by the Research Mentor and Advisory Committee, affirming that the student is at a stage in their program where they may return and continue the approved dissertation research or will be allowed to propose another research topic on return to active status in the program. If the Research Mentor and Advisory Committee are not supportive of continuation after the leave of absence, the student may 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

PhD VBMS students must complete their studies within eight (8) years after initial registration.

Extensions for any program completion timeframes require approval of the Research Mentor, Advisory Committee, and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements.

#### VBMS-710 : Theories of Learning and Instruction

This course provides a foundation in educational philosophy and theories, focusing on evidence-based practices of classroom and clinical instruction. The course gives an overview of educational technology and application of instructional techniques. Students will create a classroom-ready instructional product (module, lecture, TBL, etc.).

**Credits** 3

##### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Sciences.

##### **Semester Offered**

Fall

#### VBMS-711 : Introduction to Biomedical Sciences Research

This first seminar course in the program provides a historical and philosophical framework for understanding, critical analysis, and synthesis in biomedical research. It includes an introduction to the PhD process, potential areas of research, and faculty mentors in the program.

**Credits** 1

##### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

##### **Semester Offered**

Fall

Spring

#### VBMS-712 : Research Techniques

This course uses primary literature to explore landmark and emerging biomedical science research. The innovative use of existing techniques and the development of novel techniques by interdisciplinary research groups will be discussed. Students will perform selected techniques in the field or laboratory.

**Credits** 3

##### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

##### **Semester Offered**

Fall

Spring

#### VBMS-713 : Research Design and Analysis

This course is designed to help the student become proficient in framing research questions, including stating testable hypotheses.

**Credits** 3

##### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

##### **Semester Offered**

Fall

#### VBMS-721 : Scholarly Writing in Biomedical Sciences

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.

**Credits** 3

##### **Prerequisites**

Admission to the PhD Veterinary Biomedical Science.

##### **Semester Offered**

Spring

#### VBMS-723 : Applied Biostatistics

This course explores descriptive and inferential analyses of scientific data sets, data management and verification, exploratory data analysis, handling missing data, identification and treatment of outliers, and data transformations. Students evaluate data using the assumptions and appropriate application of parametric and non-parametric tests, model fitting and verification, simulation, and the proper interpretation and presentation of results.

**Credits** 3

##### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

##### **Semester Offered**

Spring

**VBMS-726 : Applied Ethics in Biomedical Sciences**

The course focuses on ethical issues related 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 mainly "Case Based," covering a range of topics emphasizing ethical decision-making. Ethical theory will be discussed in relation to making a reasoned and informed argument for practical courses of action.

**Credits** 3

**Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

**Semester Offered**

Spring

**VBMS-731 : Life Science 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 and 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.

**Credits** 3

**Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

**Semester Offered**

Fall

**VBMS-732 : Microscopic Imaging Theory and Technique**

This course will address light, electron, atomic force, and confocal microscopy as complementary 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 lectures and lab assignments.

**Credits** 3

**Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

**Semester Offered**

Fall

Spring

**VBMS-733 : Advanced Biostatistics**

This course will develop students' abilities in advanced statistical methods. Topics covered may include advanced regression analysis (e.g., logistic regression, Cox regression), survival analysis, longitudinal data analysis, hierarchical modeling, and machine learning techniques applied to biomedical data. Emphasis will be placed on understanding the theoretical underpinnings of these methods as well as their practical implementation using statistical software.

**Credits** 3

**Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

**Semester Offered**

Fall

### **VBMS-734 : Advanced Techniques in Molecular Biology/ Microbiology/Immunology**

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 of 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, qPCR, bacterial transformation, bacterial cloning techniques, next-generation sequencing, sequence analysis, Western blotting, ELISA and other serological techniques, animal tissue culture and basic microbiological techniques.

**Credits 3**

#### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

#### **Semester Offered**

Fall

### **VBMS-790 : Research Seminar I**

This seminar course is designed to enhance students' understanding of current research trends in biomedical science and to develop their skills in critically evaluating scientific literature. Through weekly journal reviews, students will explore a variety of topics within veterinary biomedical science. Students will also develop and present a research plan related to their own area of interest within biomedical science. This presentation will provide students with the opportunity to showcase their research ideas, receive constructive feedback from peers and faculty, and refine their research proposals.

**Credits 1**

#### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

#### **Semester Offered**

Fall

Spring

### **VBMS-791 : Research Seminar II**

This seminar course is designed to enhance students' understanding of current research trends in biomedical science and to develop their skills in critically evaluating scientific literature. Through weekly journal reviews, students will explore a variety of topics within veterinary biomedical science. Students will also develop and present a research update related to their own area of interest within biomedical science. This presentation will provide students with the opportunity to showcase their progress, discuss any challenges faced, receive constructive feedback from peers and faculty, and refine their research directions.

**Credits 1**

#### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

#### **Semester Offered**

Fall

Spring

### **VBMS-800 : Thesis Research Project**

Original investigative study focused on approved dissertation research question(s). Research is conducted under the supervision of an LMU Graduate Research faculty member.

**Credits 3**

-9

#### **Prerequisites**

Admission to the PhD in Veterinary Biomedical Science.

#### **Semester Offered**

Fall

Spring

## **Master of Veterinary Biomedical Science**

## **Master of Veterinary Biomedical Science (MS VBMS)**

### **Mission Statement**

The mission of the Veterinary Biomedical Science (MS 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.

## MS VBMS Program Overview

The MS VBMS program is dedicated to providing advanced academic learning in 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 MS VBMS program does not guarantee admission to any professional program.

## MS VBMS Admissions Standards and Application Process

### Admissions Standards

All applicants to the MS VBMS must:

- Hold bachelor's degree (or equivalent) from an accredited college or university
- Minimum 2.80+ GPA

*\*Students not meeting this criteria, with a GPA of <2.8, who have demonstrated a commitment to academic excellence in the last 2 years of study (most recent 40 semester hours) may be considered on a case by case basis.*

The LMU-CVM MS VBMS Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements subject to the LMU-CVM Dean who has final approval.

Any applicant who has attempted DVM-level coursework prior to applying to the MS 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 MS VBMS program at LMU-CVM.

Both conditions must be met to qualify for admission consideration.

## Required Prerequisite Coursework

All applicants to the MS VBMS program must demonstrate successful completion of the following required prerequisite coursework before their intended starting semester with a course grade of C- or better:

Prerequisites	Semester Units	Quarter Units	Notes
English	6	9	Reading or Comprehension can count toward this total
Mathematics	6	9	Probability and Statistics can count towards this total
General Biology	8	12	With labs
Upper-level Biology	8	12	300-level (junior or senior) coursework with labs
Organic Chemistry	6	9	Lecture and labs
General Chemistry	6	9	Lecture and labs
Physics	3	4.5	Algebra or Calculus-based with lab
Biochemistry	3	4.5	
Probability and Statistics			Can be counted toward the mathematics requirement.
Molecular Genetics			Can be counted toward the general or upper-level biology requirements

## Required Application Materials

To apply to the MS VBMS program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission.
  - Transcripts from Ross University's DVM program can be ordered directly from the institution without a transcript evaluation service

- All final grades on foreign transcripts will be included in final GPA calculations
- 3. **Two (2) letters of recommendation** from the applicant's instructors, a veterinarian, or a health professions advisory committee with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program
- 4. **One (1) personal statement** that professionally articulates a response to the following prompt: How will the MS VBMS program help you achieve your career goals?
- 5. **Application Fees** (PostbacCAS)
- 6. **Curriculum Vitae (CV)**
- 7. **Recommendation Questionnaire\*** from the Dean or Administrator from previous CVM.

*\*Applies only to applicants who have previously attended a DVM program.*

## Application Process & Notifications

### Application Submissions

Spring Start	October 16
Fall Start	May 10

### MS VBMS Application Review Addendum

The LMU-CVM Graduate 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 virtual interview after the Committee Review.

**3. Admission Interview:** Applicants will participate in personal interviews with the LMU-CVM Graduate Admissions Committee to assess the strengths and program fit of the applicant. Interviews will take place via Zoom.

### Term of Enrollment

There are two enrollment terms for the MS VBMS program: Spring and Fall. Admitted applicants are expected to begin the program in the designated term listed in their acceptance letter but may request a deferment for up to one (1) year under special circumstances.

### Transfer Graduate Credit

A maximum of six (6) credit hours at graduate level may be transferred to the MS VBMS program. Only coursework from a degree-granting, accredited institution will be accepted for transfer. 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 work must be approved by the Program Director and the LMU-CVM Dean.

## MS VBMS Academic Progress, Standards, and Policies

### Requirements for Graduation

#### MS VBMS Non-Thesis Track

Successful completion of an MS VBMS requires

- Completing a minimum of 30 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA

#### MS VBMS Thesis Track

- Receiving approval for the thesis topic
- Completing a minimum of 30 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA
- Successful defense of the thesis
- Accepted submission of the defended thesis to the university

### Satisfactory Academic Progress Policy

Any MS VBMS student found to have performed below a 2.85 GPA in a 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.



## MS VBMS Curriculum

The Master of Veterinary Biomedical Science (MS VBMS) is a full-time, in-person (face-to-face instruction) program accomplished with 30 graduate credit hours 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 will be 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.

### MS VBMS Non-Thesis Track

The non-thesis track requires a minimum of 22 core credits and up to 8 elective credits. The program may be completed in one year.

### MS VBMS Thesis Track

The thesis track includes six (6) core credits, fifteen (15) elective credits, and a minimum of nine (9) research credits culminating with the preparation and defense of a thesis. Elective and research courses will be determined by the LMU-CVM Graduate Advisory Committee based on relevancy to the student's thesis research. The program may be completed in two years.

## MS VBMS Degree Completion after Matriculation to LMU-CVM DVM Program

Students previously enrolled in the MS 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). MS 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 MS 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 MS VBMS program is unusual and should not be expected. MS VBMS students should expect to complete both semesters of the program.*

## Enrollment Status as Determined by Credit Hours

### MS VBMS Non-Thesis Track

Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester. Generally, non-thesis MS VBMS students enroll in 15 credit hours per Fall and Spring semester. 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.

### MS VBMS Thesis Track

Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester and six (6) in a summer semester. The thesis track enrollment is limited to **10 credit hours per semester** unless documented permission from the student's Research Mentor and the LMU-CVM Dean.

## 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. Students should prioritize their Graduate courses if a scheduling conflict arises between the VANT and LSCI course listings and notify faculty.

## LMU-CVM Research Courses

Scholarly work is a desirable characteristic of applicants to doctoral programs, veterinary schools, or residency programs. MS VBMS students must take advantage of the opportunities to become familiar with faculty expertise and current research activities. However, opportunities for student participation in research projects are limited by the availability and workload of supervisory faculty members in the various departments.

Students interested in joining a research team should request a brief meeting with faculty 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. Scholarly activity is time-intensive and demands an investment beyond the typical time devoted to lectures or lab courses. Students may need to conduct research activities during the summer to complete requirements for academic credit.

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

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 graduate students. The team may decide to send a representative or split the award among the team 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 adherence to ethical and behavioral standards. Additionally, 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 MS 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, complete their Veterinary Medical College Application Services (VMCAS) application, and apply to the 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 for 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.

### MS VBMS Thesis Track Addendum to LMU-CVM Leaves of Absence Policy

For a student in the thesis track of the MS 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

### MS VBMS Non-Thesis Track

Non-thesis students must complete their studies within two (2) years after initial registration unless they are dually enrolled in a professional program.

### MS VBMS Thesis Track

Thesis students must complete all requirements within three (3) years of full-time enrollment or five (5) years of part-time enrollment after initial registration.

Extensions for any program completion timeframes require approval of the Graduate Council and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements

### 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.

When taking the Graduate Research Project (LSCI 683) 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.

### 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; Enrollment must be approved by Program Director

**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

### Master of Veterinary Clinical Care (MVCC)

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.

## Mission Statement

The mission of the Master of Science in 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 Science in Veterinary Clinical Care degree
- Enhancing the learning of licensed technicians through evidence-based medicine, advanced patient care management, and specialized veterinary technology and nursing skills
- Providing preparation for advancing patient care and extended care of the veterinary health care team

## MVCC Program Overview

The MVCC offers veterinary technicians exciting career growth opportunities, enabling them to transition into advanced, skills-focused, or leadership roles within the veterinary industry. Designed with 100% online flexibility, the program is ideal for working professionals who wish to further their education while maintaining their careers. Students gain specialized knowledge in evidence-based medicine, patient care management, and the latest veterinary technology trends, equipping them with the advanced expertise needed to excel in the dynamic field of veterinary healthcare.

This program currently does not lead to additional licensure qualifications.

# MVCC Admissions Standards and Application Process

## Admissions Standards

All applicants to the MVCC must:

- Hold a bachelor's degree (or equivalent) from an accredited college or university
- Be a [credentialed veterinary technician with proof of licensure\\*](#)
- Minimum 2.80+ GPA\*\*

The LMU-CVM MVCC Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements subject to the LMU-CVM Dean who has final approval.

*\*Applicants who meet all other admissions criteria but work in a state that does not provide veterinary technician credentialing may contact [CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net) 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 Prerequisite Coursework

All applicants to the MVCC program must demonstrate successful completion of the following required prerequisite coursework before their intended starting semester with a course grade of C+:

Prerequisites	Semester Units	Quarter Units	Notes
English	6	9	Reading or Comprehension can count toward this total
General Biology	6	9	Anatomy, Physiology, and Microbiology are acceptable substitutions.
Chemistry	6	9	Pharmacology (up to six (6) hours is an acceptable substitution.

## Required Application Materials

To apply to the MVCC program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission.
3. **Two (2) letters of recommendation** from individuals with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program



4. **One (1) personal essay** (500 words) that professionally articulates a 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.
5. **One (1) problem-solution essay** (500 words) that professionally articulates a response to the following prompt: 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?
6. **Application Fees** (PostbacCAS)
7. **Curriculum Vitae (CV)**
8. **Proof of Veterinary Technician Licensure or Credentials**

## Application Process & Notifications

### Application Submissions

Fall Start June 21

### Term of Enrollment

Admitted applicants are expected to begin the program in the Fall term of their acceptance but may request a deferment for up to one (1) year under special circumstances.

## MVCC Academic Progress, Standards, and Policies

### Requirements for Graduation

Successful completion of an MVCC requires

- Completing a minimum of 30 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA

### Satisfactory Academic Progress Policy

Any MVCC student found to have performed below a 2.85 GPA in a 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.

### MVCC Curriculum

The Master of Veterinary Clinical Care (MVCC) is a fully online, asynchronous program available on a full-time or part-time basis, requiring 30 graduate credit hours to earn a Master of Science (M.S.) degree. These credits include core (24) and elective (6) credits. The program may be completed in 3 consecutive semesters.

### Enrollment Status as Determined by Credit Hours

- Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester.
- Part-time status is anything less than nine (9) graduate credits in the Fall or Spring semester.

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.

### Maximum Timeframe for Program Completion

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

Extensions for any program completion timeframes require approval of the MVCC Program Director and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree 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-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

## Master of Veterinary Education (MVEd)

### Mission Statement

The mission of the Master of Veterinary Education (MVEd) program at Lincoln Memorial University is to enhance veterinary student learning by increasing the 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 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

### MVEd Program Overview

The MVEd is designed to train the next generation of educators and equips today's veterinary professionals and educators with enhanced teaching effectiveness to support various learning needs, foster educational excellence, and move VetMed forward. Designed with 100% online flexibility, the program is ideal for working veterinary professionals who aspire to teach in education or current veterinary educators and professionals who wish to further their education while maintaining their careers.

This program does not lead to additional licensure qualifications.

## MVEd Admissions Standards and Application Process

### Admissions Standards

All applicants to the MVEd must:

- Hold a bachelor's degree (or equivalent) from an accredited college or university
- Proof of DVM, a four-year baccalaureate degree in a veterinary-related field, or credentialed veterinary technician with proof of licensure\*
- Seeking entry to higher education or currently working in veterinary education
- Minimum 2.8 GPA

The LMU-CVM MVE Program Director and Graduate Admissions Committee may recommend applicants with exceptions to these admissions requirements, subject to the LMU-CVM Dean who has final approval.

*\*Applicants who meet all other admissions criteria but work in a state that does not provide veterinary technician credentialing may contact [CVMGradPrograms@LMU.net](mailto:CVMGradPrograms@LMU.net) for eligibility.*

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

### Required Application Materials

To apply to the MVEd program, the following must be completed and/or submitted:

1. **PostbacCAS Application**
2. **Official transcripts** from all institutions attended
  - Foreign transcripts, including from previous DVM programs, must be evaluated by World Education Services (WES) or Josef Silney & Associates, Inc. before submission.
  - Transcripts from Ross University's DVM program can be ordered directly from the institution without a transcript evaluation service
  - All final grades on foreign transcripts will be included in final GPA
3. **Two (2) letters of recommendation** from individuals with knowledge of the applicant's work and ability and can, therefore, evaluate their potential for success in this graduate program

4. **One (1) personal essay** (500 words) that professionally articulates a response to the following prompts: 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.
5. **Application Fees** (PostbacCAS)
6. **Curriculum Vitae (CV)**

## Application Process & Notifications

### Application Submissions

Fall Start July 17  
Spring Start October 16

## MVEd Academic Progress, Standards, and Policies

### Requirements for Graduation

Successful completion of an MVEd requires

- Completing a minimum of 32 credit hours
- Completing all degree requirements with a  $\geq 2.85$  overall GPA

### Satisfactory Academic Progress Policy

Any MVEd student found to have performed below a 2.85 GPA in a 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.

### MVEd Curriculum

The Master of Veterinary Education (MVEd) is a fully online, asynchronous program available on a full-time or part-time basis, requiring 32 graduate credit hours to earn a Master of Science (M.S.) degree. The program may be completed in four (4) consecutive semesters.

## Enrollment Status as Determined by Credit Hours

- Full-time status is a minimum of nine (9) graduate credits in a Fall or Spring semester.
- Part-time status is anything less than nine (9) graduate credits in the Fall or Spring semester.

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.

## Maximum Timeframe for Program Completion

MVEd students must complete their studies within four (4) years after initial registration.

Extensions for any program completion timeframes require approval of the Program Director and the LMU-CVM Dean. The student bears the ultimate responsibility for ensuring completion of all degree requirements.

### MVE-610 : Theories of Learning & Instruction in Higher Education & Professional Programs

This course provides the building blocks of understanding for and applications of educational philosophy and theories to the higher education and professional educator setting. It examines various learning theorists and their theories of learning, the history of learning and learning theories, current research in education, and evidence-based practices of classroom and clinical instruction.

**Credits 3**

#### Semester Offered

Fall  
Spring

### MVE-611 : Educational Technology: Applications and Innovations in Higher Education & Professional Programs

This course exposes candidates to hardware and software available for educational management purposes in higher education and professional education programs. This course focuses on innovations in teaching and learning (new models, technological applications and advances, and instructional innovations), and provides basic information about different types of learning management systems (LMS).

**Credits 2**

#### Semester Offered

Fall



**MVE-612 : Methods for Lectures, Labs, and Clinical Supervision in Higher Education & Professional Programs**

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 teaching environment applicable to higher education and professional programs.

**Credits 3**

**Semester Offered**

Fall

**MVE-613 : Andragogy and the 21st Century Learner in Higher Education & Professional Programs**

This course examines the culture of Millennials, Gen Z, and iGen, along with their educational and social experiences. Higher education and professional educators explore how adult learners engage with instruction, identifying evidence-based practices to support 21st-century learners.

**Credits 3**

**Semester Offered**

Spring

**MVE-614 : Assessing Student Learning in Higher Education & Professional Programs**

This course explores various methods 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, certifying exams, and self and peer evaluations.

**Credits 3**

**Semester Offered**

Spring

**MVE-615 : Research Methods in Higher Education & Professional Programs**

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 Higher Education & Professional Programs**

This course explores the requirements of professional practice and how to create curricula that include measurable objectives aligned with required competencies for practice-ready graduates.

**Credits 2**

**Semester Offered**

Fall

**MVE-617 : Educational Leadership in Higher Education & Professional Programs**

This course explores traditional and contemporary definitions of leadership, including the leadership roles that professional educators hold in and beyond the classroom. It also covers administrative responsibilities, mentorship, and strategies for leading academic and clinical teams.

**Credits 3**

**Semester Offered**

Fall

**MVE-618 : Interprofessional Education, International Education, and Global Citizenship**

This course focuses on three primary topics: (1) Global Citizenship, (2) International Issues in Veterinary Education, and (3) Interprofessional Teams in Crisis Situations. Through these topics, students will engage with global perspectives and collaborative practices relevant to their field.

**Credits 2**

**Semester Offered**

Fall

**MVE-619 : Student Services & Mentoring Students in Higher Education & Professional Programs**

This course examines strategies and support systems for mentoring students in higher education and professional programs. Topics include advising, academic coaching, student development theory, early intervention practices, and building inclusive learning environments.

**Credits 3**

**Semester Offered**

Spring

**MVE-620 : Capstone/Thesis in Higher Education & Professional Education**

This course serves as a demonstration of the content the student has learned throughout the program. The research project will relate to instructional practice or student learning, contributing to higher education and professional education scholarship in a sustainable and/or replicable way.

**Credits 2**

**Semester Offered**

Spring

### **MVE-632 : Program Assessment and Accreditation in Higher Education & Professional Education**

In this course, students learn about assessing assessments, curriculum, facilities, instructional personnel, rotation programs, staff, and overall program effectiveness. Students become familiar with the accreditation processes relevant to higher education and professional programs, including initial, interim, and continuous improvement standards.

**Credits 3**

**Semester Offered**

Spring

## **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-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.

When taking the Graduate Research Project (LSCI 683) 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.

### 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

#### **Semester Offered**

Spring

Fall

### 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-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**

#### **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**

## 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

## **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 that challenge professionals to transform the institutions and communities they serve by advancing ethics, change, and cultural awareness through the decision sciences.

## Vision

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

## Doctor of Education Introduction

Doctoral coursework is offered in an online, asynchronous format with weekly modules for engagement and optional synchronous support sessions. The program is designed for working professionals 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 EdD program is an independent program requiring candidates to take appropriate and timely initiatives to meet program expectations and deadlines regarding coursework and dissertation completion. Students 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 student 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

### Instructional Leadership

**Sixty-Three Hour Program.** Applicants must possess a master's degree in education. The program consists of 63 credit hours, including (a) 21 credit hours of doctoral core; (b) 18 credit hours in Instructional Leadership; (c) 12 credit hours in Instructional Practice; and a minimum of (d) 12 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 a degree in two concentrations, Instructional Leadership and Instructional Practice. Students possessing a master's degree in education are strongly encouraged to first complete their Educational Specialist (EdS) at LMU and then bridge to the EdD program (see 36-credit hour program below).

**Forty-Eight Hour Program.** Applicants must possess an EdS or a master's degree plus 30 credit hours minimum in education.

The program consists of 48 credit hours, including (a) 18 credit hours of doctoral core; (b) 18 credit hours in Instructional Leadership; and a minimum of (c) 12 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates may choose to enroll in 15 additional credit hours from the alternate concentration to graduate with a doctoral degree in two concentrations. Candidates holding an EdS degree from Lincoln Memorial University can apply to complete a 48-credit hour program in a different concentration than their EdS. 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 EdS degree from Lincoln Memorial University within the last 10 years and desire to continue their studies in Instructional Leadership that was selected for their EdS degree. 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. The program consists of 36 credit hours, including (a) 15 credit hours of doctoral core; (b) 12 credit hours in Instructional Leadership; and a minimum of (c) 9 credit hours in independent dissertation coursework.

### Instructional Practice

**Sixty-Three Hour Program.** Applicants must possess a master's degree in any field. The program consists of 63 credit hours, including (a) 21 credit hours of doctoral core; (b) 18 credit hours in Instructional Practice; (c) 12 credit hours in Instructional Leadership; and a minimum of (d) 12 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 a degree in two concentrations, Instructional Leadership and Instructional Practice.

**Forty-Eight Hour Program.** Applicants must possess an EdS, a master's degree plus 30 hours minimum in any field, or a doctorate in their professional field, e.g., OTD, JD.

The program consists of 48 credit hours, including (a) 18 credit hours of doctoral core; (b) 18 credit hours in Instructional Practice; and a minimum of (c) 12 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours in order to

complete the degree program. Candidates may choose to enroll in 15 additional credit hours from the alternate concentration to graduate with a doctoral degree in two concentrations. Candidates holding an EdS degree from Lincoln Memorial University can apply to complete a 48-hour program in a different concentration than their EdS. 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 EdS degree from Lincoln Memorial University within the last 10 years and desire to continue their studies in Instructional Practice (or Curriculum and Instruction) that was selected for their EdS degree. 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. The program consists of 36 credit hours, including (a) 15 credit hours of doctoral core; (b) 12 credit hours in Instructional Practice; and a minimum of (c) 9 credit hours in independent dissertation coursework.

### **Graduate Certificate in Teaching Adults in Higher Education**

**Twelve-Hour Program.** Applicants must possess a master's degree in any field.

The program consists of 12 credit hours in Instructional Practice culminating in a Graduate Certificate. Upon obtaining the graduate certificate in Teaching Adults in Higher Education, students can apply the certificate toward the Instructional Practice EdD program, at either the 48- or 63-credit hour level, depending on previous coursework attainment (see above). Students who complete the Teaching Adults in Higher Education program have one calendar year from completion to enroll in the Instructional Practice EdD Program. All 12 credit hours of the graduate certificate will be accepted as credit into the Instructional Practice EdD Program, should the EdD program faculty deem the student accepted into the EdD program.

## **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 or spring cohort group must be submitted in completed form prior to one month before the start of the fall or spring cohort of the year in which the

candidate seeks admission (i.e., end of June for the fall cohort and end of November for the spring cohort). The admissions process consists of three stages, with the first being a paper-based document review, the second a performance-based writing activity, and the third an interview. Additionally, an early application period occurs three months prior to the start of the fall or spring cohort admission dates (i.e., April for the fall cohort and September for the spring cohort). Anyone who has submitted all application materials by these dates qualifies for the early admissions process.

### **STAGE ONE: DOCUMENTS REQUIRED FOR APPLICATION PACKAGE**

1. **Application Forms** - [University online form](#)
2. **Application fee of \$50 (USD), non-refundable** (graduates of the LMU EdS program can request a fee waiver for this application fee)
3. **Official Transcripts** for all graduate-level coursework
4. **Three (3) recommendations** from persons knowledgeable of the applicant's professional experience and skills (A link will 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](mailto:Julia.Kirk@LMU.net.edu))

The Admissions Committee will review all documents and rate the applicants based on their ability to successfully complete requirements within the doctoral program. 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 Admissions 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 activity.

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) they have 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](mailto: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)<sup>2</sup> 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)<sup>3</sup> 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](http://www.wes.org), or [www.jsilny.com](http://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.

<sup>2</sup> *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](http://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, higher education faculty or leadership positions, and workforce development professionals 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 an administrative 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 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.

## Graduate Certificate in Teaching Adults in Higher Education

The certificate in Teaching Adults in Higher Education is for individuals in higher education or in the workplace who are charged with leading or teaching the students or employees in their school or organization, but who do not have a background in instruction. For example, faculty who have professional knowledge but do not have instructional practice knowledge would benefit from this program. The certificate is a 12-credit-hour graduate program where students will learn how to:

- Engage and instruct the adult learner;
- Develop high-quality curriculum and assessment practices;
- Plan and facilitate training and development; and
- Determine effective instructional strategies to enhance learning.

## Course Delivery

The doctoral program operates in a completely online, asynchronous format. Cohorts begin in the fall or spring terms. Instruction occurs via Canvas with weekly interactive and engaging modules that students complete in an asynchronous format. Additionally, faculty offer synchronous support sessions weekly, which are optional for students. During each term (summer, fall, spring), students enroll in three or four courses (nine or twelve hours), depending on their program of study. Courses are offered in either a full-term or 8-week format. Research courses are delivered in a full-term format. Concentration courses are delivered in an 8-week format. Students are required to be enrolled in at least one full-term course each semester. Courses in the 8-week format contain the same level of rigor as a full-term course, with an accelerated timeline. Students should expect to engage in no more than three courses at a time in any given term due to the 8-week model. Each term's course schedule is designed to leverage delivery of the program of study 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.

## Full-Time Status and Engagement Expectations

Students in the EdD program must be enrolled full-time, which means taking at least nine hours per semester during the coursework portion of their program and remaining continuously enrolled during the fall, spring, and summer terms. Should a student fail to enroll in at least nine hours per semester during coursework, or fail to remain in continuous enrollment until graduation, they will be withdrawn from the EdD program. While in coursework, we expect students to have meaningful interaction with the instructor and the content of the course. As the courses in the EdD program meet online, weekly modules will be provided, including some or all of the following items: readings, interactive assignments, written assignments, discussion posts, major assignments, reflective exercises, and others at faculty discretion. Students are required to complete all activities and assignments in each weekly module to be considered attending the course. No late assignments will be accepted in any course in the EdD program. Thus, course attendance in the EdD program is determined by completing weekly module items and is reflected in the student's grades in the course (i.e., missing an assignment results in a zero for that assignment).

Candidates in EDLC 899, or dissertation hours, must remain enrolled in at least one 899 credit hour per term. While either nine hours (36-hour students) or twelve hours (48- and 63-hour students) are required in EDLC 899 to complete the dissertation phase of the EdD program, candidates are responsible for continuously taking at least one hour per term until their dissertation is deemed complete by their chair and committee, which may include hours beyond the required amount. Candidates should meet with their chair as needed. Candidates and chairs will work together to find times to meet.

## 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 lack of quality (e.g., not using the provided template, failure to write at a doctoral level), lack of completion (e.g., grossly not meeting expectations of length requirement), lack of growth (e.g., not making appropriate changes to writing using feedback on previous drafts), not meeting specific requirements (e.g., page numbers, word counts), or other reasons via faculty discretion, the grade should reflect this issue. Faculty members will deduct half a letter grade for **each instance of each issue**. Faculty members should meet with students if any of these issues occur and document this meeting.

## Late Work Policy

As the courses in the EdD program operate in an online, weekly module format, it is paramount that students meet their deadlines to make adequate progress in their courses. Thus, faculty do not accept late work under any circumstances in any course in the EdD program. Assignment due dates and times are posted in Canvas. If a student misses the deadline, faculty will not grade the work, and a zero will be automatically entered in Canvas for that assignment. Faculty may still provide feedback should the work be an important checkpoint in writing progression. This is at faculty discretion. Should an emergency arise where a student needs an extension on their work, the student should contact the appropriate faculty member and the Program Director immediately for consideration of an extension. There is no guarantee of any extensions at any time. Candidates enrolled in EDLC 899 work with their chair on their deadlines. The chair has full discretion on due dates for EDLC 899.

## 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 the 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 during their time in the EdD program. This signed form is uploaded to the student's portal under forms.

Faculty will monitor students' behavior while they are engaged in coursework. If any issues are noted, the following procedure will be implemented.

1. First offense with any behavioral issue: Faculty send an email about the issue to the student (e.g., the student did not meet the quality of the assignment) and forward it to the Program Director.
2. Second offense with any behavioral issue: 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 the student and copy the 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 with any behavioral issue: 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 an Administrative Withdrawal letter to the student. The grade in the class should reflect this third offense. Students 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. 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 has 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 appropriate coursework (i.e., B- or above) as deemed by the EdD Program Director before they can take comprehensive exams. Comprehensive exams are typically taken after the student completes the quantitative research course, the qualitative research course, and the dissertation design course, or at the 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 listing 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 February 1)

**Fall:** Dissertation has been approved by the Dean by October 31 for a December graduation (Intent to

Graduate forms due September 1)

**Summer:** Dissertation has been approved by the Dean by June 30 for a Summer degree conferral (Intent to Graduate forms due June 1). No commencement services are held in the summer, therefore 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, the dissertation must be approved by the Dean by April 30

**Summer:** To avoid registering for the fall term, the dissertation must be approved by the Dean by July 31

**Fall:** To avoid registering for the spring term, the 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-credit hour program – 5 years maximum
- 48-credit hour program – 6 years maximum
- 63-credit 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-753 : Quantitative Research Procedures 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 : Introduction to Qualitative Research and Policy Analysis**

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

### **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 Decision Making**

This course focuses on the moral and ethical dimensions of decision-making. Emotional intelligence is viewed as a foundation for leadership excellence. Concerns of cultural awareness in the workplace are considered. Ethical issues in leadership related to the sense of belonging of all employees in organizations are explored. Students apply moral 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 Considerations in Education**

This course examines the moral and professional responsibilities of educators and school leaders in contemporary educational settings. By analyzing real-world scenarios, case studies, and relevant literature, candidates explore principles that guide sound educational decision-making. Topics include leadership integrity, professional conduct, values in practice, and navigating complex situations with accountability and care. Participants reflect on how their personal beliefs and institutional expectations influence their decision-making processes. Presentations by educational professionals and community leaders may supplement course content with practical insights. Emphasis is placed on developing a clear leadership stance grounded in responsibility, transparency, and service to students and the school community.

**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 and Assessment**

The process of curriculum planning involves understanding and prioritizing standards, aligning text and materials, pacing and organizing instruction, planning units and lessons, and selecting instructional materials. Students will learn to create a curriculum and review existing curricula for elements of high-quality instructional materials. Students will study practices and strategies in curriculum development in K-12 education, higher education, and professional development. Additionally, students will learn the importance of assessment for and of learning, as well as how to engage in data analysis to improve instruction.

**Credits 3****EDIP-873 : Perspectives and Strategies in Teaching and Learning**

The symbiotic relationship between teaching and learning will be examined in the framework of educating individuals at all levels, including K-12, higher education, and workforce development. 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****EDIP-873 : Perspectives and Strategies in Teaching and Learning**

The symbiotic relationship between teaching and learning will be examined in the framework of educating individuals at all levels, including K-12, higher education, and workforce development. 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****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 Considerations in Education

This course examines the moral and professional responsibilities of educators and school leaders in contemporary educational settings. By analyzing real-world scenarios, case studies, and relevant literature, candidates explore principles that guide sound educational decision-making. Topics include leadership integrity, professional conduct, values in practice, and navigating complex situations with accountability and care. Participants reflect on how their personal beliefs and institutional expectations influence their decision-making processes. Presentations by educational professionals and community leaders may supplement course content with practical insights. Emphasis is placed on developing a clear leadership stance grounded in responsibility, transparency, and service to students and the school community.

**Credits** 3

### EDLC-732 : Critical Inquiry/Research Design

This course is designed to provide candidates 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. This course is offered within each of the program's five concentrations to assist candidates in the design, development, and production of their dissertations.

**Credits** 3

### EDLC-733 : Quantitative and 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-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** 9

-12

## 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. Voluntary Zoom meetings may be held throughout the semester to allow students a forum for questions or concerns.

### 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 [EdS Program Overview | LMU Graduate Studies in Education](#) 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-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-685A : 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 1**

**EDUC-685B : 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 1**

**Prerequisite Courses**

EDUC-685A: Capstone Electronic Portfolio

### **EDUC-685C : 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 1**

#### **Prerequisite Courses**

EDUC-685B: Capstone Electronic Portfolio

### **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-686A : Capstone Electronic 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 1**

### **IL-686B : Capstone Electronic 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 1**

#### **Prerequisite Courses**

IL-686A: Capstone Electronic Portfolio

### IL-686C : Capstone Electronic 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 1**

#### **Prerequisite Courses**

IL-686B: Capstone Electronic Portfolio

### 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 : Differentiated Instructional Strategies for All Learners

This course explores researched-based strategies to increase student achievement in all student populations. Topics include students in poverty, cultural and social groups, English language learners and special needs learners.

**Credits 3**

### IP-612 : Applied Practice in Differentiated Instruction for All Learners

This course is the companion practicum for IP 610, Differentiated Instruction Strategies for All Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions. Co requisite IP 610 Differentiated Instruction Strategies for All Learners.

**Credits 3**

#### **Corequisite Courses**

IP-610: Differentiated Instructional Strategies for All 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**

## MEd in Initial 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.

### **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. 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](http://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 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, educating all students, leadership, and philosophy are addressed.

**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. 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 will be examined throughout the course.

**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-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 variety of characteristics and needs of students.

**Credits 3**

#### **EDUC-583 : STEM Math and Science Methods**

This methods course prepares candidates to design and implement integrated STEM instruction aligned with the Tennessee Academic Standards for Mathematics and Science. Candidates will develop mathematical proficiency through conceptual understanding, procedural fluency, and problem-solving, emphasizing NGSS Disciplinary Core Ideas, Science and Engineering Practices, and crosscutting concepts. This course fosters innovation and real-world applications to inspire student engagement and mastery of STEM disciplines.

**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 a variety of learning needs and varied backgrounds. This course is taken two semesters for a total of 6 credit hours.

**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 Moderate to Severe Disabilities**

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 Exceptional 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 a variety of 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 a variety of 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**

## **MEd in 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 all 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 cultural factors on the counseling relationship. It provides a study of social changes and trends in sex roles stereotyping, societal subgroups, and all 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 all 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 all 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-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 Statutes 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**

#### **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**

## **Master of Education (MEd)**

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. Voluntary Zoom meetings may be held throughout the semester to allow students a forum for questions or concerns.

#### ***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-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-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-565 : Leadership in Literacy**

This course equips educational leaders with a comprehensive understanding of literacy instruction, focusing on both content and pedagogy. It explores the progression of literacy development and strategies for fostering a literacy-rich environment that supports all learners. Special attention is given to the foundation of phonics and phonological awareness, as well as identifying and supporting struggling readers. Leaders will also learn to implement literacy screeners and progress monitoring tools to effectively assess and address learner needs. The course emphasizes evidence-based practices, scaffolding techniques, and strategies aligned with grade-level rigor and Tennessee Academic Standards, ensuring all students receive the support they need for success.

**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 will be examined throughout the course.

**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 variety of characteristics and needs of students.

**Credits 3**

#### **EDUC-585 : Capstone Electronic Portfolio**

The required Capstone Electronic Portfolio for the MEd Educational Leadership programs is an evidence-based assignment. Candidates in the program are expected to demonstrate knowledge, skills, and dispositions that reflect the understanding and application of the competencies as described in the Tennessee Instructional Leadership Standards (TILS) and the International Society for Technology in Education (ISTE) standards.

**Credits 0**

#### **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-586 : Capstone Electronic Portfolio**

The required Capstone Electronic Portfolio for the MEd Instructional Leadership Program is an evidence-based assignment. Candidates in the program are expected to demonstrate knowledge, skills, and dispositions that reflect the understanding and application of the competencies as described in the Tennessee Instructional Leadership Standards (TILS) and the International Society for Technology in Education (ISTE) standards.

**Credits 0**

**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 Moderate to Severe Disabilities**

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 a variety of 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/Distrct 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-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-565 : Leadership in Literacy**

This course equips educational leaders with a comprehensive understanding of literacy instruction, focusing on both content and pedagogy. It explores the progression of literacy development and strategies for fostering a literacy-rich environment that supports all learners. Special attention is given to the foundation of phonics and phonological awareness, as well as identifying and supporting struggling readers. Leaders will also learn to implement literacy screeners and progress monitoring tools to effectively assess and address learner needs. The course emphasizes evidence-based practices, scaffolding techniques, and strategies aligned with grade-level rigor and Tennessee Academic Standards, ensuring all students receive the support they need for success.

**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, educating all students, leadership, and philosophy are addressed.

**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. 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 will be examined throughout the course.

**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-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 variety of characteristics and needs of students.

**Credits 3**

**EDUC-585 : Capstone Electronic Portfolio**

The required Capstone Electronic Portfolio for the MEd Educational Leadership programs is an evidence-based assignment. Candidates in the program are expected to demonstrate knowledge, skills, and dispositions that reflect the understanding and application of the competencies as described in the Tennessee Instructional Leadership Standards (TILS) and the International Society for Technology in Education (ISTE) standards.

**Credits 0**

**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 a variety of learning needs and varied backgrounds. This course is taken two semesters for a total of 6 credit hours.

**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 is the companion practicum for EDUC-609. Candidates will design a professional development project for teachers and staff related to literacy. Co-requisite: EDUC 609.

**Credits 3**

#### **Corequisite Courses**

EDUC-609: Literacy for Instructional Leaders

#### **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-685A : 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 1**

#### **EDUC-685B : 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 1**

#### **Prerequisite Courses**

EDUC-685A: Capstone Electronic Portfolio

#### **EDUC-685C : 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 1**

#### **Prerequisite Courses**

EDUC-685B: Capstone Electronic Portfolio

#### **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-699 : Elective Credit**

**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-586 : Capstone Electronic Portfolio**

The required Capstone Electronic Portfolio for the MEd Instructional Leadership Program is an evidence-based assignment. Candidates in the program are expected to demonstrate knowledge, skills, and dispositions that reflect the understanding and application of the competencies as described in the Tennessee Instructional Leadership Standards (TILS) and the International Society for Technology in Education (ISTE) standards.

**Credits 0**

#### **IL-686A : Capstone Electronic 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 1**

#### **IL-686B : Capstone Electronic 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 1**

#### **Prerequisite Courses**

IL-686A: Capstone Electronic Portfolio

#### **IL-686C : Capstone Electronic 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 1**

#### **Prerequisite Courses**

IL-686B: Capstone Electronic Portfolio

## **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 Research Procedures 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 : Introduction to Qualitative Research and Policy Analysis**

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-685A : 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 1**

### **EDUC-685B : 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 1**

#### **Prerequisite Courses**

EDUC-685A: Capstone Electronic Portfolio

### **EDUC-685C : 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 1**

#### **Prerequisite Courses**

EDUC-685B: Capstone Electronic Portfolio

### **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 : Differentiated Instructional Strategies for All Learners**

This course explores researched-based strategies to increase student achievement in all student populations. Topics include students in poverty, 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 Decision Making**

This course focuses on the moral and ethical dimensions of decision-making. Emotional intelligence is viewed as a foundation for leadership excellence. Concerns of cultural awareness in the workplace are considered. Ethical issues in leadership related to the sense of belonging of all employees in organizations are explored. Students apply moral 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 Considerations in Education**

This course examines the moral and professional responsibilities of educators and school leaders in contemporary educational settings. By analyzing real-world scenarios, case studies, and relevant literature, candidates explore principles that guide sound educational decision-making. Topics include leadership integrity, professional conduct, values in practice, and navigating complex situations with accountability and care. Participants reflect on how their personal beliefs and institutional expectations influence their decision-making processes. Presentations by educational professionals and community leaders may supplement course content with practical insights. Emphasis is placed on developing a clear leadership stance grounded in responsibility, transparency, and service to students and the school community.

**Credits 3**

## **Master of Education Instructional Leadership (IL)**

#### **EDUC-565 : Leadership in Literacy**

This course equips educational leaders with a comprehensive understanding of literacy instruction, focusing on both content and pedagogy. It explores the progression of literacy development and strategies for fostering a literacy-rich environment that supports all learners. Special attention is given to the foundation of phonics and phonological awareness, as well as identifying and supporting struggling readers. Leaders will also learn to implement literacy screeners and progress monitoring tools to effectively assess and address learner needs. The course emphasizes evidence-based practices, scaffolding techniques, and strategies aligned with grade-level rigor and Tennessee Academic Standards, ensuring all students receive the support they need for success.

**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-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 : Differentiated Instructional Strategies for All Learners**

This course explores researched-based strategies to increase student achievement in all student populations. Topics include students in poverty, cultural and social groups, English language learners and special needs learners.

**Credits 3**

## **Instructional Practice**

### **EDIP-702 : Ethical Considerations in Education**

This course examines the moral and professional responsibilities of educators and school leaders in contemporary educational settings. By analyzing real-world scenarios, case studies, and relevant literature, candidates explore principles that guide sound educational decision-making. Topics include leadership integrity, professional conduct, values in practice, and navigating complex situations with accountability and care. Participants reflect on how their personal beliefs and institutional expectations influence their decision-making processes. Presentations by educational professionals and community leaders may supplement course content with practical insights. Emphasis is placed on developing a clear leadership stance grounded in responsibility, transparency, and service to students and the school community.

**Credits 3**



#### **EDUC-685A : 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 1**

#### **EDUC-685B : 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 1**

#### **Prerequisite Courses**

EDUC-685A: Capstone Electronic Portfolio

#### **EDUC-685C : 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 1**

#### **Prerequisite Courses**

EDUC-685B: Capstone Electronic Portfolio

#### **IP-610 : Differentiated Instructional Strategies for All Learners**

This course explores researched-based strategies to increase student achievement in all student populations. Topics include students in poverty, cultural and social groups, English language learners and special needs learners.

**Credits 3**

#### **IP-612 : Applied Practice in Differentiated Instruction for All Learners**

This course is the companion practicum for IP 610, Differentiated Instruction Strategies for All Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions. Co requisite IP 610 Differentiated Instruction Strategies for All Learners.

**Credits 3**

#### **Corequisite Courses**

IP-610: Differentiated Instructional Strategies for All 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/Research Design**

This course is designed to provide candidates 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. This course is offered within each of the program's five concentrations to assist candidates in the design, development, and production of their dissertations.

**Credits 3**

#### **EDLC-733 : Quantitative and 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 9**

-12

## **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 Moderate to Severe Disabilities**

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 a variety of 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-514 (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  $\geq 3.0$  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 514 (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"). Desired MCAT score must be achieved by the time of AACOMAS application submission (no later than end of December) 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.

#### ANAT-501 : Medical Gross Anatomy

Medical Gross Anatomy is the study of the body's structure. The course is organized by the four major body regions: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck.

Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three- dimensional, radiological, and live (palpatory) anatomy.

Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations. Course available to Master of Science degree-seeking students only.

**Credits 3**

#### **Prerequisites**

Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program.

#### **Semester Offered**

Fall

#### ANAT-514 : 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: Medical Gross Anatomy

##### **Semester Offered**

Spring

#### **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: Medical Gross Anatomy

#### **ANAT-699 : Med Gross Anat Dissection**

A graduate level course designed for the continued study of medical gross anatomy by method of full human dissection. Students will begin with basic dissection techniques and advance to more detailed methods. All sections of human anatomy will be covered - limbs, back, thorax, abdomen, pelvis, neck and head. Evaluation will be based on a performance grading rubric. Pre-Requisite: LMU-DCOM Masters Student status; successful completion of ANAT 501 Gross Anatomy, or by permission of instructor.

**Credits** 3

##### **Prerequisite Courses**

##### **Semester Offered**

Spring

#### **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

#### **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-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-617 : Health Disparities

This course will introduce students to the concept of health equity and will provide a broad overview of health disparities in the United States. We will examine historical issues and empirical data, analyzing the experience of patients and providers. We will look at relevant research and consider interventions to promote health equity through a combination of readings, lectures, reflection papers, and in-class discussion. Our focus will be on social, genetic, economic, environmental, and cultural factors that contribute to differences in morbidity and mortality.

**Credits 3**

**Semester Offered**

Fall

### 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.

When taking the Graduate Research Project (LSCI 683) 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.

## 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**

## 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-514 (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  $\geq 3.0$  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 514 (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"). Desired MCAT score must be achieved by the time of AACOMAS application submission (no later than the end of December 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

#### **ANAT-501 : Medical Gross Anatomy**

Medical Gross Anatomy is the study of the body's structure. The course is organized by the four major body regions: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck.

Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three- dimensional, radiological, and live (palpatory) anatomy.

Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations. Course available to Master of Science degree-seeking students only.

**Credits 3**

#### **Prerequisites**

Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program.

#### **Semester Offered**

Fall

#### **ANAT-514 : 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: Medical Gross Anatomy

#### **Semester Offered**

Spring

#### **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: Medical Gross Anatomy

### **ANAT-699 : Med Gross Anat Dissection**

A graduate level course designed for the continued study of medical gross anatomy by method of full human dissection. Students will begin with basic dissection techniques and advance to more detailed methods. All sections of human anatomy will be covered - limbs, back, thorax, abdomen, pelvis, neck and head. Evaluation will be based on a performance grading rubric. Pre-Requisite: LMU-DCOM Masters Student status; successful completion of ANAT 501 Gross Anatomy, or by permission of instructor.

**Credits 3**

#### **Prerequisite Courses**

#### **Semester Offered**

Spring

### **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**

### **DOSYS-701 : Medical Anatomy I**

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

Medical Anatomy I is the study of the body's structure, including an introduction to the human nervous system. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; and pelvis. This includes the fundamentals of neuroanatomy and synaptic transmission; superficial, cross-sectional, and connective 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. Laboratory dissections of whole-body anatomical donors will be performed throughout the entire course. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology. 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.

**Credits 4**

### **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**

### **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 complementary 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 complementary 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-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-617 : Health Disparities

This course will introduce students to the concept of health equity and will provide a broad overview of health disparities in the United States. We will examine historical issues and empirical data, analyzing the experience of patients and providers. We will look at relevant research and consider interventions to promote health equity through a combination of readings, lectures, reflection papers, and in-class discussion. Our focus will be on social, genetic, economic, environmental, and cultural factors that contribute to differences in morbidity and mortality.

**Credits 3**

**Semester Offered**

Fall

### 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.

When taking the Graduate Research Project (LSCI 683) 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.

## 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**

## 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-514 : 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: Medical Gross Anatomy

#### Semester Offered

Spring

### 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: Medical Gross Anatomy

### **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**

### **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-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

### Semester Offered

Spring

Fall

## 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**

## Anatomy

### ANAT-501 : Medical Gross Anatomy

Medical Gross Anatomy is the study of the body's structure. The course is organized by the four major body regions: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck.

Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional, radiological, and live (palpatory) anatomy.

Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of four written examinations. Course available to Master of Science degree-seeking students only.

**Credits 3**

### Prerequisites

Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program.

### Semester Offered

Fall

#### **ANAT-514 : 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: Medical Gross Anatomy

**Semester Offered**

Spring

#### **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: Medical 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**

A graduate level course designed for the continued study of medical gross anatomy by method of full human dissection. Students will begin with basic dissection techniques and advance to more detailed methods. All sections of human anatomy will be covered - limbs, back, thorax, abdomen, pelvis, neck and head. Evaluation will be based on a performance grading rubric. Pre-Requisite: LMU-DCOM Masters Student status; successful completion of ANAT 501 Gross Anatomy, or by permission of instructor.

**Credits 3**

**Prerequisite Courses**

**Semester Offered**

Spring

### **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

### **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 Anatomy I**

This course can only be taken by students enrolled as an Osteopathic Medicine Student (OMS).

Medical Anatomy I is the study of the body's structure, including an introduction to the human nervous system. The course is organized according to the major body regions: back and upper limb; thorax and abdomen; and pelvis. This includes the fundamentals of neuroanatomy and synaptic transmission; superficial, cross-sectional, and connective 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. Laboratory dissections of whole-body anatomical donors will be performed throughout the entire course. Supplemental lectures and tutorials will also be given. The student is expected to learn anatomical terminology. 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.

**Credits 4**

### **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**

# 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 (DBA)

## 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 is a 60-credit hour, fully online degree designed to emphasize the practical application of advanced business concepts. Delivered in a cohort model, students progress through the program by taking a maximum of six (6) credit hours per semester.

The curriculum begins with 12 credit hours of foundational business courses. Candidates with an MBA or business-related master's degree may transfer up to 12 credit hours of equivalent coursework to fulfill this requirement. The DBA core includes 12 credit hours focused on integrating business theory with real-world application to address today's market challenges. Concentrations in Business Analytics, Management, and Marketing, are each comprised of 12 credit hours and allow students to tailor their studies to their professional interests, emphasizing actionable strategies and solutions.

Four (4) research courses prepare students to conduct credible, applied research that bridges the gap between theory and practice. The program culminates in 12 credit hours of dissertation credit, where students work closely

with their dissertation committee to address complex, practical business problems, contributing meaningful insights to their fields. The LMU DBA program equips graduates with the knowledge and skills to drive organizational success and serve as thought leaders in business practice.

## Student Learning Outcomes

Expected outcomes of the DBA include:

- DBA1: Evaluate and apply core business theories and strategies relating to microeconomics, management, leadership, and marketing to promote organizational growth, innovation, and competitive advantage.
- DBA2: 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: Communicate effectively and persuasively in oral and written formats.
- DBA4: Locate, evaluate, and use information effectively to solve problems, make decisions, and communicate ideas.
- DBA5: Design, deliver, and evaluate effective and engaging pedagogical methods that meet the needs and interests of diverse learners.
- DBA6: 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: Develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever- changing environment
- MGMT2: Acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness.

Expected outcomes of the **Marketing** concentration include:

- MKTG1: Apply integrated marketing communications strategies that aid in advancement of global branding.
- MKTG2: Examine the psychological, sociological, and cultural variables that influence buyer motivation.
- MKTG3: 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.

Expected outcomes of the **Business Analytics** concentration 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

### 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 Director of Business Doctoral Programs 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 BUSN 899 – Dissertation during both Fall and Spring semesters once coursework is completed. If a student completes 12 credit hours of BUSN 899 – Dissertation and has not finished their dissertation, the student can then register for 1 credit hour of BUSN 899 – Dissertation per semester until the completion of the dissertation. There is not a requirement to take BUSN 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 BUSN 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 Director of Business Doctoral Programs. The Director of Business Doctoral Programs will have the candidate make a written request for permission for readmission into BUSN 899 and explain reasons for not complying with the requirement of Fall and Spring

dissertation enrollment. The Director of Business Doctoral Programs 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

### BUSN-801 : 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**

### BUSN-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**

### BUSN-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**

### BUSN-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**

### BUSN-899 : Dissertation

This course is reserved for DBA dissertation work completed by students.

**Credits 1**

-3

### ECON-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**

**MGMT-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**

**MGMT-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**

**MGMT-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**

**MGMT-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**

**MGMT-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**

**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**

**MKTG-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**

**MKTG-730 : Advanced Consumer Behavior**

This course provides a comprehensive examination of consumer behavior by analyzing individuals as buyers, users, and evaluators of goods and services. Students will explore psychological, sociological, and cultural factors that impact consumer motivation, decision-making, and post-purchase behavior. Critical evaluation of these influences will focus on their application to marketing strategy, particularly in shaping consumer-brand relationships and fostering long-term customer loyalty. Additional emphasis will be placed on emerging consumer trends, ethical considerations in persuasion and privacy, and the evolving impact of technology on consumer decision-making.

**Credits 3**

### **MKTG-731 : Data-Driven Marketing Management**

This course explores the strategic role of marketing analytics in shaping marketing strategy and guiding management decisions to enhance business performance and competitive advantage. Students will examine how data-driven insights inform the development of marketing strategies and the ongoing management of marketing activities to ensure effective decision-making at every stage. The course covers advanced statistical analyses and marketing analytics techniques and applications to equip students with the skills to interpret data, optimize campaigns, and refine marketing strategies in response to evolving consumer behaviors and market conditions.

**Credits 3**

### **MKTG-732 : Global Brand Strategy**

In an increasingly interconnected world, global brands shape consumer perceptions and market dynamics across cultural and economic landscapes. This course provides an in-depth examination of global brand strategy, focusing on brand development, management, and sustainability in diverse international markets. Students will analyze the strategic importance of global branding, the challenges of maintaining brand consistency across cultures, and the role of authenticity in fostering consumer trust and commitment. Key topics include global brand positioning, cross-cultural consumer behavior, brand equity management, and brand adaptation in evolving markets.

**Credits 3**

### **MKTG-733 : Integrated Marketing Communication**

This course examines the principles and strategic applications of Integrated Marketing Communication (IMC), while emphasizing the development and execution of cohesive marketing strategies. Students will explore key IMC components, including advertising, promotions, public relations, and digital media, with a focus on social media's role in modern marketing. The course also analyzes the impact of technological advancements, consumer behavior shifts, and macro-environmental factors on IMC strategy.

**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-518 : AI-Driven Decision-Making and Analytics**

This course explores how artificial intelligence augments business decision-making and analytics. Students will examine AI-driven data analysis, predictive modeling, and decision-support systems that improve strategic planning and business efficiency. The course will also examine the impact of AI on responsible data governance practices, algorithmic biases in shaping decision-making outcomes, and ethical considerations in promoting fairness, transparency, and accountability in AI-assisted business decisions. Students will gain hands-on experience with cognitive and AI-based analytics tools to extract insights from complex data, demonstrating AI's role in enhancing human expertise and optimizing business decisions.

**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 & Orgran 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-518 : Sport and Development**

This course explores the interconnected concepts of sport development – focused on creating and enhancing sport systems, structures, and participation pathways – and sport for development, which leverages sport as a tool for individual and community growth. Students will examine comparative models of sport development, program design, and evaluation, as well as the role of inter-organizational partnerships in promoting sustainable outcomes. Topics include participation pathways, the design and evaluation of sport systems, and the application of sport to address social, economic, and cultural challenges. By integrating theory and practice, the course prepares students to lead innovative initiatives that use sport as a platform for global development and positive social impact.

**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-610 : AI Strategy and Governance**

This course provides a comprehensive framework for developing and governing AI initiatives within organizations. It emphasizes the strategic planning and oversight required to integrate AI technologies responsibly and effectively. Students will learn to craft AI strategies that align with organizational objectives, adhere to regulatory standards, and foster innovation. The course explores governance structures, risk management practices, and ethical frameworks essential for managing AI at scale. Using real-world examples, students will gain insights into navigating the complexities of AI implementation while building the leadership skills necessary for steering AI-driven transformation.

**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-616 : AI Tools for Business**

This course introduces students to cutting-edge AI tools and their applications across various business functions. By gaining hands-on experience with popular AI platforms and techniques, students will learn to harness AI for strategic decision-making, operational efficiency, and innovation. Key topics include generative AI, machine learning tools, predictive analytics, and ethical considerations in AI implementation.

**Credits 3**

#### **MBA-617 : The Ethics of Artificial Intelligence**

This course provides a comprehensive and structured understanding of the ethics of Artificial Intelligence (AI). It explores key ethical questions that arise from the use of AI in business contexts, including decision-making, customer interactions, and data management, while incorporating insights from academic disciplines such as legal policy, business ethics, and philosophy of technology.

**Credits 3**

#### **MBA-618 : The Future of Artificial Intelligence: The Intelligence Revolution**

This course provides an in-depth examination of the impact of artificial intelligence on the future of work, with a focus on its implications for business operations, workforce management, and organizational strategy. The course highlights the importance of reskilling and upskilling employees to remain competitive in an AI-driven economy, explores strategic approaches for businesses to adapt to the rapidly changing work environment, and analyzes the evolving demands on leadership and organizational structures. It also examines the trajectory of workforce trends in the years to come and emphasizes the need for proactive strategies to prepare for and leverage the opportunities presented by the Intelligence Revolution. Furthermore, the course explores contemporary topics related to the integration of AI into business processes to ensure continued relevance as technology quickly evolves.

**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**

This course engages students in examining current issues and strategic initiatives in sport management, encouraging them to develop and present solutions to real-world challenges in the field. Through case studies, collaborative discussions, and a culminating project proposal, students will explore topics such as ethical considerations, innovative strategies, and implications of industry trends.

**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**