

LINCOLN MEMORIAL UNIVERSITY MASTER OF SCIENCE IN NURSING CATALOG 2007-2008

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www.lmunet.edu

This edition of the *Master of Science in Nursing Catalog*, edited by Dr. Sherilyn Emberton, Dr. Mary Anne Modrcin, Dr. Lisa Pullen, Dr. Judy Edds, Dr. Phyllis du Mont, and Mrs. Sara Burnett supersedes all others.

Policies and information related to the Master of Science in Nursing (M.S.N.) program are contained herein. For policies and information related to other Lincoln Memorial University graduate programs please refer to the applicable graduate catalog. The official Lincoln Memorial University *Catalog* is the preeminent source of academic policies and information for Lincoln Memorial University.

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

It is Lincoln Memorial University policy that any established academic course within the graduate curriculum which is not offered within a given three-year period is automatically removed from the curriculum and the M.S.N. Nursing Catalog.

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University 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.

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

ACCREDITATION

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

Individual program accreditation has been granted by:

American Osteopathic Association Commission on Osteopathic
College Accreditation (*provisional*)
American Veterinary Medical Association
Commission on Accreditation of Athletic Training Education
Council on Social Work Education
National Accrediting Agency for Clinical Laboratory Sciences
National League for Nursing Accrediting Commission

Individual program approval has been granted by:

Kentucky Board of Nursing
Kentucky Council on Postsecondary Education
Kentucky Educational Professional Standards Board
State of Tennessee Department of Education
Tennessee Board of Nursing
Tennessee Higher Education Commission

NURSING PROGRAM ACCREDITATION/APPROVALS

Nursing program accreditation/approvals have been granted by the National League for Nursing Accrediting Commission (NLNAC). Both the Associate of Science in Nursing (A.S.N.) and the Registered Nurse (RN) to Bachelor of Science in Nursing (B.S.N.) programs at LMU are fully accredited by NLNAC. The M.S.N. program has received candidacy status from NLNAC. The M.S.N. program will be undergoing an accreditation site visit in the fall of 2007.

The undergraduate programs are fully approved and the M.S.N. program holds Initial Approval by the Tennessee Board of Nursing.

The A.S.N. program offered at the Corbin, Kentucky extended site has been approved by the Kentucky Board of Nursing.

There is an Advisory Board for the M.S.N. program that includes Advanced Practice Nurses (APNs), FNPs, and employers of APNs.

UNIVERSITY MEMBERSHIPS

Abraham Lincoln Association
American Association for Higher Education
American Association of Museums

American Association for State and Local History
The American Council on Education
American Library Association
American Universities in Russia, Ukraine
Appalachian College Association
Appalachian College Association Learning Asset Management Project
Appalachian Consortium
Appalachian Osteopathic Postgraduate Training Institute Consortium
Association to Advance Collegiate Schools of Business
Association of College and Research Libraries
Association of College and University Museums and Galleries
Association of Governing Boards of Universities and Colleges
Association of Independent Liberal Arts Colleges for Teacher Education
Association for Supervision and Curriculum Development
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
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
Kentucky Civil War Roundtable
Kentucky Association of Museums
The Lincoln Group
Medical Library Association
Museum Store Association
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council of Educational Opportunity Associations
National League for Nursing Council of Associate Degree Programs
National League for Nursing Council of Baccalaureate Degree Programs
Oak Ridge Associated Universities

Private College Consortium for International Studies
Rural Health Association of Tennessee
Society for Human Resource Management
South Atlantic Conference
Southeastern Library Network
Southern Association of Collegiate Registrars and Admissions Officers
Southern Museums Conference
Tennessee Association of Colleges for Teacher Education
Tennessee Association of Collegiate Registrars and Admissions Officers
Tennessee Association of Museums
The Tennessee College Association
Tennessee Conference of Graduate Schools
Tennessee Hospital Association
Tennessee Independent Colleges and Universities Association
Tennessee Osteopathic Medical Association
Virginia Association of Museums

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Dear Graduate Student:

You are to be commended for seeking a graduate degree in nursing!! I hope that your experience in graduate school will be both demanding and fulfilling. LMU is prepared to build upon the foundation that you received in your prior nursing program(s), support you to attain your chosen degree, and provide you with the opportunity to acquire the skills necessary to excel. Inherent in the design of a successful graduate program is a well-prepared faculty who can take their students to the next level and challenge them to their maximum potential. I hope that the LMU M.S.N. program will challenge you to learn more, to be more, and to be the best that you can be. I trust that you are up for the challenge, and I am confident that you have the knowledge, skills, and motivation to succeed.



LMU has a rich legacy and mission that serves as her cornerstone. It is a continuing legacy of individual attention, caring people, and quality academics. While you are joining the ranks of thousands of students who have gone before you at LMU, you will be one of a select few graduates of the M.S.N. program. LMU graduates are making a difference in the world, and I am confident that with hard work and dedication you will soon be a part of that remarkable group of professional men and women. I wish you success and hope that I will have the opportunity to meet you. Please let me know if there is anything that LMU can do to enhance your educational journey.

Sincerely,
Dr. Nancy B. Moody
President

Letter from the Dean

Dear Students, Friends and Colleagues:

The Lincoln Memorial University Caylor School of Nursing has responded to the regional and national shortage of nurses and nursing faculty by significantly increasing the size of the nursing programs. Nursing students currently account for the majority of undergraduate majors at LMU. After considerable planning and the allocation of needed resources, LMU has received Tennessee Board of Nursing approval to launch an innovative Graduate Nursing program: the M.S.N. program commencing fall of 2006. At the master's level, through didactic and clinical coursework, students will develop the knowledge and skills needed to become providers of culturally competent primary care. The Family Nurse Practitioner will be the first of several planned M.S.N. concentration options.

At LMU, the expansion of nursing programs in the Caylor School of Nursing is occurring within an educational environment energized by the challenges and opportunities of new program development. The new DeBusk College of Osteopathic Medicine (DCOM) proposes to accept its inaugural freshman class in fall of 2007. The move to the new facility for Nursing will also house new state-of-the-art classrooms, simulation labs, and a standardized patient clinic area. The synergy between these growing programs will continue to make LMU a premiere choice for quality health profession education.

The LMU Nursing faculty will challenge you to meet high academic standards while ensuring that you have the tools you need to be successful. Small classes and experienced faculty will enhance your graduate experience. The ability to share learning resources with the new medical school will further augment your learning environment. Faculty will work closely with students to help them master the core knowledge base needed for advanced nursing practice. Faculty will also work with community clinical preceptors to create clinical learning environments that will allow you to assume increasing responsibility for patient care as you progress through the program. Lincoln Memorial University can provide you with an exciting, dynamic learning environment to meet your graduate nursing career goals.

I welcome you and wish you every success.

Sincerely,
Dr. Mary Anne Modrcin
Dean and Vianna Hillman Distinguished
Professor in Nursing
Caylor School of Nursing

MISSION AND PURPOSE OF THE UNIVERSITY

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. 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.

The University is committed to teaching, 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 and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006

THE CAYLOR SCHOOL OF NURSING MISSION STATEMENT

In conjunction with the University's mission, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the A.S.N. degree, the RN to B.S.N. degree, and M.S.N. degree, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities by preparing nurses at multiple levels and by providing continuing education/professional development opportunities that are rooted in knowledge, research, and other scholarly activities.

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 goals, which are derived from its mission and reflect its vision for the future:

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

THE CAYLOR SCHOOL OF NURSING

PURPOSE

Responding to the needs of nursing education and health care of the people of the region, Lincoln Memorial University established the A.S.N. degree program in 1974. As a reflection of the changing local health care needs and national trends in nursing, Lincoln Memorial University instituted the RN to B.S.N. program in 1987. Both undergraduate programs are founded on the belief that nursing is a service which aims to assist individuals to attain, maintain, or regain optimum level wellness through application of the nursing process. To further assist with regional healthcare needs and to enhance nursing service across the lifespan, the M.S.N. program was developed to educate nurses as advanced practitioners commencing fall 2006. Graduates of this program will be prepared to serve as practitioners, educators, leaders, managers and nursing scholars; to assist in health promotion and disease prevention, differential diagnosis and disease management; and to facilitate the general well-being and comprehensive optimum health of persons across the lifespan in contemporary health care systems.

VISION

We, the Nursing Faculty of Lincoln Memorial University, Caylor School of Nursing, envision culturally diverse Faculty and students engaged in nursing professional endeavors for and within surrounding communities. Faculty desires to be excellent nurse educators, adhering to standards of clinical nursing practice, while assisting undergraduate and graduate students to become qualified nurse professionals capable of adaptation, and promotion of adaptation, in the 21st century health care environment. The Caylor School of Nursing will develop, attain, and engage in unique educational programs and services for the surrounding regions. We desire to be recognized as providing excellent nursing programs of choice that value high academic, moral, and ethical standards.

MISSION

In conjunction with the University's mission, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the A.S.N. degree, the RN to B.S.N. degree, and M.S.N. degree, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities by preparing nurses at multiple levels and by providing continuing education/professional development opportunities that are rooted in knowledge, research, and other scholarly activities.

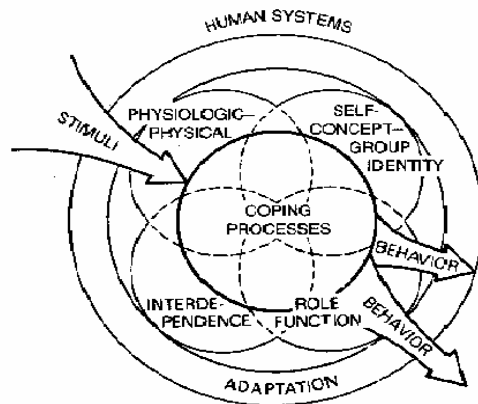
PHILOSOPHY

We believe nursing is a health care profession with a unique body of knowledge. The School of Nursing is viewed as a place where culturally diverse students and faculty actively engage in a **teaching-learning** process to attain and generate nursing knowledge. Faculty and students are partners in this process, creating unique learning opportunities. At Lincoln Memorial University, we believe this knowledge can best be imparted through multiple levels of nursing education, a design which is most responsive to community needs. This teaching-learning process fosters individual growth and goal attainment, which are manifested through changes in thinking and behavior.

The Faculty believes that the Roy Adaptation Model of Nursing (Roy & Andrews, 1999) is an excellent framework for nursing education, practice, service and scholarship. Fundamental to the Roy Adaptation Model “is the goal of enhancing life processes through adaptation” with **adaptation** viewed “as the process and outcome whereby thinking and feeling persons, as individual or in groups, use conscious awareness and choice to create human and environmental integration” (Roy & Andrews, p. 32-33). We believe that the Roy Adaptation Model’s relationship between and among human person, environment, health, and nursing, well delineates our beliefs about nursing and provides an excellent basis for undergraduate curriculum and undergraduate nursing programs. At the graduate level, the Faculty believes that the metaparadigm concepts, as defined by Roy, are foundational to our use of national, professionally recognized standards to develop the advanced practice nursing curriculum.

We believe that human **persons** are the focus of nursing endeavors and are viewed as holistic adaptive systems (Roy & Andrews, p. 35). Faculty also believe that humans as an adaptive system, which include individuals, families, groups, organizations, communities, and society, act to maintain adaptation in the four adaptive modes: physiologic-physical, self-concept-group identity, interdependence, and role function (see Figure 1).

Figure 1. Diagrammatic Representation of Human Adaptive Systems (taken from Roy & Andrews, 1999, p. 50)



Environment is defined as “all conditions, circumstances, and influences that surround and affect the development and behavior of humans as adaptive systems, with particular consideration of person and earth resources” (Roy & Andrews, p. 31). We believe that human persons interact with the changing environment and make either adaptive or ineffective responses.

Health is defined as “a state and a process of being and becoming an integrated and whole human” person (Roy & Andrews, p. 54). The Faculty believes that responses by human persons that can be observed in the four adaptive modes are reflective of one’s health state.

Nursing “focuses on human life processes and patterns and emphasizes promotion of health” (Roy & Andrews, p. 4). We view the goal of **nursing practice** “as the promotion of adaptation in each of the four (4) modes, thereby contributing to health, quality of life or dying with dignity” (p. 55). The Faculty further believes that nursing practice is both an art and a scientific discipline, rooted in caring, a code of ethics, and standards of care and professional performance/practice. We believe all of these are essential for both provision of holistic, effective, quality nursing care and for promotion of adaptation in humans across the lifespan, as individuals, or in groups, communities, and society as a whole in the 21st century healthcare environment.

The Nursing Faculty believes in multiple degree levels of nursing education and encourages the promotion of ongoing/continuing education for nurses. **Nursing education** is based in an institution of higher learning, consists of both general education courses and nursing courses, and is provided by qualified Faculty on site, or may include alternate delivery methods, such as through distance education. We believe Faculty serve as role models through nursing practice, service, education, and scholarship (as scholarship is defined by the University).

Rooted in the Roy Adaptation Model of Nursing as an organizing/conceptual framework, Faculty believe the A.S.N. graduate’s focus is care of persons with adaptive and/or ineffective health responses, whereas, the RN to B.S.N. graduate’s focus is care of persons, groups, communities, and society with adaptive and/or ineffective health responses. Additionally, we believe that undergraduate nursing education must be consistent with *American Nurses Association’s Standards of Clinical Practice* (2004). Faculty believes that education for advanced practice nursing must be consistent with the *American Nurses Association’s Standards of Clinical Practice* (2004), *American Academy of Nurse Practitioners’ Standards of Practice* (2002), and the *Domains and Core Competencies of Nurse Practitioner Practice* [National Organization of Nurse Practitioner Faculties (NONPF), 2007]. Faculty further believe that, while a single organizing framework is appropriate for undergraduate nursing education, at the graduate level, students should study various nursing theorists/frameworks and use critical thinking to choose a model for practice. The Faculty believes that graduate education will prepare nurses to assume advanced practice roles including: practitioner, educator, researcher, advocate, consultant/collaborator, manager, and leader.

Edited 7/31/07

PROGRAM OUTCOMES

The graduates of the Master of Science in Nursing program will be able to:

1. Function as advanced practice nurses capable of providing comprehensive care to persons across the lifespan in various health care settings.
2. Utilize critical thinking and creative reasoning to guide culturally competent advanced practice nursing care.
3. Synthesize theoretical and scientific knowledge for application in advanced practice nursing roles.
4. Collaborate on scholarly/research activities and utilize this knowledge appropriately.
5. Analyze contemporary health care policies and systems in relationship to delivery of culturally competent health care to persons across the lifespan.
6. Assume leadership roles and consider cultural, ethical, legal, budgetary, managerial and decision-making knowledge/principles in serving the needs of diverse persons, groups, and global societies.
7. Evaluate one's professional self on an ongoing basis to maintain optimum functioning and continued growth as an advanced practice nurse.

ACADEMIC CALENDAR 2007-2008

Official University Holidays (Offices closed/no classes): July 4, September 3, November 22-23, December 24-28, January 1, March 21, May 26

FALL SEMESTER 2007

Residence halls open (8 a.m.)	August 19
Final Registration	August 20
Classes begin	August 21
Late Registration Fee Begins	August 22
Last day to complete registration or add classes (late fee applies).....	August 29
Change of Schedule Fee Begins.....	August 30
Labor Day (no classes, residence halls remain open).....	September 3
Last Day for Bookstore Charges	September 5
Convocation (10 a.m. in session classes and resident students).....	September 11
Last day to drop course without "WD"	October 10
Homecoming (classes held as scheduled).....	October 11-14
Mid-term.....	October 15-19
Last day to drop course without "F"	October 26
Early registration begins.....	October 29
Residence halls close (5 p.m.).....	November 16
Fall Break/Thanksgiving holiday (no classes).....	November 19-23
Residence halls open (1 p.m.)	November 25
Classes end	December 7
Final exams.....	December 10-14
Commencement (11 a.m.).....	December 15
Residence halls close (2 p.m.).....	December 15

SPRING SEMESTER 2008

Residence halls open (8 a.m.)	January 6
Registration	January 7
Classes begin	January 8
Last day to complete registration.....	January 16
Martin Luther King Day (no classes).....	January 21
Convocation (10 a.m. in session classes and resident students).....	February 5
Lincoln Day (special activities)	February 12
Last day to drop course without "WD"	February 22
Mid-term.....	Feb 25 - 29
Last day to drop course without "F"	March 12
Residence halls close (5 p.m.).....	March 20
Good Friday (no classes).....	March 21
Spring Break (no classes).....	March 24-28
Residence halls open (1 p.m.)	March 30
Early registration begins.....	March 31
Classes end	April 25
Final exams.....	April 28 - May 2
Commencement (11 a.m.).....	May 3
Residence halls close (2 p.m.).....	May 3

MINI-TERM 2008.....May 5-23

SUMMER TERMS 2008

Term A: 10-week session (no classes July 4).....	May 27 - Aug 1
Term B: First 5-week session	May 27 - June 27
Term C: Second 5-week session (no classes July 4)	June 30 - Aug 1

ACADEMIC INFORMATION

The Caylor School of Nursing at LMU offers a Master of Science in Nursing program with a Family Nurse Practitioner (FNP) concentration. Students who successfully complete the graduate nursing program will receive the Master of Science in Nursing degree and will meet the eligibility criteria for both the American Nurses Credentialing Center and the American Academy of Nurse Practitioners FNP certification examinations.

Upon admission to the M.S.N. program, a faculty advisor is assigned to the student to help advise the student and to plan a program of study. **However, the ultimate responsibility for meeting deadlines, knowing graduate program and individual state/agency requirements, rests with the student.** It is particularly important that if, upon graduation, the student intends to re-locate and practice in a state other than Tennessee, Kentucky, or Virginia, the student become familiar with the requirements for advanced practice in the target state.

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 Lincoln Memorial University 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 Registrar's Office before the week of final exams.

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

The student may obtain or have forwarded to designated parties copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The University cannot transmit any transcripts electronically (FAX). The cost of each transcript is \$4.00. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades, academic transcripts, or access to WebAdvisor.

Tuition and Fees

- **Contract Rate:** Students contract to pay for the entire M.S.N. program in monthly installments over the length (seventeen months) of the program.
M.S.N. Degree Contract Program: \$505 per semester hour with monthly payments of 1247.65 for 17 months.
Additional Fees: \$30 One-time Contract Fee (non-refundable); \$25 Contract cancellation fee.

- **Regular Rate:** Students pay for the semester course work at registration
- Stafford Loan students are required to use this rate.

M.S.N. Degree Regular rate: \$525 per semester hour

Additional fees:

Add/Drop Fee	\$15 per course
Late Registration Fee	\$100
Independent Study Fee	\$25 (plus tuition) per course
Graduation Fee	\$50
Insufficient funds fee	\$30

Tuition and fees are adjusted annually. (Contract rate is “locked” in for program length.) There is no out-of-state tuition differential.

Change of Schedule (Add/Drop)

The student may determine after the first or second class meeting that he/she needs or wishes to change his/her schedule by adding and/or dropping one or more classes. If a student in the M.S.N. program must drop or add a course, it is important that he/she consult with a faculty advisor to work out a new plan of progression. Such changes can be made only by using the official Change of Schedule form and fully processing the change through the Offices of the Registrar and Finance.

Graduate students should refer to the Academic Calendar for deadline dates. These deadline dates and the refund schedule will be determined by the Finance Office. Refund schedules pertaining to summer and mini-term are adjusted to the varying lengths of the terms. Please note the following withdrawal notations:

- Last day to drop without “WD” - If the course is dropped 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”.

Withdrawal from the University

“Withdrawal from the University” refers to the process which un-enrolls a student from ALL classes, from the residence hall (if applicable), and from any current student relationship with the university. The student initiates this process by contacting the Dean’s Office at the Caylor School of Nursing. The form for withdrawal will be forwarded to the student for his/her signature. The form also requires several administrative signatures: Dean of the School of Nursing, Advisor, Registrar, Finance Office, Financial Aid (if applicable) and the Bursar. It is imperative that all students who receive student loans have an exit interview with a Financial Aid Counselor. To withdraw from classes after the eighth week of a semester, the student must request and receive permission to withdraw. He/she may be required to write a letter of petition to the Vice President for Academic Affairs. Permission must be requested and granted in order to withdraw after this point in the semester.

Caution: Courses for which the student is registered will appear on the transcript with a notation of WD. The official date of withdrawal will appear with the courses. Further, any student who ceases attending classes (in effect, leaves the University) prior to the end of the semester or summer term without completing official withdrawal from the University automatically receives the grade of “F” for the course(s). Withdrawal from the University has no impact on the cumulative GPA of the student if processed by the close of “Last day to drop without ‘F,’” as announced in the Academic Calendar.

1. Refunds for tuition and fees are credited to the student’s account according to the refund schedule.
2. Housing and meal fees are credited to the student’s account according to the refund schedule.
3. Financial Aid will be prorated to the student according to the university’s refund schedule. Withdrawal after the refund period means that the student will have used an entire semester’s eligibility of aid.
4. The balance of the student’s account with the Finance Office will be credited or billed to the student as appropriate.
5. Once the student has completed registration, i.e., turned in the registration to the Finance Office, the student is liable for all registration fees even though he/she did not attend classes, unless the withdrawal process has been completed.

Refund Policies

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or 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 considered to be a withdrawal from the University. Any notification of withdrawal and request for refund must be made in writing. Should the student fail to officially withdraw, all semester charges will become immediately due and payable.

The official withdrawal process begins in the Dean’s Office of the Caylor School of Nursing. A withdrawal form must be completed and all the necessary signatures obtained. *Oral requests do not constitute official notification.* The University’s official date of withdrawal used to compute the refund is determined by the Finance Office. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

Through the first official day of classes	100%
After the first official day of classes and during the first week of the semester	90%
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. Specific dates affecting the schedule of refunds can be found on WebAdvisor by following the link for registration policies.

Change of Name or Address

It is extremely important that if students change their name, residence, or mailing address, they immediately notify the office of the Registrar and the Nursing office of the change. Any communication from the University which is mailed to the address on file with the Office of the Registrar will be considered to have been properly delivered.

Library Services

Carnegie-Vincent Library has created a self-paced, web-based tutorial to introduce all Lincoln Memorial University students, faculty and staff to important research concepts and how to use library resources. It can be accessed at <http://www.lmunet.edu/library/guide/index.html>. The library has also created a self-paced, web-based tutorial to introduce nursing students, staff and faculty to important research concepts and how to use electronic nursing resources. It can be accessed at <http://www.lmunet.edu/library/tutorialnursing/index.html>. For further assistance, call 1-800-325-0900, ext. 7079 or send an e-mail to library@lmunet.edu.

The following list represents the databases and resources that are most useful for the nursing programs:

- Academic Search Premier—Provides full-text access to nearly 4,500 journals, including 3,600 peer-reviewed titles; indexes 1,000 titles; full-text back files to 1975 or further are available for well over 100 journals; includes 164 nursing journals.
- CINAHL with Full Text—Cumulative Index of Nursing and Allied Health Literature with Full Text: Indexes 1,835 nursing and allied health journals; provides full-text access to 550 nursing and allied health journals
- Health & Wellness Resource Center - This database is a user-friendly great place for consumers to start researching health topics. It provides full-text access to health-related magazines, journals, pamphlets, newspapers, encyclopedias, videos, and even Web sites. Nursing students can find information for patient handouts and refer their patients to it for research.
- Health Reference Center Academic - This database provides full-text access to respected nursing, allied health and medical journals; consumer health magazines; newsletters; pamphlets; newspaper articles; topical overviews; and reference books. Many images are also included.
- Health Source: Consumer Edition - Offers full-text access to over 300 consumer health periodicals as well as abstracts (summaries) for another 300 periodicals. Also included is full-text access for nearly 1,100 health-related pamphlets and 147 health reference books. Nursing students can find information for patient handouts and refer their patients to it for research.
- Health Source: Nursing/Academic Edition--Provides full-text access to 600 scholarly journals; indexes over 850 journals

- Piper Online Catalog: Includes records for print and electronic books, audiovisual materials, and ephemera; includes over 4,000 records for nursing and allied health materials
- Pre-CINAHL – Provides current awareness of new journal articles and includes a rotating file of limited bibliographic information which is available only for the time when these articles are being assigned additional indexing.
- ProQuest Health & Medical Complete - Provides coverage from leading health journals and essential medical journals in key medical specialties. Includes 124 nursing journals.
- ProQuest Nursing and Allied Health Source—Provides access to 250 leading nursing journals, most of which are available in full text
- PsycINFO from the American Psychological Association (APA) contains more than 2.3 million citations and summaries of scholarly journal articles, book chapters, books, and dissertations, all in psychology and related disciplines; includes “comprehensive” coverage of more than 1,099 titles
- PubMed--PubMed is a service of the National Library of Medicine that includes over 17 million citations from MEDLINE and other life science journals for biomedical articles back to the 1950s
- STAT!Ref Nursing—Includes fourteen full-text electronic books; also includes *Stedman’s Medical Dictionary*; also includes MedCalc 3000, which includes a unit & dose converter, medical equations, decision trees, clinical criteria, and other tools
- UpToDate – This is an evidence-based resource with over 70,000 pages of original, peer-reviewed text to allow practitioners to keep current with new clinical developments, be more confident in diagnosis and treatment decisions and answer clinical questions more efficiently; offers comprehensive information in the specialties of adult primary care and internal medicine, cardiovascular medicine, critical care, endocrinology and diabetes, family medicine, gastroenterology and hepatology, gynecology, hematology, infectious diseases, nephrology and hypertension, obstetrics, oncology, pediatrics, pulmonology, rheumatology, sleep medicine, women’s health

In addition to these extensive electronic databases, the library maintains collections of electronic books from netLibrary and other providers that include over 85,000 titles. The library also has two consumer health databases, Health Source: Consumer Edition and Health and Wellness Resource Center, that nursing students can use to compile information for patients; since one of the databases, Health and Wellness Resource Center, is freely available through public libraries in Tennessee, nursing students can refer patients to this source for consumer health information and informative videos. Electronic databases and electronic books may be accessed by all faculty, staff and students at campus and off-campus sites. The library and Nursing faculty members collaborate to integrate library resources into the curriculum of the program. Library collection development policies require all nursing books, except nursing theory, to bear a publishing date from within the past five (5) years. This “moving wall” requires that the library constantly monitor and refresh collections at all of its sites. The collection development policy further reflects a strong understanding and assessment of the University curricula. The Library Director serves on the Library and Learning Resources Committee and Academic Council, as well as numerous other academic committees to ensure

that the library collection is closely aligned with the University's academic programs.

WebAdvisor

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account and Financial Aid. 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 access their academic grades on WebAdvisor. To access WebAdvisor on the Internet go to <https://webadvisor.lmunet.edu>. It can also be accessed from LMU's web site.

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

Time Restrictions/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. Any exception to this policy requires approval of the Academic Council and the Dean of the Caylor School of Nursing.

Applicable Catalog

The student must meet the requirements of the *M.S.N. Catalog* in effect at the time of entry into the program. In no case will a student be permitted to meet the requirements of an *M.S.N. Catalog* in effect prior to initial graduate program enrollment.

Residency Requirement

There is no residency requirement for the graduate degrees.

Family Educational Rights and Privacy Act (FERPA)

The University complies with the provisions of the Family Educational Rights and Privacy Act, 1974, as amended. This law maintains that the institution will provide for the confidentiality of student education records.

No one outside the institution shall have access to nor will LMU disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to

persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

At its discretion LMU may provide Directory Information in accordance with the provision of the Act to include: student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar.

Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case LMU will permit access only to that part of the record which pertains to the inquiring student.

Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's Office and the Registrar's Office. Students may not inspect and review the following records: financial information submitted by their parents; confidential letters and recommendations associated with admission to the College, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student.

Students with Disabilities

LMU does not discriminate, for purposes of admission to LMU or access to and treatment in LMU's programs or activities, on the basis of disability. Every effort is made to accommodate the needs of the students with disabilities attending LMU. As buildings on the LMU campuses are remodeled, care is taken to assure that persons with disabilities have sufficient access to those buildings. LMU will also provide reasonable accommodations to students with properly documented disabilities. If a student with a disability has any issue or question about his/her disability, the Americans with Disabilities Act ("ADA") or Section 504 of the Rehabilitation Act of 1973 (Section 504) he/she should contact the Vice President of Enrollment Management & Student Services in the Office of Student Services (Duke Hall, Suite 202, 423.869.6393). That contact information is also listed on the class syllabus for every LMU class. In addition, students with learning disabilities should become familiar with the services of the Tagge Center for Academic Excellence and Student Support Services, both located in the Student Center on the LMU Harrogate Campus.

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 clinical affiliates, other affiliate agency, organization, or school's discretion. 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 by Lincoln Memorial University.**

Transfer of Graduate Credit

Up to six (6) hours may be transferred in to the M.S.N. program from accredited institutions offering the graduate degree. 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 better. No course credit earned more than five years ago can be transferred. All transfer credit into the M.S.N. program must be approved by both the M.S.N. Program Director and the Dean of the Caylor School of Nursing. 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 "B" or better in the course. Course equivalency will be evaluated by the faculty currently teaching the LMU version of the course. The designated faculty member will make a recommendation to the Program Director regarding substitution.

Grading System

The LMU grading system is based on a four-point scale. The grading scale is as follows:

93-100	A	(4.0 quality points per credit hour)
89-92	B+	(3.33 quality points per credit hour)
83-88	B	(3.0 quality points per credit hour)
79-82	C+	(2.33 quality points per credit hour)
73-78	C	(2.0 quality points per credit hour)
72 or below	D	(0.0 quality points per credit hour)

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 course work. In order to receive an Incomplete, the student and course instructor must negotiate a contract containing a timeline specifying the date(s) by which the remaining coursework will be completed (including any clinical hours), and specifying the written assignments or examinations to be completed. The form for documenting a contract for an

Incomplete is in the *LMU Graduate Nursing Student Handbook*. 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 exams, labs, or clinical hours.

All work needed to remove an "I" must be completed by the sixth week of the next semester (inclusive of summer). If a grade change request has not been submitted by the instructor by that date, the "I" grade becomes an "F". In general, an "I" grade in any sequential nursing course in any semester must be removed by the end of the first week of the next semester in order for the student to continue enrollment in the next nursing course in the sequence. In exceptional cases where serious illness or temporary disability prevent completion of the clinical component of a course, but the student is able to successfully continue with the didactic component, the student may petition the Dean to negotiate an alternative plan to complete all requirements for removal of the Incomplete. Before granting such a waiver, the Dean will require a statement from the treating physician specifying that there is a reasonable expectation that the student will be able to complete the clinical component and remove the Incomplete within the proposed time line. An alternative would be to request a medical withdrawal.

Academic Grievance Procedure

Grievances concerning any aspect of academics should first be addressed with the instructor of the class (if a classroom situation is the dispute) or with the clinical supervisor (if a lab or field experience situation is the dispute). This process should be initiated no later than two (2) weeks after a disputed grade or other academic evaluation has been posted or made available. Within five (5) days of having been contacted by a student disputing an academic matter, the faculty person involved should give the student a written memo of his/her decision on the matter (*Response to a Level 1 Appeal*, see forms in *LMU Graduate Nursing Student Handbook*). If a student feels that this process did not resolve the situation, the student should formally request (in writing, see *LMU Graduate Nursing Student Handbook* for appropriate forms) that the Concentration Coordinator and the M.S.N. Program Director review the matter (*Level 2 Appeal*). This request must be made within five (5) days of receiving the written memo on the decision of the classroom instructor or clinical supervisor. The M.S.N. Program Director and Concentration Coordinator will schedule a meeting with the involved parties and issue a written memo. If the student remains unsatisfied with the outcome, the next step in the appeals process would be to consult the Dean (*Level 3 Appeal*). The request to appeal the decision to the Dean must be made in writing (forms are in the *LMU Graduate Nursing Student Handbook*) within two (2) weeks of the meeting of the involved parties. The final step in the appeals process would be to ask the Vice President for Academic Affairs to render a decision on the disputed matter. The request to appeal the Dean's decision must be made in writing (using either the form in the *LMU Graduate Nursing Student Handbook* or a letter) to the

Vice President for Academic Affairs within two (2) weeks of receiving the Dean's response.

Academic Honesty

Academic integrity requires that all scholarly work include clear and accurate attributions for all sources. If the words of another are quoted, this fact must be indicated by the use of quotations and a full and accurate citation. (Note: Quotations should be used sparingly.) Student work should be original. Generally, this means that information from multiple sources has been synthesized to create something new. Paraphrasing may meet these criteria if multiple sources are used and if the structure of the student work is different from any single, original source. It is important to note that merely changing a few words or changing the order of words or sentences while retaining the structure and "flavor" of the original work constitutes plagiarism.

Most instances of plagiarism are unintentional, but intent is not required for plagiarism to exist. A commitment to scholarly work requires that the intellectual property or product of someone else be given proper attribution. The unattributed use of another person's words or ideas is a serious violation of academic integrity. At LMU the consequences of plagiarism can range from assignment of a penalty grade for the assignment, to failure in a course, to dismissal from the University. See the *LMU Graduate Nursing Student Handbook* for detailed guidelines to avoid plagiarism. As you work, consult your instructor if you have any questions. Some examples of plagiarism include:

- Using the words (written or spoken) of another person without proper attribution (quotation marks and/or a citation)
- Summarizing without proper citation, ideas from another source (Note: Some information may be recognized as common knowledge and would not require a citation.)
- Paraphrasing that is too similar to the original source.
- Presenting ideas which should have proper attribution as your own, such as facts, diagrams, statistics, graphs, drawings or phrases (unless such information is recognized as common knowledge)
- Submitting as original a work created (in whole or in part) by another individual or by a commercial service
- Submitting as original a work previously submitted for credit in another class

Plagiarism will be investigated when suspected and appropriate consequences will result. The severity of the consequences is dependent upon the extent of the infraction. Remember: While the Internet makes it easy to "cut and paste" from a variety of sources, it also makes it rather easy for professors: 1) to identify over-reliance on the work of others, and 2) to check the accuracy of citations.

Certification of Authorship

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

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

Student's Signature _____ Date _____

Repeating Graduate Nursing Courses

Graduate nursing students must maintain a "B" (3.0) cumulative average. Each course syllabus clearly outlines the criteria for successful course completion.

If a student earns less than a "B" (3.0) in the following courses that course must be repeated, and the student must attain a grade of "B" (3.0) or better. These courses are:

- a) advanced pharmacology,
- b) advanced physiology & pathophysiology,
- c) health assessment for advanced practice,
- d) family nurse practitioner I,
- e) family nurse practitioner II, or
- f) family nurse practitioner III

If a course is repeated, the more recent grade will be used to calculate the student's cumulative grade point average (GPA) although both grades will remain on the transcript. Only one nursing course may be repeated one time. Students exceeding these limits must withdraw from the program.

Students who are required to repeat a course or whose overall GPA falls below 3.0 will be placed on academic probation. If a student must repeat a course, they may not progress clinically until the course is successfully completed and they will remain on academic probation until that occurs. Students whose GPA falls below 3.0 must raise their GPA to 3.0 or above during the next semester of enrollment in order to remain in the program. A graduate nursing student may be placed on academic probation a maximum of two (2) times. Students exceeding these limits must withdraw from the program.

IMPORTANT:

- 1) To be eligible for graduation, a student must have a 3.0 or better final cumulative grade point average.**
- 2) A student who fails the clinical component of any course fails the course. The instructor will seek input on clinical performance from the clinical preceptor; however final responsibility for the student's grade is retained by the LMU faculty.**

Repeating Other Graduate Courses

Graduate nursing students may repeat any non-nursing course if permissible. However, the student must attain a cumulative GPA of at least 3.0 to remain in good standing as described above. Only the most recent grade will be used in computing the cumulative grade point average. All attempts will remain a part of the permanent academic record.

Graduate Student Course Load

The maximum load for a graduate nursing student is 12 credit hours during fall and spring semesters, three (3) semester hours during mini-terms, and 10 semester hours for the summer session. The minimum load for full-time status as a graduate student is nine (9) hours during fall and spring semesters, and six (6) hours during summer session. Students must petition the Dean to receive approval for any proposed overloads.

Orientation/Advisement

Each semester new graduate students are assigned academic advisors and are required to attend a new student orientation. The orientation session provides students with critical information for progressing through the program. Advisors are accessible throughout the program for academic advisement. Advisors' contact information (phone numbers, e-mail/web page addresses and office hours) are posted on each syllabus. Students are responsible for checking the handbook, catalog, website, and their LMU e-mails for important communications about program requirements.

Comprehensive Examinations (Non-thesis graduate degree)

The M.S.N. program has been designed as a non-thesis option master's degree. Graduate nursing students must pass a comprehensive final examination as part of program degree requirements. Detailed information about the comprehensive examination is in the *LMU Graduate Nursing Student Handbook*.

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 degree:

- Completion of the 43 credit hours specified in the approved Program of Study
- Completion of 720 clinical hours
- A minimum cumulative GPA of 3.0 (B)
- A passing score on the final comprehensive evaluation
- Payment of all fees

ADMISSION REQUIREMENTS

Categories of Enrollment in Graduate Nursing Classes

Graduate nursing students may be full-time, part-time, or a non-degree M.S.N. student.

Non-degree M.S.N. student status: Students who have not been admitted to the graduate nursing program may seek permission from the M.S.N. Program Director to enroll (on a space available basis) in NURS 500, NURS 510, or NURS 550 courses. All other graduate nursing courses are limited to students enrolled in the M.S.N. program. Persons otherwise qualifying for admission to graduate studies but not seeking admission to the degree program are classified as non-degree M.S.N. students. Individuals wishing to pursue graduate study at Lincoln Memorial University in this classification must submit an application for admission.

Non-degree M.S.N. student status does not guarantee admission to the graduate school of nursing. Non-degree M.S.N. students later wishing to enter the program must then apply as degree-seeking students. The applicant must then follow the process outlined for regular graduate student 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 (refer to the “program of study” section in this catalog).

ADMISSION TO THE GRADUATE NURSING PROGRAM

Students may request full or part-time status. Part-time graduate nursing students must meet with their advisor to plan an individualized progression plan. This will help to ensure that course prerequisites and future course availability will be incorporated into the plan. A change in status from part-time to full-time or vice versa must be approved by the faculty advisor and a new progression plan must be designed (see *LMU Graduate Nursing Student Handbook*).

Admission requirements include:

- Graduation from an accredited baccalaureate nursing program.
- A strong overall academic record with a cumulative average of "B" (3.0) or better.
- Undergraduate coursework should have included: An introductory statistics course, a nursing research course, a health assessment course, and a basic computer course (or equivalents).
- Competitive GRE scores (A combined verbal and analytic score of 1000 is desirable).
- A year of work experience as an RN is recommended, but exceptional new graduates may apply.
- Recommendations from nursing professionals who can rate the applicant's potential.
- A three page letter to the Admissions Committee describing professional goals.

- An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.

GRADUATE ASSISTANTSHIPS and TRAINEESHIPS

Depending upon the availability of external and intramural funding, graduate nursing may have graduate teaching assistantships, graduate research assistantships or traineeships available. Please see the *LMU Graduate Nursing Student Handbook* or consult the assigned faculty advisor for details on availability, requirements, applications, and deadlines.

Graduate Assistantships

Programs of graduate study are designed to transform the individual from student to knowledgeable practitioner or professional scholar. A well-designed graduate assistantship can provide experiences which complement the student's program of study. While assistantships provide financial support to graduate student recipients, the primary goal of an assistantship is to facilitate progress toward the graduate degree.

To retain a graduate assistantship, the student is expected to perform well academically. Recipients of assistantships should meet with the supervising faculty person to develop a clear contract outlining the work to be done and identifying any need for in-service training. Thereafter, there should be regularly scheduled meetings to mentor and counsel the student and to evaluate the student's work. The graduate assistant is expected to meet the obligations of 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.

Traineeships

Federally-funded traineeships are designed to help fund advanced nursing practice training in order to improve access to healthcare services for underserved populations. Individual funding is awarded based upon the intent of the student to serve in high priority areas. While there is no penalty if the student does not ultimately accept a position in an underserved area upon graduation, priority for future funding of a program is somewhat dependent upon the program's track record of having produced traineeship graduates who accept employment in underserved areas. Graduate students who receive a federally funded traineeship must be in the last two semesters of their training program and be willing to provide LMU with employment information for three years after graduation. Federal traineeships do not require a work assignment during graduate school.

Definitions and Tax Consequences

An assistantship is a financial award, in the form of tuition waiver, to a graduate student for part-time work while pursuing a degree. Graduate

assistants are appointed to perform various types of duties. Most commonly the duties relate to research and teaching support activities. According to the most recent IRS regulations, graduate assistantship awards are considered taxable income. Traineeships are federally funded awards designed to support the final semesters of advanced practice education for students who intend to work with underserved populations. Support through the federal traineeship program is limited to the last two semesters of preparation as advanced practice nurses. Students must be United States citizens or have permanent residency status to be eligible for federally-funded nurse traineeships. Since the traineeship is not awarded in payment for your services, the award may not be taxable.

According to the IRS, a traineeship is not taxable if the participant is a degree candidate at an institution which maintains a regular faculty and curriculum and normally has enrolled students and the funds are used to pay for tuition, fees, or required books, supplies, and equipment. The IRS website directs recipients of assistantships, scholarships, and traineeships to Publication 970 (for use preparing returns) at www.irs.gov/publications/p970/index.html for further information.

Application Process

Graduate assistants must be currently enrolled. Graduate students wishing to apply for assistantship should contact the office of the M.S.N. Program Director for information about program availability, applications, and deadlines. If federally-funded traineeships funds are available, eligible students will be asked to apply. If federal funding is received by LMU for traineeships, the amounts of individual awards will be contingent upon the amount of federal funding, the number of eligible graduate students, and any program criteria. Receiving funds in one year does not necessarily mean that funds will be approved in subsequent years. Students must be in good academic standing to receive these funds. Full-time students and students who commit to providing primary care services to underserved areas and/or to minority populations after graduation will receive priority for traineeships. Traineeship recipients must agree to submit data regarding professional activities following graduation to LMU for three years. Federal traineeships do not require a work assignment.

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 each course syllabus. These evaluative strategies are designed to measure student 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 and

other assignments, and in the clinical setting or laboratory. 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 remedy the situation.

Clinical Evaluation Methods

Students and faculty will maintain an ongoing dialog regarding clinical experiences and clinical performance. This may occur in class, via clinical journals, via web-based communications, or in individual meetings as appropriate. Formal evaluations will occur at midterm, at the end semester, and at the request of the student, the preceptor, or the instructor. Clinical evaluation tools (student version, faculty version, and preceptor version) are used to structure the formal evaluations (see *LMU Graduate Nursing Student Handbook*). Some written assignments will be based on current clinical cases (with all identifying data removed). Feedback regarding the development of diagnostic reasoning and clinical management skills are provided. Clinical performance is evaluated as Pass/Fail.

Course and Program Evaluation

Mechanisms for ongoing evaluation have been built-in to both course and program design. This is consistent with the faculty commitment to the development of innovative, quality courses and to being responsive to student needs and perceptions.

Course Evaluation

At LMU, students complete course evaluation forms and have an opportunity to provide open-ended feedback anonymously. Students also complete preceptor and clinical placement evaluation forms. This information will be used by the LMU Nursing faculty to determine if courses or placements need to be modified. Faculty will look at test item evaluation data and student performances on written assignments to determine if the assignments are consistent with the course objectives. The M.S.N. faculty will meet to review and assess this evaluative data.

Program Evaluation

The Nursing faculty look at the evaluative data described above to determine if courses are meeting their stated objectives. Exit interviews and surveys will provide data regarding student satisfaction. Preceptors complete a survey regarding their satisfaction with student preparation and program support. Students complete preceptor and clinical site evaluations.

Pass rates on national certification exams will be monitored to evaluate program outcomes. As students graduate and are employed, employers will be surveyed to determine if graduates exhibit the core competencies consistent with the Family Nurse Practitioner role and asked to evaluate how LMU FNP graduates compare with new graduates of other programs.

PROGRAM OF STUDY

Lincoln Memorial University’s M.S.N. 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. The seventeen month program requires 43 semester hours of graduate course work including 720 clinical hours. A written comprehensive exam will be required during the final semester. Students will also complete a directed scholarly project. A sample plan of full-time study is available in the *LMU Graduate Nursing Student Handbook*.

The minimum number of credit hours required for graduation should not be construed as indicating a maximum number of credit hours for any particular student. Students who complete the program in seventeen months will have limited opportunity for elective courses, but students who pursue a part-time option may elect to explore additional topics. Thus, each program of study may vary as to total number of credit hours necessary to receive the degree.

Curriculum Plan For Full-Time FNP Students (one sample)		
<u>Fall I</u>		
NURS 500	Nursing Science & Theoretical Foundations	3
NURS 510	Advanced Physiology & Pathophysiology	3
NURS 520	Health Assessment For Advanced Practice	3
NURS 530	Advanced Pharmacology	<u>3</u>
Total		12
<u>Spring I</u>		
NURS 540	Quantitative and Qualitative Methods for Nursing Research	3
NURS 550	Health Care Policies & Systems	3
NURS 561	Family Nurse Practitioner I	<u>6</u>
Total		12
<u>Summer I</u>		
NURS 580	Advanced Nursing Professional & Practice Roles	2
NURS 562	Family Nurse Practitioner II	<u>7</u>
Total		9
<u>Fall II</u>		
NURS 590	Directed Scholarly Project	2
NURS 563	Family Nurse Practitioner III	<u>8</u>
Total		10
Total Program = 43 Credits		

* Didactic to credit hr. ratio = 1 to 1; Clinical to credit hr. ratio = 4 to 1

PART-TIME OPTIONS

Part-time options will vary in length. Part-time students must work with an advisor to design a plan of progression which is consistent with course prerequisites and future course availability. A sample part-time plan is outlined in the *LMU Graduate Nursing Student Handbook*.

Curriculum Plan For Part-Time FNP Students (one sample)		
<u>Fall I</u>		
NURS 500	Nursing Science & Theoretical Foundations	3
NURS 510	Advanced Physiology & Pathophysiology	<u>3</u>
Total		6
<u>Spring I</u>		
NURS 540	Quantitative and Qualitative Methods for Nursing Research	3
NURS 550	Health Care Policies & Systems	<u>3</u>
Total		6
<u>Summer I</u>		
NURS 580	Advanced Nursing Professional & Practice Roles	<u>2</u>
Total		2
<u>Fall II</u>		
NURS 520	Health Assessment For Advanced Practice	3
NURS 530	Advanced Pharmacology	<u>3</u>
Total		6
<u>Spring II</u>		
NURS 561	Family Nurse Practitioner I	<u>6</u>
Total		6
<u>Summer II</u>		
NURS 562	Family Nurse Practitioner II	<u>7</u>
Total		7
<u>Fall III</u>		
NURS 590	Directed Scholarly Project	2
NURS 563	Family Nurse Practitioner III	<u>8</u>
Total		10
Total Program = 43 Credits		

* Didactic to credit hr. ratio = 1 to 1; Clinical to credit hr. ratio = 4 to 1

Admission to Candidacy

Students are admitted to the graduate program upon completion of all admission requirements. Students are advanced to candidacy status after successfully completing 12 credit hours of required graduate credit in their program. A student must be admitted to candidacy before making arrangements to take the Comprehensive Examination.

Candidacy Committee for M.S.N. Students

In the process of being admitted to candidacy, students must identify three (3) faculty members to serve on their committee. One should be the concentration coordinator of their program and one should be another doctorally prepared M.S.N. faculty. These faculty members will ensure that the student has successfully completed 12 hours of credit towards completion of his or her degree requirements and that the proposed plan of study will fulfill requirements for the M.S.N. degree. The committee will grade the student's comprehensive examination. The admission to candidacy form is in the *LMU Graduate Nursing Student Handbook*.

Comprehensive Examinations

By the third class period during the last semester, the student must submit his/her "Arrangement for Comprehensive Examination" form (see *LMU Graduate Nursing Student Handbook*).

Successful completion of the M.S.N. comprehensive examination demonstrates the student's ability to synthesize knowledge from the core courses and the concentration courses to devise a sound, holistic and evidence-based plan of care consistent with the standards and scope of practice for advanced nursing practice.

The written comprehensive examination will validate student knowledge in the areas of research, nursing theory, professional practice and role issues, and primary care (inclusive of pathophysiology and pharmacology).

The written comprehensive examination will be administered during the final semester of study. The student must have submitted both an "Admission to Candidacy" form and an "Arrangement for Comprehensive Examination" form, must be in good standing (not on academic probation), and must have completed or be currently enrolled in the coursework required to complete the program of study. The dates for the comprehensive examination will be announced at the beginning of the final semester.

Please note the following:

- Students will receive the examination questions and have two (2) weeks to write the comprehensive examination.
- The examination must be submitted by 5 p.m. on the due date. Students may submit their exam electronically, but if they do so they must submit printed copies of the exam to their committee members (i.e., three (3) copies, one for each member) within 72 hours of the due date. They may NOT make any changes to the exam after electronic submission. Students who do not submit electronically must submit printed copies to their committee members by 5 p.m. on the due date.
- Except for highly unusual circumstances, students who fail to submit by the deadline will fail the exam. They may register for independent study and repeat the exam in the following semester.
- Faculty will have a minimum of two (2) weeks to complete the grading process. The committee members will grade the examinations as Exemplary (exceeds expectations), Pass (meets expectations), Conditional (must schedule an oral examination) or Failed (did not meet expectations). Two members must agree for an Exemplary or Failed (F) designation to be assigned. A Conditional designation will be reserved for that situation in which at least one (1) of the readers has a specific concern about an omission or about a statement that needs further development or clarification.
- The student will be notified in writing of the results of the examination.
- In the event of a Conditional grade, the student will be informed regarding the concern which prompted the decision to require an oral examination. The oral examination will be scheduled within 10 days.

The committee members will participate in the oral examination. The purpose of the oral exam is to allow the student to clarify the specific concern. After the student completes the oral defense of their question, he or she will be asked to step out of the room to allow the faculty to deliberate. The committee will invite the student back in to the room and advise him or her of the outcome. As a result, the comprehensive examination grade will be changed to either "Pass" or "Failed". A written confirmation of the decision will be mailed to the student and placed in the student's file.

- An F on the comprehensive examination will delay completion of the program. A student who fails the comprehensive exam may elect to enroll in a 3-credit hour independent study with an assigned faculty mentor to remediate identified deficiencies. The student has the opportunity to write one (1) additional written comprehensive examination. The earliest date to schedule a repeat attempt would be at the mid-term of the following semester. It must be scheduled within one (1) calendar year. If the student does not pass the second attempt or fails to schedule a repeat comprehensive exam within one calendar year, the student will be dropped from the program, will not graduate, and will not be certified as having completed the program.

M.S.N. COURSE DESCRIPTIONS

NURS 500 - Nursing Science and Theoretical Foundations 3 cr hrs

Focus is on exploring the development of nursing knowledge, conceptual models and theories as related to advanced nursing practice and research. The course includes ways of knowing, historical development of nursing knowledge and theory development, and the effect of culture and rural health issues on the science and practice of nursing. Students will examine selected nursing conceptual models/theories, the process of theory generation and testing, application of theory in nursing practice, and the role of theory in practice, research, and nursing science.

Prerequisite: Admission to the M.S.N. Program or Program Director permission

NURS 510 - Advanced Physiology and Pathophysiology 3 cr hrs

This course builds upon undergraduate science courses to focus on pathophysiological alterations across the lifespan. The emphasis is on the relationships between abnormal changes in specific systems and their impact on the development of diseases. The influence of cultural, developmental, genetic, environmental (including rural health issues), behavioral, and economic factors on alterations in pathophysiological processes will be explored.

Prerequisite: Admission to the M.S.N. Program

NURS 520 - Health Assessment for Advanced Practice Nursing 3 cr hrs

Credit Allocation: 2 credits lecture-1 credit practicum

Focus is on the development of advanced health assessment skills needed for delivery of primary care across the lifespan with consideration of cultural and rural health needs. 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 of interest include: family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion.

Prerequisite: Admission to the M.S.N. Program

NURS 530 - Advanced Pharmacology 3 cr hrs

Provides the advanced knowledge of pharmacokinetics, pharmacodynamics and pharmacotherapeutics needed to initiate appropriate pharmacological treatment in the management of health problems commonly seen in primary care settings, to monitor the effects of established drug regimens and to modify them to improve clients' health status and quality of life. Special concerns regarding developmental status, nutritional status, health status, or membership in a high risk group are identified. Strategies for counseling and education to promote adherence are explored. Ethics, legalities and regulations related to prescription writing are addressed. This course will facilitate the obtainment of prescriptive skills and privileges for Advance Practice Nurses necessary to provide primary

care to patients across the lifespan with consideration of cultural and rural health needs.

Prerequisite: Admission to the M.S.N. Program

NURS 540 - Quantitative & Qualitative Methods for Nurs. Research 3 cr hrs

This course builds upon concepts from the undergraduate nursing research course to systematically examine quantitative and qualitative methods for nursing research and the reasoned critique of clinically relevant, published research. The concept of evidenced-based advanced practice and its application to the delivery of culturally congruent care is critically examined. The creation of a focused review of the literature is explicated.

Prerequisite: Admission to the M.S.N. Program and NURS 500

NURS 550 - Health Care Policies and Systems

3 cr hrs

Develops awareness of complex health care systems that influence advanced practice. Includes past and current economic, political, social, developmental, environmental (including rural health issues) and cultural aspects of health (in the U.S. and comparable international health care systems). Government and non-government expenditures, health care programs and plans, managed care systems, and diagnostic related groups are examined. Primary focus is on leadership skills and strategies to develop multidisciplinary partnerships required to influence health policy, provision of quality care that includes culturally congruent care, and acceptable options to access care. Effective utilization of information technology with techniques to search and find information is emphasized.

Prerequisite: Admission to the M.S.N. Program or Program Director permission

NURS 561 - FNP I: Culturally Congruent Care for Young, Middle, and Elderly Adults

6 cr hrs

Credit Allocation 4 credits lecture-2 credits practicum

Integration of theory with clinical practice in the initial development of the role of the family nurse practitioner. Diagnostic, therapeutic, and pharmacological regimens are examined. Continued emphasis is placed on developing cultural sensitivity to the variations in health care needs of rural populations. Under the supervision of preceptors and faculty, students manage and coordinate primary care for rural adults experiencing health promotion, acute, episodic, and chronic illness problems. The diagnostic, therapeutic, evaluative, consultative, and teaching functions of the nurse practitioner role are explored in the classroom and applied at the clinical site which may include but are not limited to private practice, primary care centers, hospital-based clinics, and long-term care facilities. Emerging skills in collaborative interdisciplinary practice are used to develop comprehensive health assessments and treatment plans in the delivery of culturally congruent primary care.

Prerequisites: NURS 500, 510, 520, 530

NURS 562 - FNP II: Culturally Congruent Care for Children and Childbearing Families

7 cr hrs

Credit Allocation: 3 credits lecture-4 credits practicum

Building upon FNP Core I, the health-related problems of women, infants, children, adolescents and adults experiencing childbearing issues are analyzed within a family nurse practitioner framework for practice. Students manage and coordinate primary care for women, infants, children, adolescents and adults experiencing acute, episodic, and chronic illness problems. Evidenced based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of the primary care needs of child-bearing families. Emphasis is placed on developing advanced competence in clinical reasoning and critical thinking. Didactic and clinical experiences refine the teaching and coaching functions of the nurse practitioner in the provision of anticipatory guidance to families. Students continue to develop role competencies under the supervision of preceptors and faculty in health care settings including pediatric practices, women's health, and family practice sites. Continued integration of theory, research and clinical practice facilitate the development of broader competencies in the provision of culturally congruent primary care. Students use interdisciplinary collaboration to secure needed consultations and referrals.

Prerequisites: NURS 500, 510, 520, 530, 540, 550, 561

NURS 563 - FNP III: Culturally Congruent Care for Individuals and Families Across the Lifespan

8 cr hrs

Credit Allocation: 2 credits lecture-6 credits practicum

The focus of this course is on application of the theoretical, research-based, and practical knowledge acquired in FNP Core I and II in clinical practice. 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 illness problems of families across the lifespan that experience acute, episodic, and chronic illness. The emphasis is on assuming increasing responsibility for the management and delivery of culturally congruent care. Students develop and refine role competencies under the supervision of nurse practitioner preceptors and faculty in primary health care settings which may include but are not limited to private practice, primary care centers, hospital-based clinics, and long-term care facilities.

Prerequisites: NURS 500, 510, 520, 530, 540, 550, 561, 562

NURS 580 - Advanced Nursing Professional and Practice Roles

2 cr hrs

Builds upon previously acquired knowledge and experience of the professional nurse's role. Focus is on the interaction of advanced nursing roles within the health care system as a practitioner, leader, manager, coach, educator, and researcher. Discussion includes such topics as: role delineation, legal and ethical issues, standards of practice for advanced practice nurses, management styles, and leadership strategies that affect delivery of culturally congruent care across the lifespan.

Prerequisites: NURS 500, 510, 540, 550

Pre- or Corequisites: NURS 520, 530 or permission of M.S.N. Program Director

NURS 590 - Directed Scholarly Project

2 cr hrs

Synthesizes previously acquired knowledge with focus on a scholarly research project in the area of advanced practice nursing. Students work under the guidance of faculty on the selected project topic. The resulting scholarly product will be submitted (or incorporated in the larger submission) for professional presentation and/or publication.

Pre- or Corequisite: NURS 580

Corequisite: NURS 563

ADMINISTRATION

Officers of the University

Officers of the University

Nancy B. Moody, D.S.N. President
Sherilyn R. Emberton, Ed.D. Vice President for Academic Affairs (VPAA)
Ray E. Stowers, D.O. Vice President and Dean, DeBusk College of
Osteopathic Medicine
Pamela A. Moon, Ed.D. Vice President for Enrollment Management
and Student Services
Randy Eldridge, M.B.A., CPA Vice President for Finance
Cynthia Cooke-Whitt, M.Ed. Vice President for University Advancement

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Agnes M. Vanderpool, Ph.D. Dean, Hamilton School of Arts and Sciences
William Hamby, Ph.D. Dean, School of Business
Fred Bedelle, Jr., Ed.D. Dean, Carter and Moyers School of Education
Mary Anne Modrcin, Ph.D. Dean, Caylor School of Nursing

M.S.N. FACULTY

The date following each name indicates the year of initial LMU faculty appointment.

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B.A., Valparaiso University
B.S.N. Cornell University
M.S.N., Vanderbilt University
M.A., St. Francis College
Ph.D., University of Tennessee-Knoxville

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M.S.N., University of Tennessee-Knoxville
Ph.D., University of Tennessee-Knoxville

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M.S.N., Boston University
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B.S., Eastern Kentucky University
M.S.N., Texas Woman's University
D.S.N., University of Alabama-Birmingham

Lisa Pullen, Ph.D., APRN, BC, 2001 Professor of Nursing
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B.S. N., Jacksonville State University
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Ph.D., Mississippi State University

ADJUNCT/CLINICAL SUPERVISORS

A current list of adjunct/clinical supervisors for each semester is maintained in the Nursing office.

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