

LMU

Lincoln Memorial University

HARROGATE, TENNESSEE

Graduate Programs CATALOG 2017-2018

**Paul V. Hamilton School of Arts Humanities and Social Sciences
School of Business
Carter and Moyers School of Education
Hamilton School of Mathematics and Sciences
Caylor School of Nursing**

VALUES • EDUCATION • SERVICE

Graduate Catalog

2017-2018

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This edition of the *Catalog* is effective February 1, 2018. For more detailed information about the University's graduate professional degree programs or undergraduate degree completion programs refer to the applicable [catalog](#).

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

In support of the Mission Statement and the principles on which it is based, 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 requirement 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, genetic information, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

Equal Opportunity, Affirmative Action, and Nondiscrimination Policy

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

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

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

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

Accreditation

LMU is accredited by the 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:

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

- [Commission on Accreditation of Athletic Training Education](#) (caATe)
- [Council for Accreditation of Counseling and Related Educational Programs](#) (CACREP)
- [Council on Accreditation of Nurse Anesthesia Educational Programs](#)(COA-NAEP)
- [Council on Social Work Education](#) (CSWE)
- [National Accrediting Agency for Clinical Laboratory Sciences](#) (NAACLS)
- [Council for the Accreditation of Educator Preparation](#) (CAEP)
- [Accreditation Council for Business Schools and Programs](#) (ACBSP)
- [Southern Association of Colleges and Schools Commission on Colleges](#) (SACSCOC)

Individual program approval has been granted by:

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

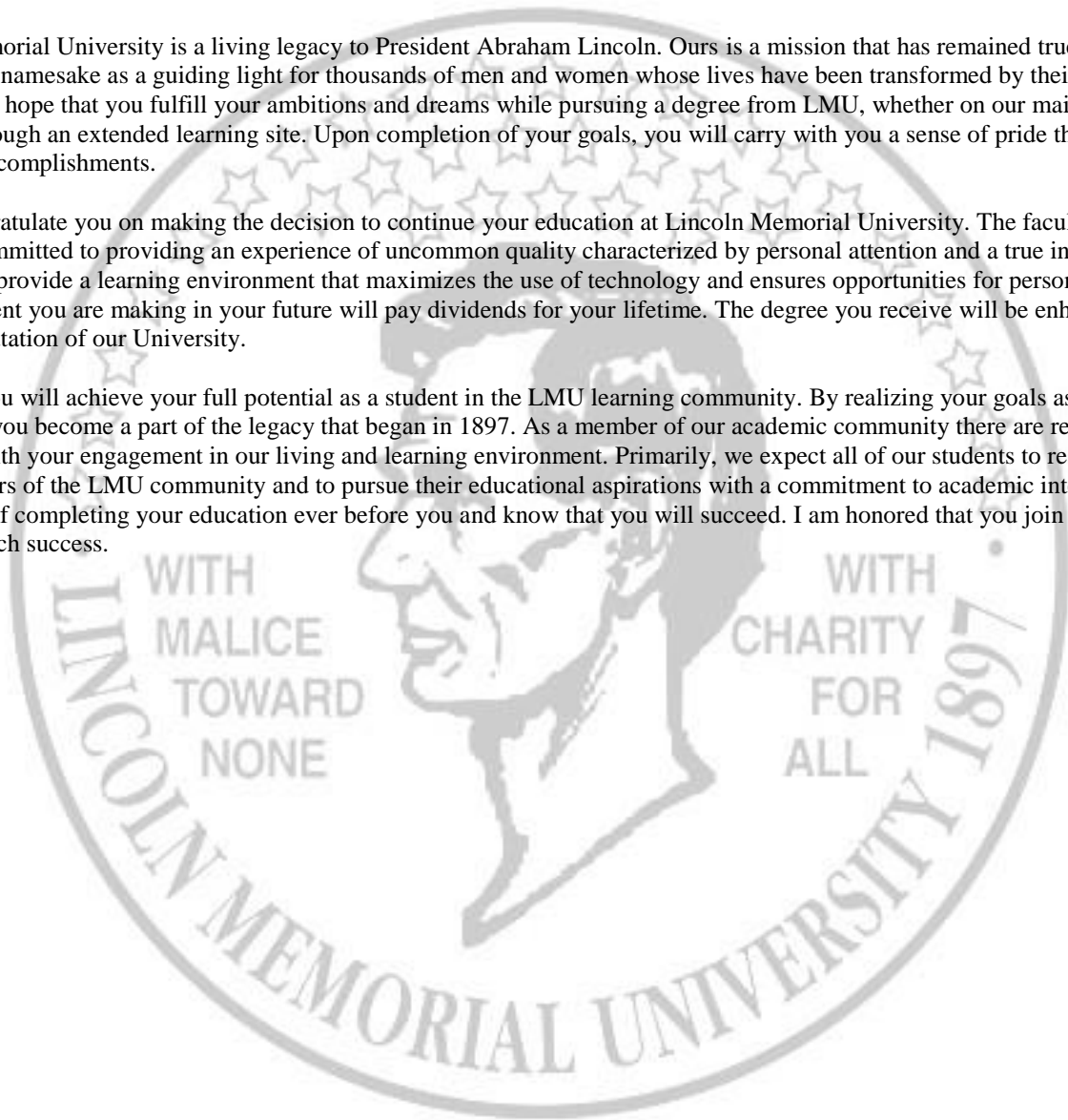
Message from the President

Dr. E. Clayton Hess

Lincoln Memorial University is a living legacy to President Abraham Lincoln. Ours is a mission that has remained true to the vision of our namesake as a guiding light for thousands of men and women whose lives have been transformed by their experiences here. It is my hope that you fulfill your ambitions and dreams while pursuing a degree from LMU, whether on our main campus, online or through an extended learning site. Upon completion of your goals, you will carry with you a sense of pride that comes from your accomplishments.

Let me congratulate you on making the decision to continue your education at Lincoln Memorial University. The faculty and staff of LMU are committed to providing an experience of uncommon quality characterized by personal attention and a true interest in your success. We provide a learning environment that maximizes the use of technology and ensures opportunities for personal growth. The investment you are making in your future will pay dividends for your lifetime. The degree you receive will be enhanced by the growing reputation of our University.

I trust that you will achieve your full potential as a student in the LMU learning community. By realizing your goals as a Railsplitter, you become a part of the legacy that began in 1897. As a member of our academic community there are responsibilities associated with your engagement in our living and learning environment. Primarily, we expect all of our students to respect all other members of the LMU community and to pursue their educational aspirations with a commitment to academic integrity. Keep your dream of completing your education ever before you and know that you will succeed. I am honored that you join us now and wish you much success.



MEMBERSHIPS

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

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Mission and Purpose Statement

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

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

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

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

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

Institutional Goals

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

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

Lincoln Memorial University Heritage

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

In the late 1800s, Colonel A. A. Arthur, an organizing agent of an English company, purchased the area where Lincoln Memorial University is located. His company built a hotel of 700 rooms called "The Four Seasons" as well as a hospital, an inn, a sanitarium, and other smaller buildings. Roads were laid and the grounds planted with a wide variety of shrubs and trees. In 1895 the company was forced to abandon its project when a financial panic swept England.

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

Since that time, Lincoln Memorial University has sought to provide educational opportunities, development of community leadership, and the expansion of economic and social forces within its region. More than 700 alumni have entered medical or legal practice in Appalachian communities. More than 3,500 have become professional educators, serving in positions ranging from elementary school teachers to university

presidencies. Twenty-five graduates, including Jesse Stuart and James Still, have published widely recognized books, dramas, and musical compositions. The various works of Stuart and Still have been translated into many languages.

Lincoln Memorial University has enjoyed an outstanding international partnership with the Kanto International Senior High School in Tokyo, Japan. Since 1979, more than 4,000 Kanto students have visited the campus and studied English as a Second language along with a curriculum including history, communications, American culture, home study, and various activities.

Today the main campus of the University remains at the Harrogate, Tennessee site. There are numerous extended learning sites of the University in the Tennessee and a site in Corbin, Kentucky.

The faculty, students, and administrative personnel work together at Lincoln Memorial University to build a supportive community that cares for persons and fosters individual creativity and growth. Under dynamic, experienced administrative leadership and a committed, well-prepared faculty, LMU has an atmosphere of openness and concern for the needs of each individual and sets a premium on creating the best conditions for learning. The University exists for students and shows genuine concern for the students' development of knowledge and skills for use in confronting the challenges of the modern world.

Extended Learning Sites

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

LMU's Nursing Program is offered at

- Knoxville, TN- Blount County Alcoa City Center
235 East Watt Street Alcoa, TN 37701
- Knoxville, TN- Cedar Bluff 421 Park 40 North Blvd Knoxville, TN 37923
- Knoxville, TN - Physicians Regional Medical Center 900 E. Oak Hill Avenue
Knoxville, TN 37917
- Corbin, KY –Tri-County Shopping Center 14892 N. US Hwy 25E
Second Floor Corbin, KY 40701
- Tampa, FL-3102 East 138th Avenue Tampa, FL 33613

Selected programs or courses are offered at

- Chattanooga, TN - Chattanooga State Community College
4501 Amnicola Hwy Chattanooga, TN 37406
- Ewing, VA, extension of Harrogate Campus- DeBusk Veterinary Teaching Center
203 DeBusk Farm Drive Ewing, VA 24248
- Kingsport, TN - Center For Higher Education 300 West Market St.
Kingsport, TN 37660-4222
- Knoxville, TN- Cedar Bluff 421 Park 40 North Blvd. Knoxville, TN 37923
- Knoxville, TN- Duncan School of Law 601 West Summit Hill Drive, Knoxville, TN 37920

For more information about LMU's extended learning sites, contact the Vice President for Extended Learning Sites at 423.869.6319.

LINCOLN MEMORIAL UNIVERSITY

Academic Calendar 2017-2018

Official University Holidays (Offices closed/no classes):

2017: September 4; November 22 - 24; December 25-31

2018: January 1; March 30; May 28 and July 4.

Faculty/Staff Conference Week: August 7 – 11

Fall Semester 2017

Final Registration before classes begin	August 11
New Student Survival Weekend.....	August 12
Matriculation Ceremony (11 a.m.).....	August 12
Residence halls open (8 a.m.).....	August 13
Classes begin.....	August 14
Last day to complete registration/add classes.....	August 23
Labor Day (no classes, residence halls remain open).....	September 4
Last day to drop course without “WD”	September 12
Mid-term	October 9 - 13
Homecoming (classes held as scheduled)	October 12 - 14
Last day to drop course without “F”	October 20
Early registration begins.....	October 30
Thanksgiving holiday (no classes)	November 22 - 24
Residence halls open (1 p.m.)	November 26
Classes end.....	December 1
Final exams	December 4 - 8
Commencement (11 a.m.)	December 9
Residence halls close (2 p.m.).....	December 9

Spring Semester 2018

Final Registration before classes begin	January 5
Residence halls open (8 a.m.).....	January 7
Classes begin.....	January 8
Martin Luther King Day (special activities).....	January 15
Last day to complete registration/add classes.....	January 17
Last day to drop course without “WD”	February 6
Lincoln Day/Founders Day (special activities)	February 12
Mid-term	March 5 - 9
Last day to drop course without “F”	March 16
Residence halls close (5 p.m.).....	March 23
Spring break (no classes).....	March 26 – 30
Good Friday (no classes).....	March 30
Residence halls open (1 p.m.)	April 1
Early registration begins.....	April 2
Classes end.....	April 27
Final exams	April 30 – May 4
Commencement (11 a.m.)	May 5
Residence halls close (2 p.m.).....	May 5

Summer Term 2018 May 7 – July 27

Memorial Day (no classes).....	May 28
Independence Day (no classes)	July 4

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

Academic Information

Graduate students are expected to make themselves thoroughly familiar with the regulations of the graduate program and the requirements for the degree.

Upon regular admission, a faculty advisor or advisory committee is assigned to the student. However, **the ultimate responsibility for meeting deadlines and knowing graduate program requirements rests with the student.**

Official Academic Records

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

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of 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 Office of the Registrar before the week of final exams.

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

The student may obtain or have forwarded to designated parties copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The cost of each 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.

Change of Schedule (Add/Drop)

Occasionally the student may determine after the first or second class meeting that he/she needs or wishes to change his/her schedule by adding (enrolling in) and/or dropping one or more classes. Such changes should not be made, however, without consulting the academic advisor.

In addition, such changes can be made only by using the official Change of Schedule form and fully processing the change through the Office of the Registrar and the Finance Office.

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

Last day to drop without "WD"

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

Last day to drop without "F"

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

Early Registration and Late Registration

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

Withdrawal from the University

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

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

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

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

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

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

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

subsequent semester, may be required to complete an official Withdrawal Form.

Summer Withdrawals

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

Correspondence Study/Prior Learning Credit

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

Student Work and Class Attendance

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

Academic Integrity †

It is the aim of the faculty of Lincoln Memorial University to foster a spirit of complete honesty and a high standard of academic integrity. The attempt to present as one's own the work of others is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension.

Cheating

Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating.

Plagiarism

Plagiarism is the presentation of someone else's words or ideas as one's own. One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure. Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit.

Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite courses within the text in the format delineated in the APA Manual, the MLA Manual, or the Chicago Style Manual

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

† Sourced from the 2016-2017 LMU Undergraduate Catalog p. 29

Certification of Authorship

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

I certify that I am the author of this paper titled

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

Student's Signature _____

Date _____

Cancellation Notification Due To Weather or Other Emergencies

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

The main sources of information regarding cancellation/delay of classes due to weather-related emergencies are the LMU Website, Pathway and the telephone weather information lines provided below. Also, when possible, radio and television stations (listed below) will be contacted to announce cancellations/delays. Every effort will be made to have morning or daytime cancellation/delay notices posted by 6 a.m. and notices for evening classes (those beginning at 6 p.m. or later) posted by 4:30 p.m.

NOTE: Extended learning sites utilizing local school facilities are closed when those facilities close due to weather conditions. If the Harrogate campus or an extended learning site is closed, an announcement will be made in the same way, i.e., LMU Website, Pathway and site-specific weather- related information line. Also, when possible, radio and television stations (listed below) will be contacted to announce cancellations/delays/closings.

Student Accounts and Financial Aid

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

Tuition and Fees

- A. For current tuition for each program see <https://www.lmunet.edu/admissions/graduate/tuition-and-fees>
- B. Tuition may change at any time so please contact the Financial Aid Office if you have questions.

Financial Aid Services

The University offers a variety of grant, loan, and work programs to candidates. For graduate and professional candidates, education loans are available to candidates through the Federal Direct Stafford loan and GRADPLUS loan programs. Information on these programs may be obtained from the Financial Aid Office. In order to determine candidate's eligibility, candidates must complete the FAFSA. Graduate candidates should check with the Financial Aid Office for programs for which they may be eligible.

The candidate is responsible for maintaining his/her correct address with the Financial Aid Office. Information on Financial Aid programs is also located online in the current LMU Student

Handbook. The following information reflects information in this Handbook.

Financial Aid Awards

A candidate's eligibility for financial aid is determined from the information provided on the FAFSA. It is the candidate's responsibility to complete and submit all necessary application materials by the priority deadline of March 1. Candidates are required to reapply for financial aid each academic year. Renewal of financial aid awards is based on the individual candidate's demonstrated financial need, availability of funds, and maintenance of SAP.

Financial Aid

Financial Aid in the form of loan support is available to graduate students. The LMU Financial Aid website is www.lmunet.edu/admissions/finaid.shtml or the office may be reached directly at 423.869.6336. The Financial Aid Office is located in the DAR building on main LMU campus.

Federal Financial aid is available to students who enroll in at least 6 credit hours each semester, which is considered to be half time. Any student with less than 6 hours is considered less than half time and is not eligible for loan support.

Federal Financial Aid available for graduate students and consists of Stafford Loans (up to a maximum of \$20,500 per year) and Federal Direct Grad Plus loans. Eligibility determination for loan amounts will be determined by the student's federal application for aid (FAFSA).

Please note important information below released by the U.S. Department of Education and effective July 1, 2012.

“Effective with all loans processed after July 1, 2012, due to the Federal Government cost cutting measures, there will be no more Federal Direct Subsidized Loans available to Graduate Students. While Graduate Students will still have FULL eligibility for Federal Direct Loans, only the Federal Direct Unsubsidized Loan will be available. Once students have met Federal Direct Loan limits, Graduate Plus Loans will also be available just as they have in the past. You may read more about Federal Direct Loans on LMU's homepage under Financial Aid for Graduate Students.”

Payment Plans

Interest-Free Monthly Payment Plan through Tuition Management Systems (TMS)

---Fall and Spring Semesters ONLY---

There are NO Deferred Payment Plans available for the summer semester. Payment must be paid in full prior to the first day of classes.

TMS Payment Plan Options

OPTION ONE: Annual Plan – (Both fall and spring semesters)

Able to divide tuition total for both semesters into 10, 8, or 6 monthly payments

\$65 Enrollment Fee - Due at the time of enrollment in plan.

OPTION TWO: Semester Plan (For either the fall or spring semester)

Able to divide the cost of tuition for that semester into 5, 4, or 3 monthly payments

\$45 Enrollment Fee per semester – Due at the time of enrollment in plan.

Other Information about the Plan

- No interest
- All payments are due 1st of each month. A late fee of \$40 is applied to the account if a payment is received late.
- Life insurance covering the Interest-Free Monthly Payment Plan is included, at no additional cost.

Additional Fees:

Drop/Add Fee (per class).....	\$15
Directed/Independent Study Fee (plus tuition for each course).	\$25
Late Registration Fee.....	\$100
Comprehensive Fee (spring and fall semester)	\$15
Graduation Fee.....	\$100
Draft Reject Fee or NSF fee.....	\$30
Vehicle Registration Fee- Vehicle fee is included in the comprehensive fee (above).	

General Information

1. Correspondence address:
2. **INCLUDE YOUR STUDENT ID NUMBER WITH YOUR INQUIRY ATTN:**
Lincoln Memorial University, Finance Office
6965 Cumberland Gap Pkwy., Box 2003
Harrogate, TN 37752-2003
(423)869-6282, 1-800-325-0900, ext. 6282
3. Statements for students on the payment plan are provided for verification of payment and historical purposes only. The account balance will not reflect your total balance since tuition is charged only as you register for classes.
4. The student must be current with payments to receive grades or be eligible for registration. A student must have a zero balance to receive a transcript or be eligible for commencement.
5. Current credit/refund schedules apply to any student withdrawing from the University or ceasing to attend classes. You may lose a portion or all of your tuition payment if dropping a class or withdrawing. If you choose to withdraw please submit a Withdrawal Form to the Registrar's Office as soon as possible, complete the withdrawal process and meet the deadlines.
6. Students selecting a Stafford loan should contact the Financial Aid Office for further information at finaid@lmunet.edu. Remember, your program **MAY REQUIRE YOU TO APPLY SEPARATELY** for the summer term if additional funds are needed and are not already listed on the LMU award letter. Please be sure to complete all necessary steps for your Stafford loan including completing entrance counseling, and signing a Master Promissory Note at www.studentloans.gov. Your loan funds will not come in until all these steps are completed.
7. A 1098-T tax form will be forwarded with tuition costs only indicated for the terms attended during the calendar year. Contact your tax advisor regarding tax deductions.

Refund Policies

Refund of Institutional Tuition, Room and Board Charges

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

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

Any situation in which all classes are dropped is considered to be a withdrawal from the University. The student initiates this

process by completing a Withdrawal Form (can be found online) and submitting this to the Registrar's Office.

Should the student fail to complete this process, all semester charges will become immediately due and payable (refer to "Withdrawal from the University")

The University's official date of withdrawal used to compute the refund is based on the date the withdrawal form is recorded by the Registrar. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

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

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

Specific dates affecting the schedule of refunds appear on the Information and Policies page, which is available on the LMU web site by selecting Academics/Registrar. Refund Schedules pertaining to summer are adjusted to the varying lengths of the terms. They are also available on the LMU web site by selecting Academics/Registrar.

Refund of Credit Balance

In the event a combination of grants, scholarships, and/or payments results in a credit balance on the student's account, the Student Accounts Office will refund the credit balance to the student.

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

Change of Name or Address

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

Satisfactory Academic Progress (SAP) LMU General SAP Policy
Satisfactory Academic Progress relating to Financial Aid federal regulations require that all students who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure students are making this progress both qualitatively and quantitatively. At LMU, starting with the fall 2011 semester, we have established the following Satisfactory Academic Progress (SAP) Policy that will be reviewed following each semester, including the summer term.

Qualitative

Students who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Stafford Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid. A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted

and has not reached 150% of time enrolled in an academic program (see Maximum Time Frame section).

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

Quantitative- Hours Attempted vs Hours Earned

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

Quantitative -Maximum Time Frame

No student will be eligible to receive financial aid for more than 150% of the published length of the program. This time is measured by credit hours attempted. For example, a student seeking a MBA degree totaling 36 credit hours cannot receive aid for more than 45 attempted hours ($36 \times 150\% = 54$). Please refer to specific graduate catalogs to see the published length of the program. Transfer credits will be evaluated and those credits that count toward the student's current academic program will count as both attempted and completed hours. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Incomplete grades will not count against attempted hours until a grade is recorded or the candidate is withdrawn from the class or classes. Satisfactory academic progress will be reviewed at the end of each semester.

University Services and Resources

The Abraham Lincoln Museum

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

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

Tagge Center for Academic Excellence

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

Student Support Services Program

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

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

Student Health Insurance

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

Housing / Residential Life

Your application for campus housing is included with your acceptance packet materials. You will be given the option of living in an apartment style dorm on campus or in University Inn, which is approximately two miles from campus. Lee Wilkerson is the Director of Residence Life and may be reached at 423.869.6294 or via email at lee.wilkerson@LMU.net.edu. More information is also available online at www.lmunet.edu/campuslife/residence. The Residential Life office is located on the first floor of Dishner Hall.

Dining Options

The campus cafeteria is located on the 1st floor of the Student Center. Meal plans are available for all students. Additional information regarding various meal plans and their costs can be found at www.lincolnmemorialuniversitydining.com/plans.html. Campus is also home to Splitters Cafe and Campus Grounds, which is a coffee bar. Both are located on the 2nd floor of the Student Center.

Organizations

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

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

Student Computer Accounts –Email/University Computers/WebAdvisor

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

It is student's responsibility to ensure that individual LMU passwords remain confidential. LMU does not accept responsibility for any password related breach of security. The student has the option to decline the assignment of a user name and password to access any accounts at LMU and may do so by contacting Information Services.

Email

This account is used to login to the computers attached to the LMU network infrastructure (including computers that are located at extended campuses). This user account is also used

to check email using LMU's web based email. This is the student's University Email account.

WebAdvisor

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

The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the student to gain access to WebAdvisor. To access WebAdvisor on the Internet from LMU's web site go to <https://webadvisor.lmunet.edu>. Each student is assigned a unique username and temporary password (which must be changed upon first log-in to WebAdvisor). It is the responsibility of each student to ensure that his/her password remains confidential. 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.

Counseling

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

Library Services

Library services are provided for all graduate students through the campus library, through the library terminals located at extended learning sites, and/or through Internet access to the main campus databases. Students are given access codes and procedures by library personnel and instructors at the beginning of each semester.

Policy Notification

Conduct Policy

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

Professionalism

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

Harassment, Discrimination, and Sexual Misconduct

No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the

information with the University's Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling. For more information, contact Jason Kishpaugh, Director of Counseling, by email at jason.kishpaugh@lmunet.edu, by phone at (423) 869-6401, or schedule an appointment online at <https://www.lmunet.edu/student-life/counseling/schedule-an-appointment>.

If you have experienced any form of discrimination or harassment and would like report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at titleixcomplaints@lmunet.edu, or by phone at (423) 869-6586. You may make a report online at <http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL>. The Title IX Coordinator/Institutional Compliance Officer's office is located at President's House and the Duncan School of Law, Room 404. The LMU Campus Police have established a confidential tip line through which individuals can share information anonymously. Telephone calls received on the tip line are recorded on a voice message system, but callers will not be identified unless the caller leaves his/her identifying or contact information in the recorded message.

Call: LMU Tip Line: (423) 869-7159

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or a student of any age who attends a postsecondary institution.) These rights include:

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

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

For more information on FERPA see [the University Registrar's website](#).

Public Notice Designating Directory Information

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

Text: Text your report to 50911, type keyword LMUtip, followed by your information.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus. The entire Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Hazing

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

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

sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

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

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

ADA Statement

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

Student Leave of Absence Protocol

1. Only students who are in good academic standing may apply for a leave of absence. All students seeking a leave of absence are strongly encouraged to speak with their academic advisor prior to requesting a leave of absence.
2. Students requesting a leave of absence must submit the LMU Application for Leave of Absence form to the appropriate administrators. The Vice President of Academic Affairs (VPAA) is the approving administrator for Undergraduate and Graduate students. Students in the LUM-DCOM, LMU-DSOL and LMU-CVM will be helped by the VP-Dean of their respective LMU college as explained in the student handbook and/or catalog for those professional programs.

3. Applications for a leave of absence will be reviewed on a case-by-case basis and may be granted for illness (personal or familial), military service, or maternity leave. Students who are not passing their current in-progress coursework will not be granted a leave of absence. In order to ensure student success, a student having a medical issue early in the semester should talk to their advisor or Dean about taking a leave as soon as possible. LMU will do everything they can to work with the student to ensure that the medical issue does not impact the student's academic record. Students must understand that once they take an exam or submit an assignment the grade cannot be altered retroactively because of the medical issue. If a leave is granted it will have no bearing on coursework that has been completed.
4. Supporting documentation from a physician must be provided with an application for leave based upon illness or maternity. Supporting documentation from the military must be provided with an application for leave based upon military service.
5. A leave of absence may be granted for a maximum period of 180 consecutive days (including summers). Undergraduate students who are granted a leave of absence may not enroll in academic courses at another institution during the leave period. In granting a leave, the approving administrator will determine the appropriate period and may impose other appropriate conditions and limitations which will be outlined in the Notice of Approval. The official date of the Leave of Absence will be the date of receipt of the student's Application for Leave of Absence form.
6. This Policy is not intended to directly govern the effects that a leave of absence might have on a leave-taking student's eligibility for any form of student financial aid, whether or not administered by the University. An applicant for leave who anticipates seeking or receiving any form of financial aid must meet with Financial Aid for advising on the effect a leave will have on the applicant's financial aid eligibility.
7. A student who seeks to return from a leave of absence must notify the approving administrator in writing at least one month prior to the start of the semester in which the student seeks to return. A student seeking to return from a leave of absence based upon illness or maternity must have a licensed physician certify in writing that the student is released to return to school. Any student who fails to comply with the conditions and limitations described in the Notice of Approval will become ineligible to register for subsequent semesters and will be required to apply for readmission to the University.

LMU Student Email Policy

Electronic mail (email), like postal mail, is an official mechanism for administrators, faculty, staff and students to communicate with each other. The University expects that email communications will be received and read in a timely manner. Students are expected to check email on a frequent and regular basis in order to stay current with University related communications, recognizing that certain communications may be time-critical. If a student receives an official e-mail from a University faculty member,

administrator, or staff member and does not read that e-mail any subsequent repercussions cannot be excused by "unread e-mail messages."

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

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

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

In the event two students have the same first and last name, a sequential number is added to the end of the last name, (ex. `randall.johnson1@lmunet.edu`). Students can access the web based client from LMU's website under the section Current Students & Faculty or using `http://www.lmunet.edu/exchange`. We encourage our students to use their LMU email accounts for all communication during their tenure at LMU. All LMU incoming and outgoing email is scanned for viruses. The computers (both desktops and laptops) located in the Library are dedicated for student use, to complete homework assignments and check their email. Additional computer workstations are available in smaller computer labs in the Student Center, Avery Hall, the new Business Education Building, and Farr Hall on the Harrogate Campus. University owned computer labs are also available for students who take classes at any of our extended campus sites in Corbin, Kentucky, Knoxville and Maryville, Tennessee.

Acceptance of Facsimile and Scanned Signatures

In furtherance of the principles underlying online programs of study, University and student agree that all documents to be signed in connection with the program of study may be delivered by facsimile transmission or by scanned image (e.g. .pdf or .tiff file extension name) as an attachment to electronic mail (email) sent from

the student's university electronic mail account. Any signed document delivered via facsimile or scanned image shall be treated in all respects as having the same legal effect as an original signed document.

Smoke-Free Campus Policy

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

Alcohol and Drug Policy

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

Criminal Background Check Policy

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

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

Lincoln Memorial University Student Complaint Process

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

- Grades (Student Handbook, Graduate and Professional Catalog)
- Academic Issues (Graduate and Professional Catalog)
- Academic Appeals (Graduate and Professional Catalog)
- Other Academic Matters (Graduate and Professional Catalog)
- Non-Academic Appeals (Student Handbook)
- Financial Aid (Student Handbook; Graduate and Professional Catalog)
- Sexual Harassment / Sexual Assault / Dating or Relationship Violence (Student Handbook)

Discriminatory Conduct (Student Handbook)
Student Code of Conduct (Student Handbook)
Traffic Appeals (Student Handbook)
Student Rights (Student Handbook)
Athletics / NCAA Compliance (Athletic Handbook)

- Title IX (Athletic Handbook and Graduate and Professional Catalog)
ADA/504(Student Handbook)
General Student Grievances (Student Handbook)
- All complaints should be routed through the appropriate complaint/appeals process as outlined above.
- Depending on the nature of complaint, the matter should be brought to the attention of the office directly responsible for that area of the College or University via email with the word complaint noted in the subject line.
- For concerns that are not resolved through the informal complaint process, the student is encouraged to file a formal complaint with the Dean of Students using the Formal Student Complaint Form. Complaints and appeals should be well-documented.
- Students are encouraged to move through the appropriate campus supervisory structure and exhaust all campus complaint procedures prior to appealing to any off-campus authority.

Off Campus Authorities

All Locations

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

Tennessee Locations

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Tennessee State Government and shall be reviewed and handled by that licensing board (<http://www.tn.gov>, and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Tennessee Division of Consumer Affairs and shall be reviewed and handled by that Unit (<http://www.tn.gov/consumer/>).

Corbin, Kentucky Location

- Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the commonwealth of Kentucky and shall be reviewed and handled by that licensing board (<http://www.ky.gov>, and then search for the appropriate division);
- Complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Kentucky Office of the Attorney General and shall be reviewed and handled by that Office (<http://ag.ky.gov>).

Ewing, Virginia Location

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

Policy for Administration of Graduate Assistantships

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

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

Definition

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

appointed to perform various types of duties. Most commonly, the duties relate to supervisory or administrative functions of the university. Refer to the IRS website for the most updated information on the tax implications of graduate assistantships.

Qualification of Graduate Assistants

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

Application Process

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

Work Assignments and Related Factors

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

Required Application Dates

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

Full year	July 15
Spring	November 15
Summer	April 15

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

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

Graduate Programs Committees

Admissions Committee

This Graduate Programs Admissions committee consists of faculty and administration members from the collaborating programs. This committee will determine acceptance into the program, and will resolve all matters or questions regarding admissions.

Thesis/Project Supervisory Committee

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

Appeals Committee

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

Graduate Council

Graduate education is a significant function of the Department of Social Sciences within the School of Arts, Humanities, and Social Sciences at LMU. It constitutes a dominant force in maintaining and developing scholarly inquiry and intellectual achievement in the School and University community.

Ultimate responsibility for all matters pertaining to graduate education and graduate research rests with the graduate faculty through the discussions and decision making of the Graduate Council. The Graduate Council is the policy making (and in some cases the decision-making) body of the Department of Social Sciences for graduate programs located there. Members consist of the Dean of the School, the program directors, and the department chair (meetings are open to graduate faculty).

School of Arts, Humanities, and Social Sciences Mission Statement

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

Department of Social Sciences Mission Statement

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

Grading Policy

Grade Point Average

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

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

Grading Scale

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

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

Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions."

The candidate's grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of letter-graded (A-F) credit hours attempted (not the number of credit hours passed).

Master of Science in Criminal Justice

Master of Science in Criminal Justice Mission Statement

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

Master of Science in Criminal Justice Learning Outcomes

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

Master of Science in Criminal Justice Admission Requirements

A. Bachelor's Degree

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

i. Minimum undergraduate course work: Introduction to Criminal Justice and Criminology.

ii. Recommended undergraduate course work: policing, corrections, and juvenile justice.

B. Other Admissions Requirements

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

C. Letters of Reference

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

D. Personal Statement

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

E. Transfer credit

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

Graduation Requirements

- A. A minimum of 36 credit hours of graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Science in Criminal Justice degree.
- B. All General MSCJ students must complete either a thesis OR a comprehensive examination.
 - a. A thesis, case study, internship, or project paper must be completed and receive a grade of "B" or better.
 - b. If a comprehensive examination is chosen, additional courses will be taken in lieu of CRIM 697 hours to fulfill the required hours for program completion.
- C. Completion of all program and university assessments and surveys.

Orientation

MSCJ students will be required to attend an initial program orientation in an online Blackboard Collaborate session. The MSCJ Orientation will include program familiarization, establishing a schedule, finalizing financial aid, and completing the registration process. The orientation session also provides students with critical information for progressing through the degree program. Information includes admission, program, and exit requirements. Information about registration will be made available when the student's application has been accepted and can be completed during the orientation. An orientation regarding library resources will be provided early in the first semester.

New graduate students are assigned an academic advisor who will guide and assist the student throughout the graduate program. Faculty advisors assist in the formulation and implementation of a thesis. In the case of the non-thesis option, the faculty advisor will help configure the project/paper based on an internship or an agency assignment. Advisors are available throughout the program for academic advisement. Advisor contact information and office hours are posted on each syllabus.

MSCJ Policies and Standards

Masters of Science in Criminal Justice Appeals

Students in the program or applying to the program may submit an appeal in writing directly to the Appeals Committee. The committee is expected to collect information from all parties to the matter in

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

Program Acceptance

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

Maximum Program Completion

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

Curriculum & Standards

The curriculum of the MSCJ programs at LMU is designed to enhance a student's academic qualifications. All classes are preparatory coursework for post-graduate goals in programs leading to a terminal degree. The core courses will be offered during the spring and fall semesters of the first year of the program. None of the master's level courses have prerequisite requirements. Please note that the semester's schedules and/or coursework and timeframes are subject to change based upon individual student needs or as determined by the MSCJ Admissions Committees and Program Directors.

Core Courses (12 hours):

CRIM 505 Theories of Crime and Criminal Justice
CRIM 506 Ethics and Issues in Criminal Justice
CRIM 510 Crime and Public Policy Analysis
CRIM 511 Criminal Justice Research Methods
CRIM 512 Justice Administration and Leadership

Elective Courses (18 hours):

CRIM 512 Justice Administration and Leadership
CRIM 605 Homeland Security and Emergency Management
CRIM 615 International Crime and Policy
CRIM 620 Victimology
CRIM 625 Juvenile Justice
CRIM 630 Community Corrections and Offender Reentry
CRIM 635 Crimes of the Powerful
CRIM 640 Race, Gender, Class, and Crime
CRIM 645 Rural Criminal Justice
CRIM 650 Qualitative Research Methods
CRIM 695 Special Topics Seminar
CRIM 696 Independent Study
CRIM 697 Thesis (6 hours)

Total hours: 36 hour

Non-CRIM Electives:

Students, upon consultation with their advisor, may choose up to six hours of approved MPA, MBA, IL, EDHE, CM, or GRA courses.

Master of Public Administration

Master of Public Administration Mission Statement

The Master of Public Administration (MPA) program prepares individuals to serve as managers in the executive arm of local, state/provincial, and federal/national government, and increasingly non-governmental organizations (NGO) and non-profits. It is our goal that those completing an MPA Program will increasingly be called to work in large national and multi-national organizations and in the healthcare industry. The program focuses on the systematic investigation of executive organization and management. The main objective of the program is to help students in understanding and recognizing the development and principles of the field of public administration, the making, management, implementation, and assessment of public policy in our society today.

Master of Public Administration Learning Outcomes

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

Master of Public Administration Program Admission Requirements

A. Bachelor's Degree

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

i. Minimum undergraduate course work

Two courses that focused upon American National Government, State and Local Government, or any equivalent courses focused on the three branches of government.

ii. Recommended undergraduate course work

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

B. Other Admissions Requirements

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

C. Letters of Reference

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

D. Personal Statement

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

E. Transfer credit

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

Graduation Requirements

- A. A minimum of 36 credit hours of graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Public Administration degree general track. (CM and GRA tracks require 39 and 37 credit hours, respectively).

- B. All General PA Track students must complete either a thesis, or a comprehensive examination.
 - a. A thesis must be completed and receive a grade of "B" or better.
 - b. If a comprehensive examination is chosen, additional courses will be taken in lieu of PADM 697 hours to fulfill the required hours for program completion.
- C. Completion of all program and university assessments and surveys.

Orientation

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

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

MPA Policies and Standards

Master of Public Administration Appeals

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

Program Acceptance

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

Maximum Program Completion

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

Curriculum & Standards

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

needs or as determined by the MPA/MSJC Admissions Committees and Program Directors.

PADM Course offerings:

Core and Required Courses (3 credits each; 24 hours):

Core Courses

PADM 510 Quantitative Analysis
PADM 515 Qualitative Analysis
PADM 520 Public Administration
PADM 525 Public Policy Process

Required Courses

PADM 697 Thesis Research (6 credit hours required) [Thesis, Case Study or Project]

- See Thesis Guidebook for Requirements
- To be completed in the final two semesters before graduation

PADM 530 Public Financial Administration
PADM 540 Public Service Ethics and Values

Elective Courses (3 credits each; 12 hours):

PADM 550 Economics for the Public Sector
PADM 601 Managing Public and Non-Profit Organizations
PADM 602 Nonprofit Marketing
PADM 603 Nonprofit Board Development
PADM 604 Nonprofit Fundraising
PADM 611 Legal Context for Policy and Public Management
PADM 620 Special Topics in Public Policy
PADM 696 Independent Study (1-3 Credits)

Program Tracks

Track 1: General Public Administration

36 credit hours including a thesis/project (6 credit hours). See requirements above.

Track 2: Nonprofit Management

36 credit hours including a thesis/project (6 credit hours) or comprehensive examination: 18 core/required PA hours, 9 hours of PA electives, and 9 hours of Nonprofit Management courses.

Choose at least three (3) of the following:

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

Track 3: Health Policy

36 credit hours including a thesis/project (6 credit hours) or comprehensive examination: 18 core/required PA hours, 9 hours of PA electives, and 9 hours of Nonprofit Management courses.

Choose three (3) of the following:

PADM 601 Managing Public and Non-Profit Organizations
PADM 603 Nonprofit Board Development
PADM 611 Legal Context for Policy and Public Management
PADM 620 Special Topics in Public Policy (Health)
LAW 3202 Healthcare Law

Track 4: Government Relations and Advocacy

Non-thesis option, 37 credit hours: 18 core/required PA hours, 9 hours of PA electives and 10 hours of Government Relations and Advocacy courses including externship:

LAW 3010: Legislation and Regulation (3 credits)
LAW 5051: Intro to Government Relations and Advocacy (3 credits)
LAW Summer externship with 1-week intensive prep course (4 credits total) **OR** 4 total credits of PADM 698: Internship

Track 5: Conflict Management

Non-thesis option, 39 credit hours: 18 core/required PA hours, 9 hours of PA electives and 12 hours of courses in Conflict Management)

Choose at least four (4) of the following:

CMDR 501 - Survey of Alternative Dispute Resolution Processes (3)
CMDR 502 - Mediation Theory and Practice (3)
CMDR 503 - Negotiation Theory and Practice (3)
CMDR 510 - Psychology and Communication of Conflict (3)
CMDR 511 - Dispute Resolution Systems in Organizations (3)

School of Business

School of Business Policies and Notifications

Academic Information

Lincoln Memorial University offers graduate studies leading to the Master of Business Administration, Master of Science in Business Analytics, and Doctor of Business Administration degrees.

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

Graduate students are expected to make themselves thoroughly familiar with the regulations of the graduate program and the requirements for the degree.

Upon regular admission, a faculty advisor or advisory committee is assigned to the student. However, **the ultimate responsibility for meeting deadlines and knowing graduate program requirements rests with the student.**

Applicable Catalog

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

Transfer Graduate Credit

A maximum of nine semester credit hours at the graduate level may be transferred to the MBA program (must have a five or above as the first digit of the course number). MBA credit hours may not have been applied to a previous degree and must carry a grade of "B-" or better. A maximum of twelve semester credit hours may be transferred to the DBA program for students already possessing an MBA degree. Credits transferred into any graduate degree program at Lincoln Memorial University must be earned after the required entrance degree was posted on the transfer transcript. Course credit earned more than five years before the current semester will not be approved for transfer credit. Only credit/course work from a degree-granting accredited institution, recognized as such by a regional accrediting body, will be accepted for transfer. All transfer credit must be approved by the Dean of the School of Business. Grades and quality points for transfer work will be included in the calculation of the LMU graduate GPA.

Graduate Credit for Undergraduate Seniors

The LMU student who has not completed all requirements for the baccalaureate degree may be eligible for master-level graduate study as an undergraduate senior. The student must have an overall GPA of at least 3.0 and must be within fifteen semester credit hours of completing the total credit hours required for the baccalaureate degree.

School of Business Graduate & Professional Programs

Attendance Policy

Attendance is paramount for your success in this program. Therefore, your attendance and participation in all classes is required. An absence in the first class without prior instructor approval may result in administrative removal from the course. Absences require prior approval from the instructor and absence in excess of 10% of the course is grounds for administrative removal.

Grading System

A student receives a grade for most registered course work (except "Audit"). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned. Students may earn only two (2) grades of "C". A third "C" results in dismissal from the program.

Quality Points

Grade	Definition	Per Semester Hour
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectation)	3.67
B+	Very Good (Quality of work better than satisfactory)	3.33
B	Good (Quality of work satisfactory)	3.00
B-	Average (Quality of work meets minimum requirements)	2.67
C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
F	Fail	0.00
I	Incomplete; work must be completed within the first six week of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Business	
NC	No Credit; allows for a later grade with no penalty to the student	

AU Audit

WD Withdrawal

P Pass; carries credit but no quality points

Some graduate courses are graded P-Pass/F-Fail and are identified under "Course Descriptions."

The student's GPA is determined by the total number of letter-graded (A-F) semester credit hours attempted (not the number of semester credit hours passed).

Letter Grade Percentage

A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C	70-79.99%
F	0-69%

Probation Status

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate student must maintain a grade point average of 3.0 (B). The grade point average considered for academic progress is the GPA of the current program. The grade point averages from previous degrees at Lincoln Memorial University may not be averaged into the current GPA. A student whose cumulative GPA falls below a 3.0 in a given semester is placed on probation the following semester. A student whose cumulative GPA falls below a 3.0 (B) for two successive terms will be suspended and is no longer eligible to participate in the graduate degree program.

Appeals Procedure

A student who is placed on probation or suspended from the program and feels that the probation or suspension is unfair has a right to appeal. The student who wishes to appeal a probation or suspension has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Business.

The Dean will respond to the student's appeal within two weeks of the receipt of the letter of appeal. Should this response be unsatisfactory to the student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

School of Business Academic Grievance Procedure Proposal

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

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

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

Repeating Graduate Courses

Students may repeat any course a maximum of three (3) times. The higher grade is included in the revised calculation of the cumulative GPA. However, all attempts will remain a part of the permanent academic record.

Graduate Student Course Load

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

Orientation/Advisement

Each semester new graduate students are assigned academic advisors and are invited to attend a new student orientation. The orientation session provides students with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. The advisement process is important in that advisors assist in the formulation of comprehensive examinations and in the monitoring of internships and field experiences. Advisors are accessible throughout the program for academic advisement. Advisors' personal telephone numbers, e-mail/web page addresses and office hours are posted on each syllabus.

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:

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

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

1. Completion of 57 semester credit hours of DBA approved courses
2. A minimum cumulative GPA of 3.0 (B)
3. Completion of all outcomes assessment testing and activities
4. Payment of all fees

Second Master's Degree Requirements

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

General Admission Requirements

Categories of Admission

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

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

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

The non-degree or transient student who wishes to become a regular graduate student may apply up to nine

(9) semester credit hours for the MBA, or six (6) semester credit hours for the MSBA, earned while in non-degree or transient status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought.

3. Auditor status. The student wishing to audit courses may enroll by completing an application for admission form, registering for the course, and paying the appropriate fees. An "AU" notation will appear on the academic transcript signifying that the course was taken for audit, not for credit. Examinations are not

required, grades are not earned, and credit is not awarded for audited courses.

Lincoln Memorial University Graduate Business

Location and Contact Information

Office of the Dean, School of Business 423-869-6298
(Room 106, Business/Education Building; Main Campus)
Office of MBA Program..... 865-531-4107
(421 Park 40 North Blvd, Knoxville, TN 37923)
Office of DBA/MSBA Programs..... 865-545-5325
(601 West Summit Hill Drive Knoxville, TN 37902)

Masters of Business Administration

Master of Business Administration Mission Statement

The MBA stands in support of the mission of the School of Business at LMU as a graduate degree option. The mission of the Master of Business Administration program is to provide educational and research opportunities to working adults wanting to develop professionally by enhancing their business skills and credentials.

LMU MBA Graduates Program Outcomes:

1. Communicate effectively through written and oral expression
2. Apply critical thinking skills to managerial decisions
3. Analyze and evaluate ethical decision making and social responsibility when solving business problems
4. Understand and apply the strategic management principles of crafting and executing strategy in a global economy
5. Obtain in-depth knowledge of the functional areas of business

The Master of Business Administration degree at Lincoln Memorial University is a graduate professional program that emphasizes breadth of preparation in the various competencies required of business executives. Emphasis is placed on academic preparation and the application of knowledge to problems, challenges, and opportunities in today's business environment.

The MBA degree offered at our Harrogate & Knoxville-Cedar Bluff locations allows students to select an area of concentration. The online and dual degree programs allow for students to obtain a general MBA.

Accounting Concentration

Mission:

The mission of the LMU MBA Accounting Concentration is to provide the intellectual and managerial skills individuals need for career advancement and leadership in professional accounting

An LMU MBA degree with a concentration in accounting is designed to develop and deepen a students' diverse set of skills, including technical competence in analytical and quantitative techniques, critical thinking, communication abilities, and values. Accounting electives are structured to encourage technical competency, critical thinking, effective communication, and decision making skills.

Expected Concentration Outcomes:

- ACCT1 Prepare, assess and evaluate financial statements according to GAAP, and identify, research and recommend resolution of accounting issues
- ACCT2 Analyze and evaluate costing systems, budgets, managerial performance, and management control systems

- ACCT3 Analyze transaction cycles and accounting processes, evaluate risk, and develop internal controls for accounting processes
- ACCT4 Calculate and compare the effect of tax rules on individuals, partnerships, and corporations
- ACCT5 Demonstrate and explain current auditing standards and acceptable practices, and the impact of audit risk on the firm

Career Opportunities:

An LMU MBA degree with a concentration in accounting can lead to careers in auditing, budget analysis, financial or managerial accounting, and tax.

Finance Concentration

Mission:

The mission of the LMU MBA Finance Concentration is to provide the development of operative, intellectual and managerial skills needed for a career managing complex topics in corporations, financial institutions and markets.

An LMU MBA degree with a concentration in finance is designed to offer advanced applied and theoretical knowledge in the areas of financial management, corporate finance, financial institutions and investments. Finance electives are structured to encourage analytical thinking, creative problem solving, and strategic decision making.

Expected Concentration Outcomes:

- FIN1 Evaluate investment decisions utilizing financial theory, analytical decision making tools, quantitative and non-quantitative economic attributes
- FIN2 Compare various financial institutions and intermediaries and explain their role in market efficiency and capital allocation within financial markets
- FIN3 Differentiate the different risks faced by financial managers and develop methods or strategies for mitigating each risk
- FIN4 Compare and contrast the means of raising capital and disbursing proceeds, and explain their implication on shareholder wealth
- FIN5 Assess the economic implications financial decisions have outside the firm, specifically on the local, national, and global stakeholders

Career Opportunities:

An LMU MBA degree with a concentration in finance can lead to careers in banking, brokerage activities and investment, corporate and public finance, insurance, personal financial planning and positions as financial analysts in industry.

Human Resource Management Concentration

Mission:

The mission of the LMU MBA Human Resource Management Concentration is to provide the development of technical and managerial skills to manage the development of human capital in organizations, and to provide related services to individuals and groups.

An LMU MBA degree with a concentration in human resource management is designed to study specific quantitative and qualitative theories and methods used to collect reliable and valid human resource management data for decision purposes. Human Resource electives are structured to examine theory and applications in the areas of recruitment and selection, fair employment practices,

performance appraisal and management, compensation design and management, job evaluation systems, and career development.

Expected Concentration Outcomes:

- HRM1 Conduct workforce planning, evaluate and conduct job analyses, and exhibit understanding of approaches to job design
- HRM2 Evaluate, develop, and implement human resource training and development policies and plans
- HRM3 Evaluate, develop, and implement performance management policies and plans
- HRM4 Evaluate, develop, and implement plans designed to facilitate the employer-employee relationship
- HRM5 Evaluate, assess and analyze the effects of labor relations and collective bargaining

Career Opportunities:

An LMU MBA degree with a concentration in human resource management can lead to HR positions in a wide variety of businesses, recruiting firms, consulting firms, or training organizations.

Management Concentration

Mission:

The LMU MBA Management Concentration prepares professionals for a career in management. This concentration provides a robust education focused on management practice, research, and ethics. Through experienced business faculty, the program strives to be a leading provider of managers to our community and beyond.

An LMU MBA degree with a concentration in management is designed to refine management competencies that enable students to provide the dynamic leadership needed for success. Management electives are structured to provide a thorough understanding of current management theory and practices, while also enhancing management skills through real-world application and problem-solving.

Expected Concentration Outcomes:

- MGMT1 Analyze, evaluate and implement the management concepts of planning, organizing, leading and controlling
- MGMT2 Differentiate between management and leadership and analyze the importance of leadership over management
- MGMT3 Synthesize strategic management principles of crafting and executing strategy and the importance of leadership in this process
- MGMT4 Assess and apply strategic management principles in a global environment
- MGMT5 Evaluate the importance of change management and innovation in conjunction with diversity management in a strategic approach

Career Opportunities:

An LMU MBA degree with a concentration in management can lead to careers in a wide variety of private businesses, consulting firms, or the public sector.

Marketing Concentration

Mission:

The LMU MBA Marketing Concentration prepares professionals for a career in marketing management, providing a robust education focused on marketing management, research, and ethics. Our experienced business faculty delivers real world

knowledge and skills to future marketing managers for the Appalachian region.

An LMU MBA degree with a concentration in marketing is designed to deepen academic and practical learning experiences that equip students with the knowledge to apply the marketing concepts and theories of marketing management. Marketing electives are structured to provide students with the skills and knowledge needed to succeed in a customer-driven marketplace

Expected Concentration Outcomes:

- MKTG1 Students will integrate both functional knowledge and managerial competency in the solutions of marketing problems
- MKTG2 Students will demonstrate practical knowledge in content areas such as Brand Management, Global Marketing, Integrated Marketing Communication, Consumer Behavior, Electronic Commerce, and Professional Sales Management
- MKTG3 Students will develop an appreciation for making ethical and socially responsible choices in business
- MKTG4 Students will cultivate a capacity for making and critiquing marketing decisions

Career Opportunities:

An LMU MBA degree with a concentration in marketing can lead to careers in sales, brand management, communications, advertising, marketing research agencies and consultancy.

International Business Concentration

Mission:

The mission of the LMU MBA International Business Concentration is to provide the advanced development of technical and managerial competencies needed for a career in an international setting.

An LMU MBA degree with a concentration in international business is designed to provide knowledge for working in or managing organizations with international customers, vendors, partners or operations. International Business electives are structured to provide a framework to assess global market conditions, formulate competitive market entry strategies, understand cultural and economic system differences, and capitalize on foreign market opportunities.

Expected Concentration Outcomes:

- INTB1 Demonstrate and explain the interrelationship between geography, natural resources, degree of development (HDI), the dynamics of globalization, and political and economic factors
- INTB2 Analyze and evaluate national trade policies, trade patterns, balance of payment, and the role of regional trading blocs
- INTB3 Identify and assess the role of central banks, currency trading and the establishment of intergovernmental currency trading policies, as well as the effect of the World Bank, the IMF and the WTO on global trade
- INTB4 Compare and contrast differences among national cultures, colonial influences, and religious attitudes that affect business operations in specific countries
- INTB5 Exhibit the ability to identify, measure, interpret, and incorporate relevant information in analyzing

problems and making effective business decisions in an international context

Career Opportunities:

An LMU MBA degree with a concentration in international business can lead to careers with international companies, international trade, product import and export, and as a cultural advisor or international recruiter.

General MBA

Mission:

The mission of the LMU MBA General MBA is to provide the opportunity for increased knowledge across the major business disciplines while focusing on the abilities and skills to be an effective manager and leader in any business field.

A general LMU MBA degree is designed to expand knowledge across the major business disciplines while also emphasizing decision making and leadership skills.

Expected Concentration Outcomes:

- GBUS1 Synthesize strategic management principles of crafting and executing strategy and the importance of leadership in this process
- GBUS2 Differentiate between management and leadership and analyze the importance of leadership over management
- GBUS3 Conduct workforce planning, evaluate and conduct job analyses, and exhibit understanding of approaches to job design
- GBUS4 Evaluate investment decisions utilizing financial theory, analytical decision making tools, and quantitative and non-quantitative economic attributes
- GBUS5 Evaluate, develop, and implement performance management policies and plans

Career Opportunities:

A general LMU MBA degree can lead to career advancement across all business disciplines in the private, public, or nonprofit sectors.

Sport Management Concentration

Mission:

The mission of the LMU MBA Sport Management concentration is to provide the intellectual and managerial skills individuals need for career advancement and leadership in the sport industry. The School of Business seeks to respond to the needs of the region in Sport Management education, and to offer individuals and employers an opportunity to gain advanced skills and knowledge in the field of Sport Management and business.

An LMU MBA degree with a concentration in sport management is designed to develop and deepen a student’s diverse set of skills, including technical competence in analytical and quantitative techniques, critical thinking, communication abilities, and values. Sport Management electives are structured to encourage technical competency, critical thinking, effective communication, and decision making skills.

Expected Concentration Outcomes:

- SMT 1 An understanding of the structure of a sport management job hierarchy
- SMT 2 The ability to implement a marketing plan in a practical sport management situation
- SMT 3 An ability to set corporate objectives in a practical sport situation

- SMT 4 An ability to reach corporate objectives through implementation of managerial models in an actual sport education corporate project
- SMT 5 The ability to effectively use technology in completing practical applications in the field of sport management

Career Opportunities:

An LMU MBA degree with a concentration in Sport Management can lead to careers in high school or collegiate athletics, professional sports, corporate sport, international sports and recreational/leisure careers.

Master of Business Administration Program

Admission

Lincoln Memorial University seeks highly qualified and motivated individuals for admission to the Master of Business Administration degree program. As part of admission requirements, students must submit the online application for admission, application essays, the \$50 application fee, a current resume, official transcripts of all undergraduate and graduate course work from accredited institutions, and three (3) reference letters from professionals in the field who are familiar with their work and ability and can, therefore, evaluate potential for success in the graduate program.

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

LMU MBA Programs

The traditional evening Master of Business Administration degree is a thirty-six semester credit hour program intended for upwardly mobile professionals and recent graduates with exceptional academic backgrounds. The core curriculum focuses on business theory and applications by integrating case studies, research, presentations, and seminars. The objective of the program is for the student to be able to apply the principles of accounting, finance, economics, information technology, management, marketing, business strategy, and business ethics within a contemporary global business environment. Students are able to choose a concentration of 12 credit hours at both Knoxville-Cedar Bluff, Harrogate and online locations. MBA Requirement for Knoxville-Cedar Bluff, Harrogate & Online Locations

MBA Requirement for Knoxville-Cedar Bluff, Harrogate & Online Locations

	Cr Hrs
MBA 511 Operations Management and Quantitative Analysis	3
MBA 515 Business Ethics and Social Responsibility	3
MBA 545 Marketing Management	3
MBA 550 Financial Management	3
MBA 565 Economics for Decision Making	3
MBA 570 Accounting and Decision Making	3
MBA 575 Contemporary Management and Leadership*	3
MBA 590 Business Strategy	3
TOTAL CORE	24

MBA Elective	3
MBA Elective	3
TOTAL PROGRAM	30

MBA with Concentration Requirement for Knoxville-Cedar Bluff, Harrogate & Online Locations

	Cr Hrs
MBA 511 Operations Management and Quantitative Analysis	3
MBA 515 Business Ethics and Social Responsibility	3
MBA 545 Marketing Management	3
MBA 550 Financial Management	3
MBA 565 Economics for Decision Making	3
MBA 570 Accounting and Decision Making	3
MBA 575 Contemporary Management and Leadership*	3
MBA 590 Business Strategy	3
TOTAL CORE	24
MBA Concentration Elective	3
MBA Concentration Elective	3
MBA Concentration Elective	3
MBA Concentration Elective	3
TOTAL PROGRAM	36

Concentration Areas

With the guidance of a faculty advisor, students may complete one of the following 12-hour concentrations:

- Accounting
- Finance
- Human Resource Management
- International Business
- Management
- Marketing
- Sport Management Concentrations

Accounting Concentration

MBA 574 Federal Income Tax	3
MBA 576 Managerial Accounting	3
MBA 672 Advanced Financial Accounting	3
MBA 674 Advanced Auditing	3

Finance Concentration

MBA 624 Public Policy and Public Finance	3
MBA 644 Financial Institutions and Markets	3
MBA 645 Portfolio Management	3
MBA 648 International Financial Management	3

Human Resource Management Concentration

MBA 516 Human Resource Management	3
MBA 640 Negotiation	3
MBA 662 Compensation and Benefit Structures	3
MBA 670 Labor and Employment Law	3

International Business Concentration

MBA 548 Global Marketing	3
MBA 560 Global Management	3
MBA 580 International Business	3

MBA 648 International Financial Management	3
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Management Concentration

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

Marketing Concentration

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

Sport Management Concentration

SMT 560 Administration of Athletics	3
SMT 570 Sport Marketing	3
SMT 590 Sport Seminar	3
SMT 598 Internship in Sport Management	3

The Dual Degree MBA Program

The dual degree Master of Business Administration degree is a thirty six semester credit hour program intended for individuals who have earned or are in the process of earning a professional degree. The objective of the program is to stress your role as manager and leader, while providing the foundation knowledge in business to complement your professional degree. We offer two dual degree programs: one for DO and DVM students and the other for students who are pursuing a professional degree i.e. law, education, engineering, etc. A dual degree student must be working on both degrees concurrently.

Dual degree MBA Requirements for medical students (DCOM, Medical and Vet Med Students Only)

The program begins with an intensive ten week summer session followed by course work in residence or online. The core curriculum is delivered face to face in an intense, dynamic, fast paced ten-week summer term. The dual degree MBA program only offers a general business concentration, though you may select three MBA electives from any discipline you prefer to complete your 36 hours.

	Cr Hrs
MBA 521 Foundations of Business I	6
MBA 522 Foundations of Business II	6
MBA 515 Ethics and Social Responsibility	3
MBA 610 Organizational Leadership	3
MBA 590 Business Strategy capstone	3

TOTAL CORE

MBA Elective	3
MBA Elective	3
MBA Elective	3
Collateral Program Elective*	3
Collateral Program Elective*	3

TOTAL PROGRAM

36

*Six hours of business school credits are given for equivalent courses offered at vet or medical school

Admission to the MBA Program

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

1. MBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Three Recommendation letters
7. Writing sample

Special Admission for LMU School of Business Baccalaureate degrees

Lincoln Memorial University will grant initial admission to the Master of Business Administration degree program to all students who successfully complete their baccalaureate degree from Lincoln Memorial University School of Business provided they meet the following criteria:

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

Admission to Degree Candidacy

In order to be considered for admission to degree candidacy, the applicant must complete the following before the completion of nine (9) semester hours:

-submit all admission requirements

The student's credentials will be presented to the MBA Admissions Committee for consideration for admission to degree candidacy.

Admission to the Dual Degree MBA Program

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

1. Professional MBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Three Recommendation letters

Final Evaluation for all Programs

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

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

Master of Science in Business Analytics

Mission Statement

The MSBA stands in support of the mission of the School of Business at LMU as a graduate degree option. The mission of the MSBA program is to develop students who can demonstrate a proven ability to utilize data to create value-added solutions for important business challenges.

Program Outcomes:

1. Apply critical thinking skills to solve complex business problems
2. Classify data sets and select the appropriate analytical tool
3. Generalize the necessary theoretical, mathematical, and statistical concepts to ensure data is properly analyzed
4. Acquire data from a diverse population of computer storage systems
5. Execute in a team environment
6. Communicate complex analytical results in ways business managers can understand The MSBA degree is offered at the LMU Duncan School of Law - Knoxville location.

LMU Master of Science in Business Analytics (MSBA) Program

The Masters of Science in Business Analytics (MSBA) degree is a 36-hour program. Courses are offered in traditional classroom format (F2F), online (OL), synchronous online (Hybrid) and compressed residence periods (RP). Four courses are offered each of the 3 main semesters (Fall, Spring, Fall) and one online course are offered in the Summer session. Three of the hours involve a program long practicum utilizing a live business situation and data. The program is modeled after a cohort style, with students starting together each Fall. For working professionals, there is an option to modify their class schedule each semester and spread their coursework over six semesters. The core courses needed to complete the practicum are required within the cohort model. MSBA courses are available for students admitted to the MSBA program only. Other LMU students may attend a MSBA course with permission from the program director.

Program Mission and Objectives

The mission of the MSBA program is to develop students who can demonstrate a proven ability to create value-added solutions to important business challenges by;

- Significantly growing their ability to be critical thinkers through the application of the scientific method
- Preparing them with a wide variety of data analysis skills
- Providing the necessary mathematical and statistical foundational skills to analyze data in unique situations
- Enabling them to acquire data from a diverse population of digital storage systems
- Instilling their ability to effectively work in a team environment
- Enhancing their skills to effectively communicate analytical results to business managers

MSBA Curriculum

Course	Hrs
MSBA 510 Foundational Analytics Theory	3
MSBA 591 Practicum I	1
MSBA 511 Process Analytics	3
MSBA 515 Regression Analysis and Forecasting	3
MSBA 512 Design of Experiments	3
MSBA 592 Practicum II	1
MSBA 513 Business Foundations I	3
MSBA 523 Data Systems and Acquisition	3
MSBA 522 Data Mining	3
MSBA 525 Business Foundations II	3
MSBA 593 Practicum III	1
MSBA 524 Digital Analytics	3
MSBA 517 Survey of Management Science	3
526 Non-Parametric Statistics	3
Total	36

(1) Students with graduate or undergraduate Business degrees' may test out of this course, at the discretion of the Director.

Admission

Lincoln Memorial University seeks highly qualified and motivated individuals for admission to the Master of Science in Business Analytics degree program. As part of admission requirements, students must submit the online application for admission, application essays, the \$50 application fee, a current resume, official transcripts of all undergraduate and graduate course work from accredited institutions, and three (3) reference letters from professionals in the field who are familiar with their work and ability and can, therefore, evaluate potential for success in the graduate program.

In addition, the ideal MSBA student should have completed the following:

1. MSBA Application
2. Previous work experience, if applicable
3. Undergraduate GPA (3.0)
 - a. From an institution with regional accreditation or equivalent verification in the case of international degrees.
4. Specific course work in business, calculus and linear algebra will be evaluated
5. GRE or GMAT scores will be evaluated
6. Three Recommendation letters
7. Personal Statement

Doctor of Business Administration

Mission Statement

The DBA stands in support of the mission of the School of Business at LMU as a graduate degree option. The mission of the DBA program is to create a doctoral learning opportunity for business professionals in Appalachia. Through qualified and experienced faculty, students will be provided the skills necessary to advance the practice of business in a diverse and evolving global economy, to further the body of knowledge and research, and to balance the pursuit of prosperous business practices.

Program Outcomes:

1. Develop the knowledge and analytical capability to lead an organization in adapting, evolving, and learning in an ever-changing environment
2. Acquire and apply knowledge of behavioral, policy, and strategic issues to improve organizational effectiveness
3. Facilitate and communicate advanced analytic and problem solving capabilities grounded in sound academic and practical research

The DBA degree is offered at the LMU Duncan School of Law - Knoxville location and allows students to select an area of concentration in Accounting, Management, or Sport Management.

Doctor of Business Administration Program

Admission

Lincoln Memorial University seeks highly qualified and motivated individuals for admission to the Doctor of Business Administration degree program. As part of the admission requirements, students must submit the online application for admission, application essays, the \$50 application fee, a current resume, official transcripts of all undergraduate and graduate course work from accredited institutions, and three (3) reference letters from professionals in the field who are familiar with their work and ability and can, therefore, evaluate potential for success in the graduate program.

In addition, the ideal DBA student should have completed the following:

1. A baccalaureate degree with a 3.0 GPA.
2. A MBA or equivalent master's degree with a 3.5 GPA.
3. Four years of work or professional experience in a managerial capacity, OR an overall GPA of 3.8 and recommendations indicating extraordinary academic potential.
4. An interview with the admissions committee.
5. Signed document acknowledging all requirements for the program.

LMU Doctor of Business Administration (DBA) Program

The LMU DBA program follows a hybrid format with traditional evening and online classes. The program is intended for upwardly mobile professionals and recent MBA graduates with exceptional academic backgrounds. Foundation classes are the four main components of the LMU MBA core and are waived if the DBA candidate has completed an MBA degree. The core is made up of four classes that will provide the base for understanding of business theory and application in today's market. The Accounting, Management, and Sport Management concentrations are each made up of four classes. Finally, students have 12 hours of dissertation credit to earn working with their dissertation committee.

Admission to the DBA Program

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

1. DBA Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work completed
6. Three Recommendation letters
7. Writing sample
8. Interview with DBA Director

DBA Curriculum for the Duncan School of Law Site

Foundation Classes

	Cr Hrs
MBA 545 Marketing Management	3
MBA 565 Economics for Decision Making	3
MBA 570 Accounting for Managers	3
MBA 575 Contemporary Management & Leadership	3

Core Classes

DBA 700 Assessing Organizational Behavior	3
DBA 701 Leadership in Organizations: Theory & Practice	3
DBA 702 Global Perspectives & Implications of Business	3
DBA 703 Business Synthesis & Integration for Comp. Adv.	3

Management Concentration Classes

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

Sport Management Concentration Classes

SMT 700 Contemporary Issues in the Sport Industry	3
SMT 710 Sport Marketing	3
SMT 720 Administration of InterCollegiate Athletics	3
SMT 798 Internship in Sports Management	3

Research Classes

DBA 801 Doctoral Statistics	3
DBA 802 Research Methods I	3
DBA 803 Research Methods II	3

Dissertation Credits

DBA 899A	3
DBA 899B	3
DBA 899C	3
DBA 899D	3

Dissertation Credits 12

TOTAL PROGRAM 57

***Errata** *Denotes that this core course (MBA 575) is included in the 15 credit hours for the concentrations in International Business, Human Resources Management and Sport Management.*

Carter and Moyers School of Education

Graduate Programs

School of Education Accreditation

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

The Continuous Improvement Commission of the Council for the Accreditation of Educator Preparation (CAEP), at its October 2013 meeting, granted National Council for the Accreditation of Teacher Education (NCATE) accreditation to the Carter & Moyers School of Education at the initial teacher preparation and advanced preparation levels.

The initial teacher preparation programs include licensure for Grades K-6, K-12 in visual art, vocal and instrumental music, and physical education; 7-12 for biology, business, English, chemistry, history, and math (at the undergraduate and master levels); and school counselor licensure. Advanced preparation levels include the Master of Education, Educational Specialist, and Doctor of Education Programs. Master of Education, and Educational Specialist programs offer program concentrations in curriculum and instruction, instructional leadership, and educational administration. The Doctor of Education Program includes executive leadership, curriculum and instruction, instructional leadership, and higher education.

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

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

EPP Vision and Mission:

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

EPP Goals are Carter & Moyers School of Education Strategic Plan 2014-2019

- a. Maintain successful accreditation with CAEP and CACREP.

- b. Pursue donor development and fundraising in support of the School's initiatives and graduate student scholarships.
- c. Continue activities, which build regional program visibility and school, district, and state partnerships with the School of Education.
- d. Strengthen undergraduate education program enrollment, particularly in secondary education programs.
- e. Develop streamlined systematic comprehensive technology-based processes for tracking graduate program inquirers, applicants, and admits.
- f. Promote a culture of evidence and improvement among all School faculty, candidates, and stakeholders.
- g. Explore opportunities for maintaining adequate faculty resources.
- h. Give priority emphasis to strengthening the school's commitment to diversity and supporting the school's diversity action plan, including the recruitment of diverse faculty and candidates for all School of Education programs.
- i. Recruit and fund qualified faculty to teach in the health, physical education and exercise science, and curriculum and instruction programs.
- j. Improve the visibility and viability of the School and its programs with the implementation of effective marketing and recruitment plans.
- k. Continue the focus on "closing the loop" and program improvement, utilizing appropriate assessment measures and analyses.
- l. Utilize database technologies for tracking program improvement and candidate progress.
- m. Pursue improved recruitment, compensation, orientation, and professional development of adjunct faculty.
- n. Enhance assessment data gathering, storage, and retrieval for all programs.
- o. Develop face-to-face and online training modules for the use of LMU and School of Education technology.
- p. Strengthen field experiences in all School of Education programs.
- q. Maintain and enhance the School of Education website.
- r. Improve the coordination and scheduling of graduate faculty and classes.
- s. Explore the development and implementation of blended courses in all School of Education programs.
- t. Complete the implementation of the LMU-TSU Partnership.
- u. Develop department and program outcomes statements for all School programs.

EPP Shared Values and Beliefs

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

1. Values:

- a. Models leadership practices of Abraham Lincoln
 - b. Respects individual rights
 - c. Embodies ethical practices and professional responsibility
 - d. Embraces changes to improve student learning and advance the profession
 - e. Respects and appreciates individual and group differences
 - f. Collaborates with other educators, student families and caretakers, and community stakeholders
2. Education:
- a. Commits to equitable and effective teaching and instruction for all students
 - b. Engages in and applies research to professional practices
 - c. Demonstrates in-depth knowledge of critical concepts of discipline, connections to cross-disciplinary content, and multiple pedagogical strategies
 - d. Thinks creatively and critically
 - e. Gathers data through multiple assessment strategies to reflect, monitor, analyze, and direct instructional practices
 - f. Uses technology to work effectively with stakeholders and to support student learning
3. Service
- a. Believes in and demonstrates servant-leadership
 - b. Understands that education is a service to the local and global community
 - c. Seeks to serve the needs of local and global community, especially the underserved
- a. Articulates and uses Standard English grammar
 - b. Uses language for fostering clear understanding and self-expression
 - c. Demonstrates thoughtful and responsive listening
- E. Written Communication Skills
- a. Uses Standard English grammar
 - b. Writes clearly and concisely
- F. Collegiality
- a. Works well on a team while encouraging, assisting, and inspiring peers to excel
 - b. Participates in collegial planning activities
 - c. Gives and accepts assistance
- G. Respect (In Action and Speech)
- a. Demonstrates respectful classroom behavior
 - b. Sensitive to all stakeholders' needs
 - c. Maintains confidentiality
 - d. Provides educational experiences that demonstrate understanding of the worldview of culturally diverse groups
 - e. Demonstrates a sense of fairness by developing differentiated educational opportunities for all students (all students can learn)
- H. Commitment to Profession
- a. Strives to promote a caring, non-discriminatory, and equitable environment
 - b. Participates in professional consultation for the improvement of one's own skills
 - c. Committed to engage in professional growth and development activities
 - d. Responds appropriately to positive feedback
- I. Professionalism in Clinical and Field Placements (Ethics, Professional Growth, and Confidentiality)
- a. Dresses with professional attire
 - b. Maintains factually accurate records
 - c. Adheres to all rules and requirements and supports decisions made by the Carter and Moyers School of Education
 - d. Demonstrates academic honesty and integrity in all circumstances

Unit Commitment to Diversity

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

Carter and Moyers School of Education Dispositions

- A. Attendance and Punctuality
 - a. Meets attendance requirements
- B. Initiative
 - a. Demonstrates self-initiative
 - b. Is creative and resourceful
 - c. Works independently, when appropriate
- C. Work Habits
 - a. Promptly completes quality work
 - b. Works independently
 - c. Demonstrates commitment to achieve professional programs of study goals
 - d. Demonstrates the ability to plan both long and short term
 - e. Effectively uses instructional technology
 - f. Demonstrates ability to reflect on and assess as an ongoing learning process
- D. Oral Communications

Professional Certification and Licensure Disclaimer

Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements; to qualify for the certification, licensure, or benefits; and to apply for the same.

Alabama Commission on Higher Education Disclaimer Statement¹

State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s).

¹ For Alabama students

Graduate Education Information

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

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

Extended Campus Sites

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

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

Degree	Major
MEd	Initial Licensure
MEd	CG, CI, IL, EL
EdS	CI, IL, EL
EdD	CI, IL, HE, EL

Chattanooga, TN, Chattanooga State Community College, 7158 Lee Highway, Chattanooga, TN 37421

Degree	Major
MEd	CI, IL, EL
EdS	CI, IL, EL

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

Degree	Major
MEd	Initial Licensure
MEd	CI, IL, EL
EdS	CI, IL, EL

Duncan School of Law, 601 West Summit, Knoxville, TN 37902

Degree	Major
EdD	HE, EL, HR

Academic Information

Tuition and Fees

A monthly payment plan, which allows candidates to divide tuition and other expenses into 10 or 12 smaller monthly payments—spread over the year, is available. Candidates will be charged a \$65 enrollment fee. There are no interest charges or other costs. Life insurance covering the interest-free monthly payment plan is included at no additional cost. For further information, contact 1-888-572-8985.

Graduation Fee	\$100—MEd \$150—EdS
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Graduate Application Fee	\$50—All Graduate Programs
Clinical Experiences Fee when Student Teaching	\$300—MEdITL Additional Fees \$450—EdD (includes graduation expenses)

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

Time Restrictions/Limitations

Requirements for graduate education degrees, with the exception of the Doctor of Education, must be completed in no less than one year and within seven years of initial graduate enrollment. Candidates in the doctoral program have five (5) years from the time of initial enrollment to complete all degree requirements. Any exception to this policy requires approval of the Dean of the School of Education.

Applicable Catalog

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

Transfer Graduate Credit

Due to the unique structure of the Master's, Educational Specialist, and Doctor of Education programs, transfer credit will be considered on a very limited basis and must be reviewed and accepted by the Chair of the Graduate Education Department.

Correspondence Study/Prior Learning Credit

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

Graduate Credit for Undergraduate Seniors

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

Candidate Work and Class Attendance

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

Grading System

A candidate receives a grade for most registered coursework (except Audit). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned. Candidates who earn more than six (6) semester hours of "C" grades must appeal to the Dean of the School of Education to continue in the program.

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

Grade	Definition	Per Semester Hour
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectation)	3.67

B+	Very Good	3.33
(Quality of work better than satisfactory)		
B	Good	3.00
(Quality of work satisfactory)		
B-	Average	2.67
(Quality of work meets minimum requirements)		
C	Minimum passing grade	2.00
(Unsatisfactory graduate-level work)		
F	Fail	0.00
I	Incomplete; work must be completed within the first six week of the next semester; otherwise, the grade automatically becomes an “F” unless an extension is granted by the Dean of the School of Business	
NC	No Credit; allows for a later grade with no penalty to the student	
AU	Audit	
WD	Withdrawal	
P	Pass; carries credit but no quality points	

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

Probation Status

Master of Education and Educational Specialist Programs.

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate candidate must maintain a GPA of 3.0 (B). The GPA considered for academic progress is the GPA of the current program. The GPAs from previous degrees at LMU may not be averaged into the current GPA. Any candidate whose cumulative GPA falls below a 3.0 in a given semester is placed on probation the following semester and an improvement plan is developed by a committee consisting of a Professor, Chair of the Program, Associate Dean, and the candidate. A candidate whose cumulative GPA falls below a 3.0 (B) for two successive terms must have permission from the Chair of Graduate Education to continue in the program. The candidate may appeal to the Dean of the School of Education to continue in the program. Any EdS candidate who receives a grade of “F” in a course will be suspended from the program for the remainder of that academic year.

Doctor of Education Program.

A grade of “B-” is the minimum grade a candidate can receive to successfully pass a course in the Doctoral Program. If a candidate receives a “C+” in a class the Doctoral Program Director places that candidate on academic probation. To remove the probationary status, the candidate must retake the class and earn at least a “B-” after which he or she can continue taking the prescribed subsequent courses. If a candidate receives a “C+” in either a quantitative or qualitative research course, the candidate will not be allowed to take the comprehensive exam and may not enroll in dissertation hours until he or she has repeated the course and has earned at least a grade of “B” for that course. After successfully completing the research courses, each doctoral candidate must pass a comprehensive exam before beginning work on his or her dissertation. Any candidate who receives either a second “C+” or a single grade lower than a “C+” in any course will be dismissed from the doctoral program.

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

A candidate who is placed on probation, suspended, or dismissed from any program and feels that the probation, suspension, or dismissal is unfair has a right to appeal. The candidate who wishes

to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Chair of Graduate Education. The Chair will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of the receipt of the candidate’s letter of appeal. The Chair of the Appeals and Grievance Committee and the candidate must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Chair may be requested. The Chair and the candidate must inform each other of any additional attendees to the meeting. The candidate may continue this appeal to the Dean of the School of Education for a decision. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

Complaint and Grievance Procedure

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

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

Repeating Graduate Education Courses

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

Graduate Education Candidate Course Load

The maximum course load for an MEd or EdS candidate is nine (9) credit hours during fall and spring semesters, three (3) semester hours during the mini-term, and twelve (12) semester hours for the summer session. There will be no exceptions granted to the maximum of three (3) semester hours during the mini-term and twelve (12) semester hours in the summer session. For financial aid purposes, the federal government considers nine (9) semester hours as a full-time course load for graduate candidates.

For financial aid purposes, full-time EdD candidates are those who enroll in at least six (6) credit hours per term (summer,

fall, and spring). Part-time candidates are those who enroll in fewer than six (6) credit hours. A typical course load for doctoral candidates is either six or nine hours per term. Candidates must maintain continuous enrollment in the program as a full- or part-time candidate until they complete all graduation requirements. Failure to do so shall result in administrative withdrawal.

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

Orientation/Advisement

New MEd candidates are assigned academic advisors and are required to attend a new student orientation. The orientation session provides candidates with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. Advisors are accessible throughout the program for academic advisement.

New Educational Specialist (EdS) candidates are assigned academic advisors and are required to attend a new student orientation. The orientation session provides candidates with critical information for progressing through the degree program. This advisement may take place on an extended class date. The information includes admission, program, and exit requirements. Advisors are accessible throughout the program for academic advisement.

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

Program of Study

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

Graduation Requirements

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

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

The following degree-specific requirements also apply

- a passing score on the School Leadership Licensure Assessment (SLLA) (Leadership Licensure);
- satisfactory exit interview (EdS Degree);
- a passing score on the comprehensive examination (MEd and EdD degrees);
- complete and successfully defend his or her dissertation; (EdD degree); and
- obtain approval of the final copy of his or her dissertation (EdD degree).

As related to the doctoral program, candidates must file an Intent to Graduate form and submit graduation fees to the program office by March 1 (for May graduation) and October 1 (for December graduation).

Doctor of Education Graduation Policy.

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

Second Master's Degree Requirements

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

Financial Aid Policies and Procedures

Satisfactory Academic Progress for Financial Aid—Graduate Education Programs

Federal regulations require that all candidates who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure candidates are making this progress both qualitatively and quantitatively. At LMU, we have established the following SAP policy that will be reviewed following each semester, including the summer term.

Master of Education Program. Candidates may attempt a maximum of 49 credit hours in pursuit of their 33 credit hour MEd Curriculum & Instruction, IL, or Educational Leadership degrees. In the MEd Clinical Mental Health Counseling program, candidates may attempt a maximum of 90 credit hours in pursuit of their 60-credit hour program. In the MEd School Counseling program, candidates may attempt 72 credit hours in pursuit of their 48-credit hour program. In the MEd Initial Licensure degree program, candidates may attempt a maximum of 63 credit hours in pursuit of the 42-credit hour degree program.

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

Doctor of Education Program. EdD candidates who are pursuing a single concentration (i.e., a 48-hour degree) may attempt up to 72 hours in that effort, and those who are pursuing a double concentration (i.e., a 64-hour degree) may attempt up to 96 hours. However, candidates must complete their EdD within five (5) years from their initial acceptance into the program.

All EdD candidates who receive federal student aid must earn 67% of the cumulative hours they attempt (rounded to the nearest whole number). For example, a candidate who attempts 6 hours in the fall and 9 hours in the spring must have earned 9 hours of credit for that academic year. Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. Additionally, only

transfer courses accepted and applied toward academic programs at LMU count both as attempted and earned hours. Incomplete grades will not count against attempted hours until a grade is recorded or the candidate is withdrawn from the course(s).

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

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

General Admission Requirements

Categories of Admission: Masters and Educational Specialist Programs

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

1. **Regular graduate student status.** Applicants with credentials indicating adequate preparation and ability to complete the program successfully may receive regular student status.
2. **Non-degree or transient student status.** Persons otherwise qualifying for admission to graduate studies but not seeking admission to the degree program are classified as non-degree or transient. Individuals wishing to pursue graduate study at LMU in this classification must submit an Application for Admission.
Non-degree or transient candidates who decide to change their status to degree seeking must then petition the Graduate Admission Committee for admission as degree-seeking candidates. The applicant must follow the process outlined for regular graduate student status.
The non-degree or transient student who wishes to become a regular graduate student may apply up to nine (9) semester credit hours earned while in non-degree or transient status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought and the approved program of study.
3. **Conditional student status.** Under special circumstances, a person who does not meet the requirements for admission but who feels strongly that he/she can do graduate work may be allowed conditional status. In this category, candidates may take no more than six (6) semester hours of graduate coursework from their planned program within the conditional semester and earn no grade less than "B." A grade less than "B" disqualifies the candidate from full graduate admission.
4. **Auditor status.** The candidate wishing to audit courses may enroll by completing an Application for Admission form, registering for the course, and paying the appropriate fees. An "AU" notation will appear on the academic transcript signifying that the course was taken for audit, not for credit. Examinations are not required; grades are not earned; and credit is not awarded for courses audited.

Categories of Admission: Doctorate of Education Program

1. **Provisional.** Applicants may be admitted to the doctoral program on a provisional basis. In this case,

the admissions committee has determined that the admissions package is missing one or more of the required documents (e.g., GRE scores; transcripts; writing sample; etc.). In order to move from provisional to full graduate status, the candidate must ensure that the admissions committee has access to all materials that are required to make informed decision regarding program admission. Candidates admitted on a provisional basis must work to obtain full graduate status by the end of the second term of their program of studies.

Candidates entering with a provisional status often do so as a result of not having completed the Graduate Record Examination (GRE). To assist candidates in their preparation for this examination, LMU has developed a collection of GRE study materials and will facilitate and support study groups.

If a candidate on provisional status due to the absence of GRE scores completes the examination but fails to obtain scores that meet the program's required level of performance, he or she will be placed on conditional admittance and subject to the assessment process in place for an admission of this type.

2. **Conditional.** Applicants may also be admitted to the doctoral program on a conditional basis. An assignment of this status indicates that, although all mandatory admissions paperwork has been duly submitted, one or more criteria required for program admission have not yet been met. Conditional status is often accorded as a result of GRE scores that do not meet the program's required level of performance. Candidates who enter with a conditional status will have their research papers, assignments, and other artifacts from their first two terms of study subject to review by two faculty members as well as the dissertation reviewer. This review will occur at the end of the second term of coursework.
Given that this review indicates, in the opinion of the faculty, the candidate has the required knowledge and skills to successfully complete the program, his or her admission will be changed to reflect full graduate status. In the event the candidate requires additional academic development, a faculty member will work with the candidate until that point in time when, following a second review by the doctoral faculty, it is determined that the candidate is prepared to successfully complete program requirements.
3. **Full Graduate Status.** Candidates who have successfully met all program requirements upon admission are accorded full graduate status.

Graduate Education Program Offerings

Graduate Education programs offer courses that lead to the Master of Education (MEd); Educational Specialist (EdS); and Doctor of Education (EdD) degrees. Courses are also offered in special areas of professional educational needs in the LMU service area. Some graduate degree programs can be coordinated to secure both licensure and the graduate degree. However, licensure requirements are determined by the Tennessee State Board of Education and are subject to change at the discretion of that Board. The licensure requirements in effect at the time of program completion are the requirements for licensure recommendation.

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

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

Degree Application Procedures

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

Degree	Notes	Reference
Master of Education Degree	Two-step process	<i>Degree Application Procedures</i> in the Master of Education Program section of this document
Instructional Leadership Major	Admissions Portfolio	<i>Program Application and Admission</i> (Enrollment is limited.) in the Instructional Leadership section of this document
Educational Specialist	Two-step process	<i>Degree Application Procedures</i> in the Educational Specialist section of this document
Doctor of Education	Two-step process	<i>Application Process</i> in the Doctor of Education section of this document

Master of Education

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

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

Admission to Graduate Education Studies

The candidate must submit:

1. an application for Graduate Studies, with the required \$50 application fee and
2. two (2) official transcripts of all previous undergraduate coursework from accredited institutions.

For counseling majors, the following is also required for admission to Graduate Education Studies: three recommendation forms, a personal interview, and a personal statement.

The Chair of Graduate Education approves admission to the program and assigns an advisor.

Admission to Degree Candidacy

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

1. an Application for Degree Candidacy for the MEd degree and declare a major area of emphasis; and
2. scores from either the Praxis Principles of Learning & Teaching test, the GRE, or the Miller Analogies Test within the last five years (MedITL candidates may also take the ACT or Praxis Core Academic Skills for Educator exam). Equivalent score requirements are:

Praxis Test Principles of Learning & Teaching	K-6	155
	5-9	154
	7-12	159
Graduate Record Exam	Verbal 144 (370 prior to November 2011)	Quantitative 140 (410 prior to November 2011)
Miller Analogies Test	32 (paper test)	88 (computer-based test)
ACT		22
Praxis Core		Math – 150 Reading – 156 Writing - 162

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

1. Test of English as a Foreign Language (TOEFL)—Required of all foreign candidates, unless they are graduates of an American university or they originate from a country whose primary language is English. The following are the minimum required scores: 550 (paper test); 79 (Internet test); 213 (computer-based test);
2. Three completed Graduate Program Recommendation Forms from professionals in the field who are familiar with the candidates’ work and ability and can, therefore, evaluate their potential for success in the graduate program; and
3. An advisor-approved Program of Study.

Upon completion of these requirements, the candidate’s credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy. LMU reserves the right to deny admission due to immoral conduct.

A transfer applicant must follow the same procedure for admission and must be in good standing and eligible to continue the program of the previous institution. Exception to this policy can be made only by the Graduate Admission Committee (see Transfer Graduate Credit section for more information).

Candidates applying for readmission must apply in writing to the School of Education Office. The file will then be reviewed and

submitted to the Graduate Admission Committee for appropriate action.

Comprehensive Examination

The written comprehensive examination allows each candidate as much as four hours to address the questions involved. The examination is comprised of questions and/or case studies encompassing the program of study and one question addressing the candidate's philosophy of education for Curriculum and Instruction, Educational Leadership, Initial Licensure, or Counseling candidates. The SLLA is required for Instructional Leadership (IL) majors in lieu of the comprehensive examination. The comprehensive examination must be scheduled the last semester of required coursework for the MEd degree in order to fulfill all requirements for the degree. Candidates are not allowed to sit for the exam prior to the last semester of required coursework. Upon successful completion of all required coursework and the comprehensive exam, the degree will be conferred.

- a. **Philosophy of Education**—An important part of the comprehensive exam is the written statement expressing the candidate's philosophy of teaching and learning. It is the first question of the exam and is entitled My Philosophy of Education. The candidate's response should be three to five pages in length.

Counseling Philosophy Question

The Counseling candidate's response to the first exam question should be entitled My Philosophy of Counseling, and should be approximately three to five pages in length. It should include, but not necessarily be limited to:

- a. a summary of the characteristics/approaches/values of three major counseling approaches, including the major theorist(s) associated with each approach;
- b. the candidate's identification of one of those approaches (or a well-defined combination thereof) as their approach of choice, with a clearly articulated set of reasons for that choice, including applicability/usefulness with certain student/client populations; and
- c. identification and explanation of areas the candidate perceives to be particularly significant in the practice of counseling (e.g., key ethical/legal issues, factors in building a therapeutic alliance with students/clients, the importance of self-care for counselors, etc.).

Curriculum and Instruction Philosophy of Education Question

What is your personal philosophy of teaching and learning? Your philosophy should be comprehensive (broad and understandable), consistent (parts should not contradict), and workable (operational and practical). Your response should be three to five pages long.

- a. Thoroughly explain your beliefs about teaching and learning. Relate your beliefs to at least three to five of the major philosophers in education. Explain how these philosophies have shaped your thinking.
- b. Explain how your personal philosophy of teaching and learning is evidenced in your work. Whether you are leading teachers in curriculum development and implementation or working in a classroom setting, explain how your philosophy impacts the educational decisions you make and the strategies you use. Use specific examples to illustrate your discussion.

Initial Licensure Philosophy of Education Question

What is your personal philosophy of teaching and learning? Your philosophy should be comprehensive (broad and understandable), consistent (parts should not contradict), and workable (operational and practical). Your response should be a maximum of 5 pages long.

- a. Thoroughly explain your beliefs about teaching and learning. Relate your beliefs to at least three, but not more than five, of the major philosophers in education. Be specific in the explanation of how these philosophies have shaped your thinking.
- b. Explain how your personal philosophy of teaching and learning is evidenced in your work. Whether you are a classroom teacher, an aide in the classroom, or not currently working in a classroom setting, explain how your philosophy impacts, or will impact, the educational decisions you make and the strategies you use. Use specific examples to illustrate your discussion.

Educational Leadership Philosophy of Education Question

Write your personal philosophy of educational leadership. Your philosophy should identify the components of your vision for learning, your application of best practice, your influence on professional growth, your involvement of the community in that vision, your involvement of faculty and staff in managing the organization, your incorporation of integrity and ethics in all decision-making, and how you address equity issues regarding diverse student and community groups. This philosophy should include but not be limited to the above, be between three to five pages, written in first person, and should answer the following:

- a. What is your philosophy of educational leadership and what are influences that ground your philosophy? Identify major classical philosophers, educational theorists, writers and practitioners, historical leaders, and/or personal examples (specific, concise, and brief).
- b. Describe how your philosophy of leadership informs or affects the culture of the educational setting and the following relationships: relationships between administration and faculty; faculty to faculty interaction; faculty and student interactions; student to student relationships; leader to parent; and leader to community relationships.
- c. How does your philosophy guide communication and collaboration with all stakeholders to share your vision, mission, and goals for continuous improvement in teaching and learning, continuous improvement for students, and professional learning and growth?
- d. Case Studies—Case studies selected for their relationship to the standards and objectives of the courses taught in the MEd program will constitute the bulk of the comprehensive exam. A combination of complex cases and in-basket type cases will make up the exam content.

Candidates who do not pass the final evaluation may retake the comprehensive examination the following semester. Candidates who are not successful on the second attempt will be required to take additional coursework as prescribed by the Dean of the School of Education before retaking the exam.

Major Areas of Study

In addition to meeting the specific major area requirements, each degree-seeking graduate candidate must include Foundations of American Education (EDUC 501) and Research and Statistics (EDUC 511) in his/her program. Programs of study which reflect state endorsement requirements are available from the Graduate Office. Counseling majors substitute Foundations of School Counseling (CG 508) or Foundations of Mental Health Counseling (CG 509) for the EDUC 501 requirement.

Counseling

Mission Statement

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

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

The Program

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

The Counseling program combines academic preparation in the areas of counseling and guidance and research with practica and internship assignments. Emphasis areas are available in either PreK-12 School Counseling or Clinical Mental Health Counseling. Candidates in the two concentrations (PreK-12 School and Clinical

Additional PreK-12 Licensure Program Requirements

- The Internship/Practicum requirement consists of 700 clock hours of field-based experience (Practicum—100 hours; Internship—600 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packets. Candidates are required to be covered by insurance provided with an American Counseling Association student membership. Candidates are responsible for obtaining their own personal ACA Student Membership.
- The State Department of Education requires candidates to pass the Praxis Specialty Area Test in School Counselor with a score of at least 580 to be eligible for licensure as a PreK-12 School Counselor in Tennessee. Candidates in other states are responsible for following the licensing policies of their respective governing boards.

Clinical Mental Health Counseling (Non-School)

The focus of the Clinical Mental Health Counseling concentration is to prepare counselors as leaders with the knowledge, skills, proficiencies, and dispositions to meet the changing counseling needs of clients in the community agency and mental health settings. The purpose of the program is to prepare candidates for effective performance in professional positions in counseling as encountered within community settings. In addition to the aforementioned 36 core hours, candidates will be required to complete the following:

Clinical Mental Health Counseling Concentration Specific Classes 24 credit hours

Mental Health Counseling) must take the Common Counseling Core, which consists of the following 36 credit hours:

Counseling Common Core

(All are 3 credit hours.)

CG 501	Professional Orientation and Ethics in Counseling	3 cr. hrs.
CG 521	Career Counseling	3 cr. hrs.
CG 531	Social and Cultural Aspects of Counseling	3 cr. hrs.
CG 541	Counseling Skills	3 cr. hrs.
CG 581	Human Growth and Development	3 cr. hrs.
CG 593	Practicum in Counseling	3 cr. hrs.
CG 611	Counseling Theories	3 cr. hrs.
CG 621	Crisis Intervention and Consultation	3 cr. hrs.
CG 631	Group Counseling	3 cr. hrs.
CG 662	Psychopathology	3 cr. hrs.
CG 671	Assessment in Counseling	3 cr. hrs.
EDUC 511	Research and Statistics	3 cr. hrs.

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

PreK-12 School Counseling

The PreK-12 School Counseling concentration has been designed to meet all the academic requirements for licensure as a PreK-12 Counselor in the state of Tennessee. The PreK-12 School Counseling concentration is a total of 48 credit hours, consisting of the 36-credit hour Counseling Common Core with an additional 12 hours of specialization in PreK-12 School Counseling, as follows:

PreK-12 School Counseling Concentration Specific Classes 12 credit hours

CG 508	Introduction to School Counseling	3 credit hours
IL 561	School Law	3 credit hours
CG 698	Internship and Seminar in School Counseling	6 credit hours
CG 509	Foundations of Mental Health Counseling	3
CG 551	Personality and Mental Health	3
CG 651	Evidence-based Treatment and Treatment Planning	3
CG 669	Psychopharmacology for Counselors	3
CG 699	Internship and Seminar in Mental Health Counseling	6
CG/EDUC	Two Electives (3 credit hours each)	6
TOTAL		24

Additional Clinical Mental Health Counseling Licensure Requirements

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

Curriculum and Instruction

Mission Statement

The mission of the Curriculum and Instruction program is to prepare professional teachers as leaders with the knowledge, skills, proficiencies, and dispositions essential to meet the needs of an ever-

changing and increasingly global society through quality instruction and collaborative experiences.

The Program

The purpose of the major in Curriculum and Instruction is to provide opportunities for candidates to develop new skills, update knowledge, and engage in professional development. The program will provide opportunities for candidates to explore their roles as teachers in a changing society and to continue to develop their skills in working with school-age students. Candidates with this major normally are licensed teachers.

The degree requirements include 33-semester credit hours of successful coursework. A Program of Study must be filed after official written notification of admission to graduate studies has been received.

Core Courses: Semester Credit Hours

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

Major Area:

CI 501 Curriculum, Instruction, and Assessment	3
CI 516 Motivational Theory and Class Management	3
CI 512 Educational Practice and Innovation	3
IL 541 School Community Partnerships in a Diverse World	3
EDUC 551 Supervision for Teaching and Learning	3
CI 517 Motivational Theory Field Experience	3
CI 513 Educational Practice Field Experience	3
CI 509 Content Literacy	3
CI 510 School Supervision and Literacy Action Research	3
TOTAL	33

Attendance Policy

Cooperative and group learning are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students' learning. Therefore, even with successful completion of make-up assignments, excessive class absences will cause a reduction in the final course grade. The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade. Students may not make up for an absence at another class site.

Instructional Leadership (IL) Leading to Initial Tennessee Licensure

Mission Statement

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

The Program

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

- a valid Tennessee Teacher License

- three years successful educational experience
- basic computer skills
- a completed Recommendation for Consideration by a practicing administrator
- completed the application process

Program Application and Admission

(Enrollment is limited.)

All prospective IL license candidates must complete the following requirements.

1. Submit a completed Leadership Licensure Pre-Admissions Packet including a copy of a current teaching license, verification of three years' teaching experience and a recommendation form an administrator. This form is available from the Graduate Office, or in the admissions packet, found at www.lmunet.edu/education. When the Leadership Licensure Pre-Admissions Packet has been submitted to the Graduate Office, an application packet will be mailed to the candidate.
2. Complete the Application for Graduate Education Studies, IL Program form. A \$50 application fee is required to be attached to the form. Official transcripts verifying the bachelor's degree must be forwarded to LMU from the bachelor's degree institution.
3. Submit the Instructional Leader (IL) Candidate Admission Portfolio for graduate faculty evaluation. Those approved will be invited to interview.
4. Interviews will be conducted by IL department faculty. Candidates who successfully complete their interviews will be admitted to the program.
5. Meet all deadlines.
6. Attendance: Cooperative and group learning strategies are the essence of the M.Ed. program. When class absences occur, students can make up for knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students' learning. Therefore, attendance at all class meetings is crucial to success. Candidates are allowed one absence per course without grade reduction. Other absences are addressed as follows: 2 absences will result in minus (-), 3 absences will be reduction of letter grade. More than three absences may result in the candidate being required to retake the course. Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

Core Courses: Semester Credit Hours

EDUC 501 Foundations of American Education	3
EDUC 551 Supervision for Teaching and Learning	3
EDUC 511 Research and Statistics	3

Major Area:

IL 501 Leadership and School Improvement	3
IL 502 Clinical Practice in Leading Schools	3
CI 501 Curriculum, Instruction, and Assessment	3
IL 541 School Community Partnerships in a Diverse World	3
IL 572 Supervision and Community Partners Action Research	3
IL 561 School Law and Ethics	3

IL 562	Clinical Practicum Law, Ethics, Finance	3
IL 571	School Finance & Resource Management	3
	Capstone Electronic Portfolio	0
Total		33

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

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

Educational Leadership (EL) Not Leading to Initial Tennessee Licensure

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

Core Courses:	Semester Credit Hours
EDUC 501 Foundations of American Education	3

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

Master of Education Saturday Cohort Program

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

Curriculum and Instruction Major

Semester 1

EDUC 501	Foundations of American Education	3
CI 516	Motivational Theory and Classroom Management	3
CI 517	Motivational Theory Field Experience and Electronic Portfolio	3

Semester 2

EDUC 511	Research and Statistics	3
CI 512	Educational Practice and Innovation	3
CI 513	Educational Practice and Innovation Field Experience	3

Semester 3

EDUC 551	Supervision for Teaching and Learning	3
CI 509	Content Literacy	3
CI 510	School Supervision and Content Literacy Action Research Project	3

Semester 4

IL 541	School Community Partnerships in a Diverse World	3
CI 501	Curriculum, Instruction and Assessment	3
	Capstone ePortfolio	0
TOTAL		33

Instructional Leadership Major

Semester 1

EDUC 501	Foundations of American Education	3
IL 501	Leadership and School Improvement	3
IL 502	Leadership Field Experience & Electronic Portfolio	3

EDUC 511	Research and Statistics	3
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Major Area:

CI 501	Curriculum, Instruction, and Assessment	3
IL 501	Leadership and School Improvement	3
IL541	School Community Partnerships in a Diverse World	3
IL 561	School Law and Ethics	3
IL 571	School Finance and Resource Management	3
EL 572	Clinical Practice through Action Research	3
EDUC 551	Supervision for Teaching and Learning	3
EL 502	Clinical Practice for Leadership of Organizations	3
EL 562	Clinical Practice for Ethics, Law, & Resource Management	3
	Capstone ePortfolio	0
Total		33

The program includes relevant academic content courses with extensive embedded field experiences.

Candidates enter and move through the program as a cohort, engaging in individual and group projects resulting in a cohesive professional learning community. Programs are available in the following majors:

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

Semester 2

EDUC 511	Research and Statistics	3
IL 561	School Law and Ethics	3
IL 562	Legal, Ethical and Financial Issues Practicum	3

Semester 3

EDUC 551	Supervision for Teaching and Learning	3
IL 571	School Finance and Resource Management	3
IL 572	Supervision and Community Partnerships Action Research Project	3

Semester 4

IL 541	School Community Partnerships in a Diverse World	3
CI 501	Curriculum, Instruction and Assessment	3
IL 589	SLLA ePortfolio Capstone Project	0
TOTAL		33

Educational Leadership Major

Semester 1

EDUC 501	Foundations of American Education	3
IL 501	Leadership and School Improvement	3
EL 502	Clinical Practice for Leadership of Organizations and ePortfolio	3

Semester 2

EDUC 511	Research and Statistics	3
IL 561	School Law and Ethics	3
EL 562	Clinical Practice in Ethics, Law, Resource Management & Cultural Diversity	3

Semester 3

EDUC 551		
Supervision for Teaching and Learning		3
IL 571	School Finance and Resource Management	3
EL 572	Clinical Practice through Action Research	3

Semester 4

IL 541	School Community Partnerships in a Diverse World	3
CI 501	Curriculum, Instruction and Assessment	3
Capstone Electronic Portfolio		0
Comprehensive Examination		0
TOTAL		33

Master of Education—Initial Teacher Licensure

The MEd in Initial Teacher Licensure program at LMU is designed to attract degreed individuals who may be seeking to change careers and who have potential to become good teachers. Licensure can be earned without completing the master's degree, but this program offers the opportunity for graduate-level candidates to earn a MEd degree in addition to receiving teacher licensure. Classes are scheduled to accommodate working adults looking for a career change. The program is an accelerated, rigorous program with an outstanding record of candidates with excellent Praxis scores and with a high rate of employment for candidates who successfully complete the program.

All candidates will enter with a fall semester cohort and will take these core courses: EDUC 570, Introduction to Teaching and Learning, in the fall semester; EDUC 571, Extending and Refining Knowledge of Teaching and Learning, in the spring semester; and EDUC 591 Enhanced Student Teaching, which must be completed within two years after finishing the EDUC 570 and EDUC 571 courses. The EDUC 570 and EDUC 571 courses are held in two consecutive (fall and spring) semesters in all-day Saturday class sessions meeting approximately 10 class sessions per semester. Ten classes are the minimum.

Candidates who successfully complete program and licensure requirements will be recommended for initial teacher licensure in the state of Tennessee. The program requires a transcript evaluation to assess any course discrepancies at the undergraduate level to ensure attainment of knowledge and skills required in general education, professional education, and the teaching field academic major. Candidates must satisfy course discrepancies through LMU or any other fully accredited college or university prior to student teaching. Secondary majors who already hold a degree in the area in which they are seeking licensure can qualify for licensure with a minimum additional professional core of 18 graduate hours beyond their bachelor's degrees. Elementary licensure requires the 18 hours of professional core courses and an additional 18 hours of methods courses.

Licensure programs are offered in

- Elementary Education (K-5)
- Education (K-12)—Physical Education, Visual Arts, Music
- Secondary Education (6-12)—Business Education, Biology, Chemistry, English, History, Mathematics

Elementary and Secondary majors complete the following professional core courses:

Fall Semester

EDUC 570	Introduction to Teaching and Learning	6
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Spring Semester

EDUC 571	Extending and Refining Knowledge of Teaching and Learning	6
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Following Fall Semester or later

EDUC 591	Enhanced Student Teaching*	6
TOTAL		18

*Candidates who delay the Student Teaching requirement after completing EDUC 570 and 571 will be required to take a graduate-level course each semester until the semester that they begin student teaching.

Elementary majors also complete the following methods courses for licensure:

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

Total Methods Courses 18

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

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

Total required hours for the MEd in Elementary Education 42

For secondary majors, the total number of hours for licensure is 18 in addition to the bachelor's degree. Secondary candidates may apply for licensure after completing the professional core, required discrepancy coursework, required testing, and student teaching. The MEd degree is optional and not required for licensure. The following courses are additional and required for the MEd degree for secondary majors:

EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
CI 501	Curriculum, Instruction and Assessment	3
EDUC 572	Early Childhood & Adolescent Child Development	3
EDUC 595	Topic: Methods of Teaching in Secondary Environ	3

Total 15

Nine hours shall be selected from course options below:

CI 509	Content Literacy	3
CI 512	Educational Practice & Innovation	3
CI 516	Motivational Theory & Classroom Management	3
EDUC 602	Structuring Learning Environments	3
EDUC 692	Diversity and Equity Issues	3

Subtotal	9
Total additional MEd hours	24
Total required hours for the MEd degree in Secondary Education	42

Admission Requirements

Applications and admission to the MEdITL Program are taken on a first come, first serve basis. All applicants must fulfill the following MEdITL program admission requirements and submit to the MEdITL office:

- A program application and \$50 non-refundable fee for licensure analysis.
- An official transcript documenting all coursework taken post-secondary. Transcript must verify an earned bachelor's degree with cumulative 3.0 GPA or better (2.75 eligible for appeal process).
- Three recommendation forms
- Qualifying Test Scores (less than seven years old)—ACT (22), PRAXIS Core (Writing—162, Reading—156, Math—150), GRE, or MAT
- Tennessee Bureau of Investigation background check
- Personal interview upon review of admission documents

Upon receipt of **all** materials listed above, a transcript analysis will be completed, and the applicant will be notified of acceptance/non-acceptance to the program. The Evaluated Transcript Analysis/Program of Study form will be mailed to the applicant indicating any coursework or testing deficiencies; **these courses and exams must be successfully completed before being admitted to Module III, Enhanced Clinical Practice.**

TBI-LI Background. In order to be considered for the MEd Initial Teacher Licensure Program, applicants must complete a fingerprint background check. **This must be completed even if you have recently submitted a TBI background check to a different institution or organization.**

Policies specific to the MEd degree are addressed in this catalog. Policies specific to licensure are addressed in program publications.

PreK-12 School Counseling Work Experience in Lieu of the Student Teaching Requirement

Those candidates who hold a current and valid license in PreK-12 School Counseling and are currently employed by a school district may substitute verified school counseling experience for EDUC 591 Enhanced Student Teaching. All candidates choosing to substitute counseling experience for student teaching will be required to take and pass with a grade of "B" or higher, EDUC 602 Structuring Learning Environments and CI 501 Curriculum, Instruction and Assessment immediately following the completion of EDUC 570 and EDUC 571. Verification of work experience must be provided by the school district(s) and approved by the Dean of the School of Education. Verified work experience must be equivalent to, or more than, one full semester. Upon completion of all required coursework and receipt of passing scores on all required Praxis exams, the candidate will request scheduling for the program exit interview. This will be conducted by a named faculty committee. Application to the state for licensure will be made by the University upon completion of all state and program requirements and upon receipt of a passing score for the exit interview.

Educational Specialist (EdS)

The Educational Specialist degree program is a 30-semester hour program designed to extend and expand the candidate's level of professional competence beyond that attained through the master's level program, to bring the candidate up to date on matters relevant to the field of specialization, to enable the candidate to read and

understand research in the field of specialization, to apply relevant research findings to professional activities, to stimulate the candidate to assume a leadership role in the specialty, and to prepare the candidate in that role.

Programs are available with the following majors:

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

Applicants must hold a master's degree from an accredited institution and have completed not less than six, but not more than 12 semester hours, of LMU graduate studies applicable to the EdS program. If the master's degree is not in the same major area as the EdS degree offered at LMU, the applicant may have additional prerequisites specified by the student's Advisory Committee or the Dean of the School of Education.

Degree Application Procedures

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

Admission to Advanced Graduate Studies

The candidate must submit:

1. the Application for Advanced Graduate Studies, with the required \$50 application fee; and
2. two (2) official transcripts of master's degree coursework from an accredited institution.

The Dean of the School of Education approves admission to Advanced Graduate Studies.

Admission to Degree Candidacy

Before the completion of three courses (9 semester hours), a degree-seeking candidate must apply for degree candidacy. At this level, an Advisory Committee is assigned to each candidate. The candidate must submit:

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

Upon completion of these requirements, the candidate's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy. LMU reserves the right to deny admission due to immoral conduct.

Advisory Committee

Each candidate who has achieved admission to the program as an advanced graduate (EdS) candidate is assigned a three-member Advisory Committee, comprised of two faculty members and the Program Director of the candidate's major.

Attendance Policy

Cooperative and group learning is the essence of the EdS program. When class absences occur, candidates can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow candidates' learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. One (1) absence will result in a reduction of one letter grade from whatever grade would have been earned. Two absences will result in a grade of "C" or lower. More than two absences will result in the grade of "F" for the course.

Degree Requirements

The basic requirement for an EdS degree is a planned and approved program of coursework and field experiences, for which credit is awarded beyond the master's degree. The candidate and the Advisory Committee will discuss and outline the work to be completed. Candidates must take coursework and prove competence in one of the curricula offered. The required hours of credit indicated in each area

of study and in the totals are the minimum requirements. Programs of Study include acceptable graduate credit earned beyond the master's degree. Advisory Committees are charged with the evaluation of candidate competence and may prescribe work beyond those requirements.

Evaluation

All EdS candidates are required to complete the Graduating Student Survey and the EdS Exit Interview and Exit Survey. Documentation that the surveys have been completed will be submitted to the professors. Individual or group interviews will be conducted to assess program satisfaction and to solicit recommendation for program improvement.

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

Major Areas

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

Program of Study

Research and Assessment Core Semester Credit Hours

EDUC 670 Action Research in Practice 3

EDUC 685 Capstone e Portfolio 3

Subtotal 6

Specialty Area Core

CI 641 World Class Education 3

CI 642 World Class Education Clinical 3

CI 610 Instructional Strategies for Diverse Learners Practicum 3

CI 612 Instructional Strategies for Diverse Learners 3

CI 661 Instructional Design and Initiatives 3

Subtotal 15

Cognate Core

IL 651 Educational Law and Ethics 3

IL 652 Leadership for Educational Programs 3

IL 611 Assessment for School Improvement 3

Subtotal 9

TOTAL 30

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

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

The program is designed to license school administrators based on Tennessee State Board policy and standards. In order to be eligible for the program, a candidate must complete the **EdS Leadership Licensure Pre-Admissions Packet and Admission Portfolio**.

Applicants can obtain a copy of the packet from the Graduate Office, or the Admissions Packet can be found on the Graduate Education website at www.lmunet.edu/education.

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

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

The following documents must be attached to the **EdS Leadership Licensure Pre-Admissions Packet**:

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

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

Deadline Dates:

- Leadership License Pre-Admissions Packet – May 30
- IL Licensure Admission Portfolio – June 30

**Dates are subject to change.*

The Instructional Leadership (IL) Program of Study

Program of Study

Research and Assessment Core Semester Credit Hours

EDUC 670 Action Research in Practice 3

IL 686 Capstone Electronic Portfolio 3

IL 689 School Leadership Licensure Assessment (SLLA) 0

Subtotal 6

Specialty Area Core

IL 652 Leadership for Educational Programs 3

IL 653 Clinical Practice for Instructional Leadership 3

IL 611 Assessment for School Improvement 3

IL 612 Clinical Practice for Assessment for School Improvement 3

IL 651 Educational Law and Ethics 3

IL 661 Finance and Human Resource Management 3

Subtotal 18

Cognate Core

CI 641 World Class Education—Political, Economic and Cultural Contexts 3

CI 610 Instructional Strategies for Diverse Learners 3

Subtotal 6

TOTAL 30

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

leadership, or innovative practices in strategic educational improvement.

Program of Study

Research and Assessment Core Semester Credit Hours

EDUC 670 Action Research in Practice 3

EL 685 Capstone ePortfolio 3

Subtotal 6

Specialty Area Core

IL 652	Leadership for Educational Programs	3
EL 653	Clinical Practice for Educational Leadership	3
IL 611	Assessment for School Improvement	3
EL 612	Clinical Practice for Assessment for Education Improvement	3
IL 651	Educational Law and Ethics	3
IL 661	Finance and Human Resource Management	3

Sub Total **18**

Cognate Core

CI 641	World Class Education	3
CI 610	Instructional Strategies for Diverse Learners	3

Subtotal **6**

TOTAL **30**

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

Doctor of Education

Mission and Vision Statement

Mission

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

Vision

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

Doctor of Education Introduction

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

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

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

Program Design

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

The program consists of 63 credit hours including (a) 15 credit hours of doctoral core; (b) 18 credit hours in a primary concentration; (c) 15 credit hours in independent dissertation coursework; and (d) 15 credit

hours in an alternate concentration. Candidates may need to take additional dissertation hours in order to complete the degree program. Candidates will graduate with an EdD in two concentrations.

Forty-Eight Hour Program. Applicants must possess an Educational Specialist, or Master's degree plus 30 hours minimum, in a field that is related to the concentration that is selected for study (i.e., education for IL and C&I; higher education for HE; and related areas for EL). The program consists of 48 credit hours including (a) 15 credit hours of doctoral core; (b) 18 credit hours in a concentration; and (c) 15 credit hours in independent dissertation coursework. Candidates may need to take additional dissertation hours (EDD 899) dependent upon their progress in the program. Candidates may choose to enroll in 15 additional hours from the alternate concentration to graduate with a doctoral degree in two concentrations.

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

Thirty-Three Hour Program. Applicants must possess an Educational Specialist degree from Lincoln Memorial University and desire to continue their studies in the concentration that was selected for their EdS degree. Accordingly, this degree is offered in the concentrations of Instructional Leadership and Curriculum and Instruction.

Application Process

Domestic Applicants

Domestic applicants seeking admission to the doctoral program must meet the following criteria and submit required documentation as stipulated. Admission packages for membership in the fall cohort group must be submitted in completed form prior to April 15 of the year in which admission is being sought. The admissions process consists of two stages with the first being a paper-based document review and the second, a performance-based assessment that includes a writing sample and interview.

Paper-Based Document Review (Stage One)

1. Application Form
2. Application fee of \$50 (USD), non-refundable
3. Examination Data
 - a. Official score reports from the GRE depicting performance in the areas of quantitative reasoning; and verbal and analytic writing are required but provisional admission may be granted for a period of time during which the applicant prepares and registers for the examination.
 - b. In the event an applicant has extant GRE data, these data must be less than five (5) years old as of the date of application. Applicants must obtain a minimum combined verbal and quantitative score of 750 (or 285 if taken after August 1, 2011) and a minimum analytical writing score of 3.5.
4. Transcripts for all graduate level coursework
5. Three (3) recommendations from persons knowledgeable of applicant's professional experience and skills
6. Resume or Curriculum Vita

The Admissions Committee will review all documents and rate the applicants per their ability to successfully complete requirements within the doctoral program. In the event this review leads the Committee to make an affirmative decision, the applicant will advance to Stage Two of the application process. All decisions made

by the Admissions Committee are final. In some cases, a conditional or provisional status may be granted with additional preparation required in order for an applicant to obtain full graduate status. Performance-Based Assessment Component (Stage Two Review) Those applicants recommended for additional consideration will be invited to complete the following assessments.

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

The Admissions Committee will review all available data and forward a final recommendation for, or denial of, admission to the applicant. The decision of the Admissions Committee is final. Upon notice of acceptance, applicants will work with an assigned faculty member to complete a program of study appropriate to the degree program and concentration(s) she or he has selected.

Admitted applicants are required to attend a program orientation before beginning their work in the program. Failure to do so may result in a deferred enrollment or re-assessment of the admittance decision.

International Applicants

Given that the application and admissions processes to the doctoral program require time, applicants should begin collecting and submitting required paperwork once a decision has been made to apply. All paperwork that is required within the first stage of the process is due by April 15 of the year in which application is being made. Under this timeline, applicants receive a decision regarding their admission by May 15 of the same year.

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

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

Note: The Office of International Programs reserves the right to undertake any identity verification procedures that it believes are required in order to validate the applicant's personal identity. Such procedures may include, but are not limited to: direct contact with

university faculty having personal knowledge of applicant; request for additional documentation; photographic identification; and other means as might be deemed necessary to authenticate the identity of applicant.

Should fraudulent identity be discovered:

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

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

Stage One Screening Process (Office of International Programs)

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

Copy of the Passport Photo Page

Standardized Examinations

Applicants from Non-English speaking countries:

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

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

c. The School of Education also gives consideration to graduates from the American Language Academy (ALA) – more information on this option is available at:

<https://www.lmunet.edu/admissions/international-students>

Applicants from English-speaking countries:

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

Official Transcripts for all Graduate-Level Coursework

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

education in the United States of America. The official WES report should be sent to LMU along with the application packet.

Recommendation Forms

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

Resume or Curriculum Vitae

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

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

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

³ *The GRE scores may be waived in lieu of an acceptable TOEFL or IELTS score*

Stage Two Screening Process (School of Education Doctoral Program)

Writing Sample

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

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

Topical Presentation

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

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

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

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

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

System (SEVIS 901) fee (see www.fmjfee.com.) These final steps in the admissions process are coordinated and directed by the Office of International Programs.

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

Applicants who are accepted for candidacy in the doctoral program will be expected to participate in an all-day orientation program which is offered one week in advance of the onset of fall term courses.

Program Components Clinical Partnerships and Practice

As a component integral to the continuing accreditation of the Carter and Moyers School of Education, all program areas within the School are subject to adhere to, and demonstrate that, they have successfully implemented a set of prescribed standards.

Subsequently, all candidates accepted into the doctoral program shall be required to complete and document clinical experiences that adhere to and demonstrate successful compliance with accreditation standards as will be embedded within the doctoral curriculum.

Accordingly, candidates must be willing to meet this requirement regardless of the personal challenges it may present them.

Program Degree Concentrations

Each of these concentrations has been designed to develop leaders who are scholars; have outstanding personal qualities; are able to conduct original research and interpret and communicate the results of that research through their writing, teaching, and leadership; learn the art of effective collaboration; and can, and will, translate theory into practice. In addition to completing all of the required coursework successfully, candidates must complete a dissertation in order to earn the education doctorate. The dissertation must be a work that reflects a high-level of quality and represents an original and significant contribution to the discipline.

Most candidates will take 15 hours of doctoral core classes in the following areas:

- Lincoln as a Leader
- Leadership: Historical and Contemporary Perspectives
- Ethical, Social, and Diversity Considerations
- Quantitative Research Procedures
- Qualitative Research: Theory and Design
- Organizational Landscapes

Doctor of Education—Concentration in Curriculum & Instruction (C&I)⁴

Educators who are interested in pursuing leadership positions in PK-16 settings will find this concentration provides a rich curriculum capable of preparing them for careers they may want to undertake. Successful completion of the coursework and research will enable them to develop the skills, confidence, and knowledge required to become leaders in positions at the Director and/or Central Office level in curriculum and instruction; at the state level with a focus on curriculum and instruction; and other types of organizations that demand knowledge in the area of curriculum and instruction.

⁴ *Available at Lincoln Memorial University's Cedar Bluff Campus, Knoxville, TN*

Course Curriculum provides:

- access to current research and practice pertaining to the design, delivery, and assessment of instructional programs;

- direction on how to ensure the appropriate inclusion of information and other digital systems into organizational processes;
- exposure to instructional strategies, learning styles, human cognition, and diversity-related issues; and
- knowledge and skill growth in understanding, conducting, and applying research in the field of curriculum and instruction in the context of developing a deep appreciation of, and ability to, implement constructivist principles in all aspects of instructional programs.

Courses in this concentration include: Trends and Issues in Educational Technology; Curricula for Literacy; Curriculum Leadership at the District Level; Perspective and Strategies in Teaching and Learning; Teacher Leadership and Critical Inquiry and Research Design.

Curriculum and Instruction Concentration: 48-Hour Program of Studies⁵

The following presents the requirements for completing the **48-Hour Doctoral Program of Studies⁶** for candidates who wish to complete a concentration in Curriculum and Instruction. The list is appropriate for those candidates entering the program with a master’s degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate’s major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDCI 869	Curriculum Leadership at the District Level	3
EDCI 872	Trends and Issues in Instructional Technology	3
EDCI 873	Perspectives and Strategies in Teaching and Learning	3
EDLC 732	Critical Inquiry and Research Design	1
EDCI 874	Curricula for Literacy	3
EDCI 877	Teacher Leadership	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

⁵ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

⁶ The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate’s dissertation

Doctor of Education—63-Hour Program of Studies⁷

Concentration in Curriculum and Instruction Primary
The following presents a typical strategy for completing the requirements within **LMU’s 63-Hour Doctoral Program of**

⁷ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

Studies⁸, which is designed for those candidates entering the program with a master’s degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate’s major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDCI 869	Curriculum Leadership at the District Level	3
EDCI 872	Trends and Issues in Instructional Technology	3
EDCI 873	Perspectives and Strategies in Teaching & Learning	3
EDLC 732	Critical Inquiry and Research Design	1
EDCI 874	Curricula for Literacy	3
EDCI 877	Teacher Leadership	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

From the above courses, plus 15 hours of coursework in one of the following secondary concentrations

Executive Leadership (EDEL)		
EDEL 802	Advanced Seminar in Leadership	3
EDEL 823	Change & Entrepreneurship	3
EDEL 824	Policy Analysis	3
EDEL 825	Ldsp: Pol Structures & Governance	3
EDEL 826	Economic and Legal Issues	3
Higher Education (EDHE)		
EDHE 851	Higher Education: Theory, Fdn, & Pr	3
EDHE 852	College Student Dev. Theory	3
EDHE 855	Law in Higher Education	3
EDHE 854	Governance, Adm., and Politics	3
EDHE 856	Higher Education Finance	3
Instructional Leadership (EDIL)		
EDIL 860	Group Methods and Processes	3
EDIL 861	Educational Finance	3
EDIL 866	Ethical Leadership and Decision-Making	3
EDIL 867	Political Structures and Governance	3
EDIL 876	Advanced Educational Law	3

⁸ The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

Doctor of Education—Concentration in Instructional Leadership (IL)⁹

This concentration affords those educators who want to enhance their opportunities in PK-16 settings as principals, assistant principals, superintendents, directors, or in related leadership roles at local, regional, state, or even national positions that demand skilled leadership and a comprehensive knowledge base. This concentration provides multiple opportunities to acquire the knowledge needed to pursue such positions but is not an initial IL licensure program. Course Curriculum provides:

- acquisition of expertise in evolving leadership and organizational theories;
- practice in the identification of issues surrounding financial stewardship;
- employment of predictive leadership models to address emerging educational issues;
- development of the skills required to analyze and reflect critically upon contemporary issues facing education;
- learning on how to engage inquiry in decision-making processes; and
- opportunities for candidates to acquire a deeper understanding of the application, and conduct of research in the field of leadership and administration in education.

Courses in this concentration include: Ethical Leadership and Decision Making; Group Methods and Processes; Educational Finance; Advanced Educational Law: A Legal Perspective in Specific Areas of Need; Political Structures and Governance; and Critical Inquiry and Research Design.

Within this concentration, the program also offers a 42-credit hour degree for those in the area of IL who have completed the National Institute for School Leadership (NISL) curriculum.

⁹ *IBID*

Instructional Leadership Concentration: Forty-Two Hour Program of Studies (NISL)

The following presents a typical strategy for completing the requirements within LMU's **42-Hour Doctoral Program of Studies**¹⁰ which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree and completion of curriculum required by the National Institute for School Leadership (NISL). This plan should be used with advice from the candidate's major professor and is not an initial instructional leadership licensure program. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1

	Design	1
EDIL 876	Advanced Educational Law	3
EDIL 861	Educational Finance	3
EDIL 860	Group Methods and Processes	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 899	Independent Dissertation Research	2
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 899	Independent Dissertation Research	2
EDIL 899	Independent Dissertation Research	11

TOTAL HOURS: 42

¹⁰ The program of studies includes 15 hours of core coursework (3 hours of granted credit and 12 hours of LMU coursework); 18 hours in a given concentration (3 hours of granted credit and 15 hours of LMU coursework); and a minimum of 15 hours of research related to completion of the candidate's dissertation; coursework granted under the NISL option includes EDLC 821 and EDIL 867

Instructional Leadership Concentration: 48-Hour Program of Studies¹¹

The following presents a typical strategy for completing the requirements within **LMU's 48-Hour Doctoral Program of Studies**,¹² which is designed for those candidates entering the program with a master's degree plus 30 hours or an EdS degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDIL 860	Group Methods and Processes	3
EDIL 861	Educational Finance	3
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 867	Political Structures and Governance	3
EDIL 876	Advanced Educational Law	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15

TOTAL HOURS: 48

¹¹ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

¹²The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

Doctor of Education: 63-Hour Program of Studies¹³
Concentration in Instructional Leadership

The following presents a typical strategy for completing the requirements within **LMU's 63-Hour Doctoral Program of Studies¹⁴** which is designed for those candidates entering the program with a master's degree plus 30 hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework and is not an instructional leadership licensure program.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDIL 860	Group Methods and Processes	3
EDIL 861	Educational Finance	3
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 732	Critical Inquiry and Research Design	1
EDIL 867	Political Structures and Governance	3
EDIL 876	Advanced Educational Law	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS		48

¹³ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

¹⁴ The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

Curriculum and Instruction (EDCI)

EDCI 869	Curr Leadership at the District Level	3
EDCI 872	Trends & Issues in Instructional Tech.	3
EDCI 873	Persp & Strats in Teaching & Learning	3
EDCI 874	Curricula for Literacy	3
EDCI 877	Teacher Leadership	3

Executive Leadership (EDEL)

EDEL 802	Adv. Seminar in Leadership	3
EDEL 823	Change & Entrepreneurship	3
EDEL 824	Policy Analysis	3
EDEL 825	Ldsp: Pol Structures & Govern	3
EDEL 826	Economic and Legal Issues	3

Higher Education (EDHE)

EDHE 851	Higher Edu: Theory, Fdn, & Pr	3
EDHE 852	College Student Dev. Theory	3
EDHE 855	Law in Higher Education	3
EDHE 854	Governance, Adm., and Politics	3
EDHE 856	Higher Education Finance	3

Doctor of Education—Concentration in Executive Leadership (EL)¹⁵

The Executive Leadership concentration will meet the needs of professionals who are pursuing careers in executive levels of business; education; health; non-profits; military; hospital management; state, county, and city governmental offices; as well as an amalgam of other related public and private sector areas.

Course Curriculum provides:

- an advanced understanding of the individual, interpersonal, institutional, and investigative dimensions of leadership as exemplified by the leadership style of Abraham Lincoln;
- seminars that engage candidates in discourse on various aspects of leadership;
- emphasis on problem identification and resolution strategies; and
- opportunities to conduct applied research in the field of leadership.

Courses in this concentration include: Courses in this concentration include: Economic and Legal Issues; Advanced Seminar in Leadership; Critical Inquiry and Research Design; Change and Entrepreneurship; Policy Analysis; and Political Structures and Governance.

¹⁵ *IBID*

Executive Leadership Concentration: 48-Hour Program of Studies¹⁶

The following presents a typical strategy for completing the requirements within **LMU's 48-Hour Doctoral Program of Studies¹⁷** which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor.

Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDEL 802	Advanced Seminar in Leadership	3
EDEL 823	Change and Entrepreneurship	3
EDEL 824	Policy Analysis	3
EDLC 732	Critical Inquiry and Research Design	1

EDEL 825	Leadership: Political Structures and Governance	3
EDEL 826	Economic and Legal Issues	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

¹⁶ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

¹⁷ The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

Executive Leadership Primary Concentration: 63-Hour Program of Studies¹⁸

The following presents a typical strategy for completing the requirements within LMU's 63-Hour Doctoral Program of Studies,¹⁹ which is designed for those candidates entering the program with a master's degree plus 30 hours or an educational specialist degree.

This plan should be used in conjunction with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other than those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDEL 802	Advanced Seminar in Leadership	3
EDEL 823	Change and Entrepreneurship	3
EDEL 824	Policy Analysis	3
EDLC 732	Critical Inquiry and Research Design	1
EDEL 825	Leadership: Political Structures and Governance	3
EDEL 826	Economic and Legal Issues	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

Curriculum and Instruction (EDCI)

EDCI 869	Curr Leadership at the District Level	3
EDCI 872	Trends & Issues in Instructional Tech.	3
EDCI 873	Persp & Strats in Teaching &	

Learning	3	
EDCI 874	Curricula for Literacy	
EDCI 877	Teacher Leadership	3
Higher Education (EDHE)		
EDHE 851	Higher Education: Theory, Fdn, & Pr	3
EDHE 852	College Student Dev. Theory	3
EDHE 855	Law in Higher Education	3
EDHE 854	Governance, Adm., and Politics	3
EDHE 856	Higher Education Finance	3

Instructional Leadership (EDIL)

EDIL 860	Group Methods and Processes	3
EDIL 861	Educational Finance	3
EDIL 866	Ethical Leadership & Decision-Making	3
EDIL 867	Political Structures & Governance	3
EDIL 876	Advanced Educational Law	3

¹⁸ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

¹⁹ The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

Higher Education Concentration (HE)²⁰

The Higher Education concentration will help candidates acquire the knowledge and skills they will need to assume leadership roles in institutions of higher education (public and private); liberal arts and research-based sites; community colleges; and related academic entities.

Course Curriculum Provides:

- experience in conducting and publishing research which answers meaningful questions and makes a difference to campus practice and/or to the fields of higher education;
- preparation to effect change at site and organizational levels through creative interventions and program design;
- exposure to, and familiarization with, pertinent laws, regulations, policies; accrediting agencies; and standards of governing;
- strategies for relating to, and working with, diverse populations;
- skill development in how to communicate competently in a global and multicultural context; and
- strategies for appropriately confronting personal and institutional injustice and marginalization in higher education.

Courses in this concentration include: Higher Education: Theory, Foundations, and Principles; Higher Education Finance; College Candidate Development Theory; Policy Development and Analysis; and Governance Administration and Politics; and Critical Inquiry and Research Design.

²⁰ Available at LMU's Duncan School of Law, Institute for Collaborative Leadership, Knoxville, TN

Higher Education Concentration: 48-Hour Program of Studies²¹

The following presents a typical strategy for completing the requirements within LMU's 48-Hour Doctoral Program of Studies²² which are designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used in conjunction with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other than those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDHE 851	Higher Education: Theory, Foundations, and Principles	3
EDHE 852	College Student Development Theory	3
EDHE 855	Law in Higher Education	3
EDLC 732	Critical Inquiry and Research Design	1
EDHE 854	Governance, Administration, and Politics	3
EDHE 856	Higher Education Finance	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

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

22 The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

48-Hour Program Option for LMU EdS Graduates

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's **Forty-Eight Hour Doctoral Program of Studies**²³ which is designed for those candidates entering the program with an educational specialist degree from Lincoln Memorial University in the concentration of curriculum and instruction or instructional leadership who are interested in obtaining two concentrations. The primary concentration will be in the same area as that completed in the candidate's EdS degree with the secondary concentration being in one of program's other areas of concentration. This plan should be used in conjunction with the Ed.D. Handbook, LMU's Graduate Catalog, and with advice from the candidate's Major Professor. Courses on the plan may differ and/or be scheduled during terms other those indicated – the depiction below is only an example

DEC 751	Leadership: Historical and Contemporary Perspectives	3
EDIL or EDCI	Concentration Course	3
EDLC 752	Qualitative Research: Theory and Design	3
EDIL or EDCI	Concentration Course	3
EDIL or EDCI	Concentration Course	3
EDIL or EDCI	Concentration Course	3
EDHE, EDEL, EDIL, or EDCI	Concentration Course	3
EDHE, EDEL, EDIL, or EDCI	Concentration Course	3
EDHE, EDEL, EDIL, or EDCI	Concentration Course	3

Course		3
EDHE, EDEL, EDIL, or EDCI	Concentration Course	3
EDHE, EDEL, EDIL, or EDCI	Concentration Course	3
EDLC 899	Independent Dissertation Research	3
EDLC 899	Independent Dissertation Research	6
EDLC 899	Independent Dissertation Research	6
TOTAL HOURS:		48

²³The program of studies includes 6 hours of core coursework; 12 hours in a given concentration; 15 hours in a secondary concentration, and a minimum of 15 hours of research related to completion of the candidate's dissertation

Higher Education Primary Concentration: 63-Hour Program of Studies²⁴

The following presents a typical strategy for completing the requirements within LMU's **63-Hour Doctoral Program of Studies**²⁵ which is designed for those candidates entering the program with a master's degree plus thirty hours or an educational specialist degree. This plan should be used with advice from the candidate's major professor. Courses on the plan may be scheduled during terms other those indicated. This possible plan reflects required core, research, and primary concentration coursework.

EDIL 701	Leadership: Historical and Contemporary Perspectives	3
EDEC 752	Qualitative Research: Theory and Design	3
EDLC 702	Ethical, Social, and Diversity Considerations	3
EDEC 751	Quantitative Research Procedures	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 732	Critical Inquiry and Research Design	1
EDLC 821	Organizational Landscapes	3
EDHE 851	Higher Education: Theory, Foundations, and Principles	3
EDHE 852	College Student Development Theory	3
EDHE 855	Law in Higher Education	3
EDLC 732	Critical Inquiry and Research Design	1
EDHE 854	Governance, Administration, and Politics	3
EDHE 856	Higher Education Finance	3
EDLC 732	Critical Inquiry and Research Design	1
EDLC 899	Independent Dissertation Research	15
TOTAL HOURS:		48

Candidates must complete the above courses, plus 15 hours of coursework in one of the following secondary concentrations.

Curriculum and Instruction (EDCI)

EDCI 869 Curr Leadership at the District Level	3
EDCI 872 Trends & Issues in Instructional Tech.	3
EDCI 873 Persp & Strats in Teaching & Learning	3
EDCI 874 Curricula for Literacy	3
EDCI 877 Teacher Leadership	3

Executive Leadership (EDEL)

EDEL 802 Advanced Seminar in Leadership	3
EDEL 823 Change & Entrepreneurship	3
EDEL 824 Policy Analysis	3
EDEL 825 Ldsp: Pol Structures & Governance	3
EDEL 826 Economic and Legal Issues	3

²⁴ Six Terms or Two Years plus additional time the candidate may require to complete his or her dissertation (minimum of 15 hours)

Higher Education Primary Concentration: 33-Hour Program of Studies(CI,IL)

Curriculum and Instruction

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's **Thirty-Three Hour Doctoral Program of Studies**²⁶ which are designed for those candidates entering the program with an educational specialist degree from Lincoln Memorial University in the concentration of curriculum and instruction. This plan should be used in conjunction with the Ed.D. Handbook, LMU's Graduate Catalog, and with advice from the candidate's Major Professor. As the EdS hours that are being accepted for transfer will have been taken in a given concentration (IL or CI), doctoral degree work must be in this same area of study. Any candidate interested in two concentrations rather than one, can select the 48-Hour Program. Courses on the plan may differ and/or be scheduled during terms other those indicated – the depiction below is only a representation of one possible design. This plan reflects required core, research, and primary concentration coursework.

EDEC 751	Quantitative Research Procedures	3
EDCI 873	Perspectives and Strategies in Teaching and Learning	3
EDLC 752	Qualitative Research: Theory and Design	3
EDCI 877	Teacher Leadership	3
EDCI 869	Curriculum Leadership at the District Level	3
EDLC 899	Independent Dissertation	
EDEC 751	Quantitative Research Procedures	3
EDIL 860	Group Methods and Processes	3
EDLC 752	Qualitative Research: Theory and Design	3
EDIL 861	Educational Finance	3
EDIL 876	Advanced Educational Law: A Legal Perspective in Specific Areas of Need	3
EDLC 899	Independent Dissertation Research	3
EDIL 866	Ethical Leadership and Decision-Making	3
EDLC 899	Independent Dissertation Research	3
EDLC 899	Independent Dissertation Research	6

Human Resource Development (EDHR)

EDHR 881 Human Res. Dev: Theory, Fdn. & Pr	3
EDHR 882 Personnel & HR Mgmt	3
EDHR 884 Prin and Theories of Training & Dev	3
EDHR 885 Human Res Recruitment & Sel	3
EDHR 886 Program & Org. Outcomes Eval	3

Instructional Leadership (EDIL)

EDIL 860 Group Methods and Processes	3
EDIL 861 Educational Finance	3
EDIL 866 Ethical Leadership and Decision-Making	3
EDIL 867 Political Structures and Governance	3
EDIL 876 Advanced Educational Law	3

²⁵The program of studies includes 15 hours of core coursework; 18 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

	Research	3
EDCI 872	Trends and Issues in Instructional Technology	3
EDLC 899	Independent Dissertation Research	6
EDLC 899	Independent Dissertation Research	3

TOTAL HOURS: 33

²⁶ The program of studies includes 6 hours of core coursework; 12 hours in a given concentration; and a minimum of 15 hours of research related to completion of the candidate's dissertation

Instructional Leadership

The following presents a typical strategy for completing the requirements within Lincoln Memorial University's Thirty-Three Hour Doctoral Program of Studies which is designed for those candidates entering the program with an educational specialist degree from Lincoln Memorial University in the concentration of Instructional Leadership. This plan should be used in conjunction with the Ed.D. Handbook, LMU's Graduate Catalog, and with advice from the candidate's Major Professor. As the EdS hours that are being accepted for credit will have been taken in a given concentration (IL or CI), doctoral degree work must be in this same area of study. Any candidate interested in two concentrations rather than one, can select the 48-Hour Program. Courses on the plan may differ and/or be scheduled during terms other those indicated – the depiction below is only a representation of one possible design. This plan reflects required core, research, and primary concentration coursework.

EDLC 899	Independent Dissertation Research	3
TOTAL HOURS:		33

Course Delivery

The doctoral program operates on a cohort group model. However, prospective candidates and interested others may elect to enroll in individual courses as may be beneficial to their making a decision to pursue program admission and/or for their personal edification.

New cohort groups affiliated with all four concentrations begin during each fall term. In some instances, one or more cohort groups are merged for the delivery of core coursework this allowing for rich inter-disciplinary discussions and opportunities for professional networking that may yield long-term benefits for all concerned.

During each term (summer, fall, spring) two courses are offered for candidate enrollment and three courses for those international candidates participating in the program.

Each term's course schedule is designed to leverage delivery of the program of studies that is aligned to completion of the degree; however, given the number of variables that must be factored into schedule development, there may be occasions when it is impossible to provide access to a specific course and/or access to a given course at a specific time.

Candidate Work and Class Attendance

The compressed curriculum design of the doctoral program does not adapt well to missed classes. Only under necessary circumstances will absences be allowed. All situations must be approved by the course faculty prior to the scheduled absence and, in those cases where such is possible, verified through the submission of documentation (e.g., confirmation of a proposal to be delivered at a conference; confirmation of requested attendance at a workshop; verification of mandatory attendance at a school function; etc.) supportive of the request.

If a candidate must miss a class for any excused reason, that class must be made up during the term in which the absence occurs. Faculty will provide candidates with make-up assignments equivalent to the course time and/or content missed by the candidate. Only one excused absence will be allowed each term. Missing an unexcused class or failure to complete make-up assignments prior to the next scheduled class will constitute reason for dismissal from the program. Determinations on dismissals are made at the discretion of the Program Director with the course faculty serving in an advisory capacity. See Appeals Procedure for more information on procedures related to appeals and grievances.

Academic Misconduct

Academic misconduct is a serious offense that jeopardizes a candidate's academic, career, and personal success. Candidates may be dismissed from the Doctoral Program for academic misconduct (including plagiarism). If that occurs, the candidate will receive an email and a letter indicating the infraction and effective date of dismissal. Candidates who are dismissed will not be readmitted to the Program.

Comprehensive Examination

Near the end of a candidate's coursework, she or he will sit for a comprehensive examination. This exam is designed to assess the candidate's learning, reflection, and syntheses from doctoral-level coursework across the program of studies. The examination will, unless otherwise determined by the faculty, consist of two foci—research and leadership. If a candidate does not pass a section of the exam, he/she will be notified as to the area of need and remediation will be offered. Failure to successfully complete the comprehensive exam will prevent a candidate from continuing in the doctoral program.

Dissertation Requirements

Candidates who have successfully completed coursework within their program of studies and passed the comprehensive examination will enroll in the appropriate section of EDLC-899: Independent Dissertation Research during each consecutive term until they have successfully written and defended their dissertation. A dissertation will not be accepted by the University until it is approved by the candidate's dissertation committee with no more required revisions and signed by the Director and the Dean. The quality of the dissertation will supersede any artificial graduation deadlines a candidate might have or expect.

Until final graduation approval has been given, candidates will continue to enroll in the section of EDLC-899 that is designated for the chair of their dissertation committee. In the event candidates successfully complete all degree requirements (including

the approval of the dissertation) during a given term but have not met the required deadlines for graduation, they will officially graduate in either May or December and do not need to pay tuition for any terms between their date of completion and graduation ceremonies. Candidates will have five (5) years from the time of initial enrollment to complete all requirements for dissertation approval. An university reviewer shall review all dissertations before final approval.

Dissertations must exhibit original research by the candidate; however, this does not preclude doctoral candidates from including secondary analysis of existing data.

Policies Related to Dissertation Production

Publication, and Distribution. With respect to theses and dissertations, a University candidate must, as a condition of a degree award, grant royalty-free permission to the University to reproduce and publicly distribute, including by technologies now known or developed in the future, on a non-commercial basis, copies of the thesis or dissertation. (*LMU Faculty Staff Manual Intellectual Property policy IV.10*)

Following consultation with the Doctoral Program Director, the Dean of the Carter and Moyers School of Education may elect to enforce the following policy:

The University is not responsible for any opinions expressed in works that are created through the independent efforts of candidates, faculty and/or staff, which opinions shall be the sole responsibility of each individual creator. The University reserves the right to require an appropriately worded and displayed disclaimer to that effect to accompany any publication of a work that arises from the independent efforts of its candidates, faculty and/or staff. Further, the name of the University or reference to the University shall not be used in any form of publicity without prior written approval from the University.

LMU Faculty Staff Manual Intellectual Property policy III.3

Adherence to Established Program Deadlines

The following table presents the deadlines for completion of doctoral candidates' dissertation work. Please note that there is a distinction between deadline dates for participation in graduation exercises and deadlines for completing work prior to the end of a given term.

Deadline Dates for Participation in the Spring and Fall Graduation Ceremonies

Spring: Dissertation has been approved by the Dean by March 31 for a May graduation (Intent to Graduate forms due March 1)

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

Deadline Dates for Completing Work Prior to the End of a Given Term

Spring: To avoid registering for the summer term, dissertation has been approved by the Dean by April 30

Summer: To avoid registering for the fall term, dissertation has been approved by the Dean by July 31

Fall: To avoid registering for the spring term, dissertation has been approved by the Dean by November 30

There are, of course, a number of steps with associated deadlines that must be successfully executed prior to these "completion" dates. An Excel spreadsheet providing a sequenced listing of these tasks is available on the LMU Website (<https://mylmu.lmunet.edu/teams/EDP/default.aspx>) in the Dissertation Portal under the "Shared Documents" tab.

Leave of Absence

A candidate who wishes or needs to interrupt study temporarily because of personal exigencies may request a personal leave of absence. A candidate who is current with his or her degree

requirements is eligible for a personal leave after satisfactory completion of at least one term of study. Personal leaves cannot be granted retroactively and normally will not be approved after the tenth day of a term.

To request a personal leave of absence, the candidate must complete the appropriate form explaining the reasons for the leave, stating both the proposed start and end dates of the leave, and the address at which the candidate can be reached during the period of the leave. A copy of this form is available on the Dissertation Portal. Upon program re-entry, the candidate must schedule a meeting with the Program Director and complete a re-enrollment form a copy of which will be sent to the LMU Registrar.

The following information further explicates the leave of absence process.

1. The Dean, on the recommendation of the Doctoral Program Director, must approve all leaves of absence.
2. Candidates in doctoral program may be granted a leave for up to one (1) academic year (three terms). The expected last date of registration will be adjusted by one term for each term of the leave.
3. Candidates on leave may complete outstanding work in courses for which they have been granted approved incompletes. They may not, however, fulfill any other degree requirements during the time on leave.
4. A leave of absence does not exempt the candidate from meeting the tuition requirement or payment of fees already accrued.
5. A candidate on leave of absence is not eligible for financial aid, including loans; and in most cases, candidate loans are not deferred during periods of non-enrollment.
6. Candidates should consult the University Financial Aid Office to ascertain financial aid implications prior to applying for a leave of absence.
7. A candidate on leave of absence is not eligible for the use of any University facilities normally available to enrolled candidates.
8. Candidates on leave of absence must file a formal application for readmission and submit it to the doctoral program office. The doctoral program office will forward a copy of the application to the Registrar. Such notification should be given at least four weeks prior to the end of the approved leave.
9. Candidates who fail to register for the term following the end of the approved leave will be administratively withdrawn from the doctoral program.

10. Candidates who do not apply for a personal leave of absence, or whose application for a personal leave is denied, and who do not register for any term, will be administratively withdrawn from the doctoral program.

Time Limitation and Continuous Enrollment

Candidates in the doctoral program are subject to the following policies:

1. A candidate has five (5) years from the date of admission to the doctoral program to complete the dissertation and the doctoral degree. A candidate who does not maintain continuous enrollment without a leave of absence is considered dropped from the doctoral program.
2. Once a candidate has successfully completed fifteen (15) EDLC 899 Independent Dissertation Research credit hours, she or he may enroll in only one (1) EDLC 899 Independent Dissertation Research credit hour per term for the remainder of his or her program.
3. Candidates enrolling in EDLC 899 Independent Dissertation Research credit hours must register on or before the Registrar's published registration deadlines. Failure to comply with this requirement shall result in administrative withdrawal.
4. Candidates will not be readmitted to the program following an administrative withdrawal.
5. Candidates need to complete the requirements for their degree within five (5) years from their enrollment date in the program. Under unusual circumstances, candidates may submit requests for degree extensions. The faculty and administration will review each request carefully and shall grant extensions on a limited basis.
6. Candidates failing to make progress towards completion of their dissertation for two (2) consecutive terms shall be administratively withdrawn from the program. Progress is defined as, minimally, the completion of one full draft or revision of one chapter per term.

Policy Exceptions

In rare circumstances, program policies may be overridden or modified due to extenuating circumstances. A written exemption request with supporting documentation will be considered on a case-by-case basis by the Program Director and the Dean of the School of Education.

School of Mathematics and Sciences

Master of Science

Mission Statement

The Master of Science (MS) program at LMU is dedicated to providing advanced academic learning in the life sciences through graduate coursework, professional training, and research. Graduates from this degree program are able to independently explore an area of the primary literature of the life sciences, analyze and critique published research reports, and communicate about life sciences in formal oral and written modalities.

This academic program seeks to enhance the learning of three mission-related graduate populations of students:

- Those seeking doctoral-level education in the health-related professions
- Those seeking in-depth and focused study of human anatomy
- Those seeking to complete a thesis research project prior to a dissertation research project in the life sciences

This LMU degree program is a collaborative effort among the School of Mathematics and Sciences, the DeBusk College of Osteopathic Medicine (DCOM), and the College of Veterinary Medicine (CVM). Faculty from these areas work together to provide students with graduate courses and research opportunities.

MS Program Overview

The Master of Science (MS) program is a 30 graduate hour minimum full-time program of study designed for college graduates who want to pursue further studies in the realm of life science. With the normal academic credit load and no deficiency courses, this program may be completed in two semesters. For students lacking pre-requisite courses (deficiencies) or for whom the Admissions Committee determines their need to repeat specific courses (deficiencies), this program may require more than two semesters to complete. Students who gain acceptance into DCOM or CVM, may complete required or additional graduate courses during their first year of medical school. Four majors are offered in LMU's MS program:

- **Anatomical Sciences**
- **Biomedical Professions**
- **Life Sciences Research**
- **Veterinary Biomedical Science**

Each of these majors within the degree program is focused to help you as a student make the most of your graduate education. The programs have experienced oversight which is maintained by the MS Administrative Dean, the MS Graduate Council, and admission committees consisting of faculty in the related departments. Courses for your program of study in the MS program are assigned by these committees on an individual student basis considering your academic record and performance in the MS program; the schedule of classes is based on which specific courses will be most beneficial to the student regarding his or her future academic/career goals. In some cases very specific deficiency courses are required and in other cases the student may have a choice. Enrollment in the DCOM and the CVM courses is limited by the standards set forth by the MS program and its policies. These are detailed in this catalog.

Biomedical Professions (BP)

This program is designed to offer students a structured route to future entry into professional school. Among the four MS majors, BP offers the most tailored route for students whose aspirations include medical school. Throughout the year of study, students will enroll in graduate courses along with specific medical school classes at the DeBusk College of Osteopathic Medicine (DCOM). These medical school

courses may include Medical Gross Anatomy, Histology and Neuroanatomy if the prerequisites are met and there is sufficient capacity in the courses. These courses will be taken alongside first-year DCOM students.

Other significant aspects of the program include the following:

- If a grade of "B" or above is earned in the DCOM courses, students who are accepted into DCOM will not have to repeat the classes during their first year of medical school. This means that those students accepted into DCOM have the possibility of entering their first year of study with 7 – 15 hours of medical school courses already on their transcript, therefore significantly lessening the course load during the OMS-1 year. However, the student should be aware that the Osteopathic Medical School (OMS)-1 academic load during the second medical school semester will be a significant step up in intensity. Therefore the student should be preparing for this by developing excellent time management and study skills.
- Students who maintain a cumulative 3.0 graduate GPA or higher in the fall semester of the BP major and complete their American Association of Osteopathic Medicine Application Service (AACOMAS) application are guaranteed an interview at DCOM in the spring semester. Before the actual interview, an interview workshop is provided along with an individual mock interview with faculty/staff in MS program. Many of the students in the program, will learn about their acceptance into DCOM before the end of the spring semester in the BP program. This acceptance will be contingent on successful completion of the spring semester courses with grades of B or higher. Failure to successfully complete all spring courses may result in rescinded acceptance to DCOM.

Anatomical Sciences (AS)

The Anatomical Sciences (AS) major is designed to assist students who foresee a future that involves working in the anatomy discipline. This can include working alongside an anatomist, teaching anatomy related courses at a community colleges, or pursuing a medical degree. Students will also be prepared to pursue advanced graduate study in anatomy.

LMU's Hamilton Mathematics and Sciences Building houses the Neal Cross Memorial Anatomy Laboratory and model room. This is a state-of-the art human gross anatomy teaching suite. Donor programs allow MS students to have access to study anatomy and take part in graduate research projects such as detailed dissections and plastinations. Additional research and teaching opportunities are also available to students in this major.

Other significant aspects of the program include the following:

- If a grade of "B" or above is earned in the DCOM courses, students who are accepted into DCOM will not have to repeat the classes during their first year of medical school. This means that those students accepted into DCOM have the possibility of entering their first year of study with 7 – 15 hours of medical school courses already on their transcript, therefore significantly lessening the course load during the OMS-1 year. However, the student should be aware that the Osteopathic Medical School (OMS)-1 academic load during the second medical school semester will be a significant step up in intensity. Therefore the student should be preparing for this by developing excellent time management and study skills.
- Students who maintain a cumulative 3.0 graduate GPA or higher in the fall semester of the AS major and complete

their American Association of Osteopathic Medicine Application Service (AACOMAS) application are guaranteed an interview at DCOM in the spring semester. Before the actual interview, an interview workshop is provided along with an individual mock interview with faculty/staff in MS program. Many of the students in the program, will learn about their acceptance into DCOM before the end of the spring semester in the AS program. This acceptance will be contingent on successful completion of the spring semester courses with grades of B or higher. Failure to successfully complete all spring courses may result in rescinded acceptance to DCOM.

Life Science Research (LSR)

The Life Sciences Research major is designed for students who wish to earn a PhD or enter the workforce as researchers. Throughout the program students will work on a research project to complete their MS thesis. Core coursework includes Colloquial Principles of Life Science, Research Design & Analysis, and Scholarly Writing in the Life Sciences. Elective courses provide a selection of theory and technique courses to support student thesis research. A Supervisory Committee is appointed to guide the student through this thesis research and to advise on the course selections for the student who selects this major.

Veterinary Biomedical Science (VBS)

This program is designed to offer students a structured route to future entry into professional program of study such as a College of Veterinary Medicine, doctoral-level education in a health-related profession or biomedical research. Students will have the opportunity to enroll in Veterinary Anatomy I and II alongside first-year CVM students attending LMU's College of Veterinary Medicine (LMU-CVM).

Other significant aspects of this track include the following:

- If a grade of "B" or above is earned in LMU-CVM courses, students who are accepted into the veterinary school will not have to repeat the classes during their first year at the LMU-CVM. This will allow students who are accepted into the LMU-CVM to enter with 10 earned credits. During their first year in the CVM they may apply to be considered as Veterinary Teaching Assistants.
- Students who maintain a cumulative 3.0 graduate GPA or higher in the fall semester of the VBS major and complete their Veterinary Medical College Application Services (VMCAS) application and apply to LMU-CVM will be granted an interview with the LMU-CVM in the spring semester. Before the official interview mock interviews will be conducted with faculty and staff in order to help prepare students for the interviews.
- Students may elect to continue their graduate research project as a thesis research project which should result in a scholarly research publication or presentation. If this pathway is selected the student may continue to pursue the research during the summers as approved by their Supervisory Committee.

MS Admission Requirements & Procedures

Generally policies will follow existing LMU policies for undergraduate and/or master's degree programs with any differences for this degree program noted in this catalog. Any specific differences among the four major tracks of this Master's degree are included below.

Former DCOM or CVM students who seek admission must submit two additional letters from faculty members of that specific LMU

professional college. These must be submitted in the complete and normal Master of Science admissions process. Each applicant is evaluated holistically by considering each required element of the application package including telephone interview, science course GPA, cumulative GPA, letters of recommendation and standardized test scores.

Admission Requirements and Standards

- A. *A completed bachelor degree from an institution with regional accreditation or equivalent verification in the case of international degrees.* Degrees from foreign countries must follow LMU's policies for certifying international degrees and/or credit.

Minimum undergraduate course work in the natural sciences and mathematics:

Mathematics 6 credit

hours at the College Algebra level or higher

Biological Sciences

16 credit hours with labs

Chemistry

16 credit hours including 8 credits of Organic Chemistry and labs

Physics

8 credit hours of algebra- or calculus-based with labs

Recommended undergraduate course work (these are pre-requisite courses for certain graduate courses):

Ethics (for LSCI 606 Applied Ethics in the Biomedical Sciences)

Probability & Statistics (for LSCI 604 Graduate Life Sciences

Research Design and Analysis)

- B. *Standard Test Scores and Grades*

All applicants must submit standardized test scores for their application file to be considered by the admissions committee for their selected program.

Grade point averages are computed by including courses from all transcripts.

Scores from the following standardized tests will be considered for admission to the LMU Master of Science Program but it is the applicant's responsibility to take the appropriate entrance exam and to achieve a competitive score for their target professional or graduate program.

Medical College Admissions Test (MCAT), Graduate Record

Examination (GRE), Dental Admission Test (DAT),

Optometry Admission Test (OAT), Pharmacy College Admission

Test (PCAT)

A typical applicant who is accepted to the LMU Master of Science program meets or exceeds the following:

MCAT (2015 version) 492 and above

GRE 292 and above

with a writing score of 3.5 and above

DAT 17 and above

Scores from the Optometry Admission Test (OAT) and the Pharmacy College Admission Test (PCAT) will also be considered.

Science course GPA > 3.0 OR

Cumulative GPA > 3.0

OR

Evidence of a trajectory of improved academic performance, especially in science course work

If English is not the applicant's native language, the international

student must submit her/his official score report from the Test of

English as a Foreign Language (TOEFL). This score will also be

considered holistically along with the other elements of the

application package. The applicant must also display proficiency in

spoken English during the telephone interview.

- C. *Letters of Evaluation*

Biomedical Professions, Anatomical Sciences, Life Science Research, Veterinary Biomedical Science:

Two letters of evaluation from the applicant's instructors or one committee letter from a health professions advisory committee. At least one letter must be from a natural science instructor.

D. Telephone interview and personal statement

The telephone interview will allow admissions committee members to assess your fit for your selected program

The personal statement should professionally articulate how the Master of Science program will benefit your educational and career goals.

E. Transfer credit

A maximum of 6 relevant graduate credit hours only by approval of the program-specific

Master of Science Admissions Committee may be granted. The request for transfer of courses MUST be submitted before the first day of classes of the student's first semester.

Program Acceptance

Admissions Committees are established for the four Master of Science majors. When reviewing application files the committee looks at numerous applicant criteria including standardized test score(s), undergraduate coursework, letters of recommendation, personal statement, and any other pertinent materials that may be included with the file.

Upon acceptance into the Master of Science program, applicants will receive an official packet of materials including an acceptance letter, and any other items that may be deemed necessary. Deadlines regarding program deposits, residential life, immunization records, etc. will be included in the acceptance packet.

Acceptance Deposits

In order to secure your seat in the program, you must submit a deposit. For students living off campus a deposit of \$250 is required. For students who opt to live in university housing a deposit of \$500 is required.

- If you choose to live in LMU housing, you are responsible for the submission of an LMU Housing Application and for timely communication with LMU Residence Life Staff.

All deposits may be submitted by telephone by calling the Cashier's Office at 423.869.6315 or 423-869- 6282. Students may also submit their deposit via mail at the following address:

Lincoln Memorial University
Holly Napier
6965 Cumberland Gap Parkway Harrogate, TN 37752

Tuition and Fees

Students previously enrolled in the Master of Science degree program who become new OMS-1 DCOM students may complete MS courses toward the MS degree at no additional tuition charge above tuition paid for their OMS-1 year as long as the total credits in courses for both programs do not exceed the maximum number in the typical OMS-1 schedule. Master of Science students who return to complete the degree will be charged the tuition rate in force when they return to complete the required courses for the degree. Students desiring to complete the MS degree in OMS 2 or later will be charged the tuition rate in force when taking the courses.

For the Veterinary Biomedical Sciences, Thesis Track, only: after completing the core, required courses as listed for the VBS Thesis track, the tuition rate for LSCI 693 Life Science Thesis Research course credits shall be the same as for the Life Science Research major which is \$470 per credit hour.

Course Load

Full-time status of a Master of Science graduate student is a minimum of 9 graduate credits in a fall or spring semester or 6 during a summer session. Many Master of Science program students enroll in a total course credit load of 12-16 credits which may include deficiency courses.

Orientations

As an MS student you will be required to attend multiple orientations. The MS Orientation will include program familiarization, establishing your fall schedule, finalizing your financial aid and completing the registration process. An orientation for library resources will occur in the first semester of the LSCI 603 course. The third mandatory orientation is for students participating in Medical Gross Anatomy alongside DCOM OMS-1 students or students participating in Veterinary Anatomy alongside CVM students.

Academic Standards

The academic standards of MS are clearly defined and bulleted below. These standards are designed to ensure that students are successful in their studies, both in MS and in their future graduate or professional school experiences. **They are strictly enforced and will not be compromised.**

- No students will be able to enroll in any Masters of Business Administration courses while taking MS courses. Students accepted into the DO-MBA program must take the MBA courses in the summer following their first two MS semesters.
- the summer following their first two MS semesters.
- Failure to achieve a cumulative **3.0 or higher GPA** in the fall semester may result in the loss of your DCOM or LMU-CVM interview.

Students who do not maintain a 3.0 GPA in the fall semester will be placed on academic Probation.

Deficiency Courses

Required undergraduate deficiency coursework is determined by the designated MS program Admissions Committee at the time of admission. This coursework will include courses in order to complete any deficiencies or pre-requisites. Key science courses in which the student previously earned grades of C or D are typically required to be repeated in order to improve the academic portfolio of the student and to provide a foundation for the subsequent courses in the MS curriculum. Again, completing required deficiency courses will extend the time required to complete the MS degree. The student may complete deficiency courses prior to beginning the MS program as long as transcripts are submitted which demonstrate the deficiency has been filled.

Potential Deficiency Coursework

BIOL 315	Molecular Genetics 3 credit hours
BIOL 441	Biochemistry 4 credit hours
MATH 270	Probability & Statistics 3 credit hours
PHIL 420	Ethics 3 credit hours
PHIL 430	Medical Ethics 3 credit hours

Employment while a Graduate Student

The curriculum of the MS at LMU is designed to enhance a student's academic qualifications. All classes are preparatory coursework for professional school and other post-graduate goals. It is strongly recommended that students are not employed during the duration of the program. This ensures that they will be able to focus 100% upon their studies.

Grading Scale for Master of Science Courses

A = 90.51 - 100%; expected student learning outcomes were demonstrated by superior quality student work in all aspects of the course

B = 80.51 - 90.50%; expected student learning outcomes were demonstrated by better than average quality of student work in the course

C = 70 – 80.5%; expected student learning outcomes were demonstrated in student work

F = 69.99 % or less; expected student learning outcomes were not demonstrated in student work

Standing Oversight Committees

Master of Science Graduate Council

The MS Graduate Council is the policy making and recommending body for the Master of Science degree program. It is composed of the Program Directors and the MS Administrative Dean. The Recruitment and Student Services Coordinator is an ex officio member. It meets regularly to review program function, admissions status, student academic progress, proposed academic changes, and policy effectiveness. It also serves as the primary appeals committee. Programmatic recommendations flow from this council to the collaborating school or college councils before being considered by the University Academic Council, University Cabinet, University President, or Board of Trustees.

Admissions Committees

Admissions Committees – These committees consist of faculty and administration members from the collaborating programs.

For admission to the *Biomedical Professions major*: two faculty members from DCOM Basic Biomedical Sciences, the Program Director, and two faculty members from the Department of Biology. For admission to the *Anatomical Science major*, two faculty members from DCOM Department of Anatomy and the Program Director.

For admission to the *Life Science Research major*: a research faculty from DCOM, a research faculty member from CVM, the Program Director, and a research faculty member from the Department of Biology.

For admission to the *Veterinary Biomedical Science major*: two faculty members from LMU-CVM, the Program Director, and one faculty member from the Department of Biology.

Thesis Supervisory Committees

The appointment of all Supervisory Committee members is made by the MS Administrative Dean upon recommendation of the graduate faculty members and agreement by the graduate student.

Life Science Research Major

These student focused committees function to provide course work and thesis project direction and approval for each individual graduate student in the Life Sciences Research major. Each committee conducts a comprehensive review of the student's academic performance after their first semester, reviews and approves the thesis project proposal, reviews and approves the completed thesis document, and conducts the final oral defense of the thesis project.

The supervisory committee membership will be:

Chair – LMU graduate faculty member with direct research supervision responsibility and expertise related to the student's research topic

Member Two – graduate faculty with relevant expertise to support the student research topic
Member Three – graduate

faculty selected to complement the knowledge of the other members
Additional members may be appropriate

Veterinary Biomedical Sciences, Thesis track, Major

The supervisory committee membership will be:

Chair – LMU College of Veterinary Medicine (C.V.M.) faculty member with direct research supervision responsibility and expertise related to the student's research topic

Member Two – graduate faculty from the C.V.M. with relevant expertise to support the student research topic

Member Three – graduate faculty selected to complement the knowledge of the other members and may be chosen from outside the C.V.M.

Additional members may be included as appropriate

Appeals Committee

This committee exists to resolve any academic matter that arises in the Master of Science program. Members of this committee will be the Master of Science Graduate Council which consists of the MS Administrative Dean and each MS Program Director. Each of these Program Directors holds their position as confirmed by the VPAA, and respective deans. One faculty member from each entity will serve with an alternate member appointed in cases of conflict of interests. Academic appeal decisions are based upon overall academic performance while in the MS program.

Note: The need to repeat a course is not looked upon favorably by professional schools. Granted remediation of a course does NOT guarantee consideration or admission to either school even if significantly improved grades are earned upon a second attempt.

MS General Policies and Standards

Students must earn and maintain a cumulative grade point average (cumGPA) of 3.0 or more. Failing to reach this standard will result in academic probation. Successful completion of the degree program requires a 2.85 GPA. For students in the Life Science Research major, the supervisory committee will review the academic record on a semester-by-semester basis. The supervisory committee also will review thesis project progress each semester. The supervisory committee has the authority to recommend removal of the student from the program. The MS Administrative Dean will provide official notification in such cases.

If the student is completing deficiency courses, the 2.85 GPA performance level includes graduate and undergraduate courses. However, calculation of cumGPA for graduation from the MS degree program does not include undergraduate courses. Participation in elective courses is competitive and students will be selected based on professional and academic performance.

Appeals – In the event that a student wishes to submit an appeal regarding an academic matter, a formal written appeal must be submitted within the specified timeframe. Deadlines for these appeals are published for each academic year. Appeals must be submitted to the MS Administrative Dean or via the MS Recruitment & Student Services Coordinator. Appeals for inclusion of graduate transfer credit must be submitted to the Admissions Committee for the selected major program.

In cases other than for repetition of a course, a disputed course grade, or consideration of graduate transfer credit, the appeals committee is expected to collect information from all parties to the matter in question, hold a hearing in which parties to the appeal will be invited and notified with at least 48 hours advanced notice, and reach a decision on the matter within 24 hours of the hearing. In the eventuality that more investigation is needed after the hearing, all parties to the matter will be notified of the timeline for reaching a conclusion for the matter. A decision must be reached by no more

than one week after the initial hearing. Decisions of this committee will be communicated to the party making the appeal as well as any individuals named in the appeal along with the relevant Deans and the Vice President for Academic Affairs. Final decisions will be communicated no more than 1 week after a hearing. A log of matters and copies of all communication related to an appeal will be maintained by the MS Administrative Dean's Office.

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

Medical Leave of Absence – A student may petition to their Program Director, for a medical leave of absence from a Master of Science major program of study in event of a medical condition which prevents normal participation in the required activities of the degree program for more than one week. For a student in the Life Science Research major, the petition should be supported by the supervisory committee affirming that the student is at a stage in their program where they may return and continue the approved thesis research or will be allowed to propose another research topic on return to active status in the program. If the supervisory committee is not supportive of continuation after the medical leave of absence, the student will need to request a different supervisory committee on return to active student status. If a supervisory committee cannot be assembled for the student, the student will be advised to complete a different major in the program or discontinue the Master of Science.

Master of Science Satisfactory Academic Progress Policy

At the end of the first semester in the Master of Science program and each subsequent semester if applicable, the student's grades from graduate course work will be evaluated to determine whether attaining the required 2.85 or higher cumulative grade point average (cumulative GPA) needed for graduation is possible. If it is determined to be numerically impossible to reach this required cumulative GPA level, even with earning the highest grades possible in subsequent course work, the student will be dismissed from the program. This will be calculated based on the typical situation of at least 30 total graduate credit hours to complete the degree. This policy shall not super cede university- wide policies except in defining the manner in which sufficient academic progress is determined in this academic program.

Change of Major

At the end of the first semester after admission to the Master of Science degree program, a student may apply to change their major within the degree program. The student needs to recognize and understand that such a change may require additional course work and thus time to complete the degree. Changes at other points in the program must first be discussed with the Administrative Dean.

Process:

- Submit a Master of Science Change of Major form to the Recruitment and Student Services Coordinator.
- Review and action by the Master of Science Graduate Council.
- The Admissions Committee for the proposed major will review the academic record and stated reasoning of the student applying to change their major. This committee will make a decision to either accept the student into the major or not. Capacity is limited in certain majors so this may be competitive.
- The Admissions Committee will notify the Recruitment and Student Services Coordinator, who will assist the student in any changes to their planned course of student and/or registration for the spring semester.

- If the change of major is not approved, the student will receive notification and explanation and should continue their course of study or seek other educational programs that will better meet their needs.
- Appeals of the decisions will be handled through the Master of Science Graduate Council acting as the Appeals Committee.

Dual Major

Although atypical, a student may desire to earn more than one major in the Master of Science program. To earn the second major, the MS student must complete an additional 15 graduate credit hours not duplicating any required courses for the first major. These additional credit hours must include all additional required courses for the second major plus any non-duplicative elective courses.

Application must be made before the first day of classes of the second semester in the MS program. The Admissions Committee of the second major will review and act on the application immediately. Students already in medical school may not select the dual major option as insufficient time is available to complete the additional courses.

Course Repetition

A course in which the student earns a failing grade may be repeated only one time. A request to repeat form must be submitted by the deadline published in the MS Catalog. The MS Graduate Council will review the request, make a decision, and may forward the request to the department offering the course. The department offering the course will determine capacity in making its final decision. The purpose of repeating a course is to replace the previously earned grade in calculation of the cumulative GPA in order to remove the probationary status and/or determine graduation eligibility. The original grade continues to be reported on the transcript and should also be reported by the student to avoid the consequences of false reporting to any other educational institution.

Participation in DCOM courses

Participation in DCOM courses is dependent on past academic performance, capacity, and adhering to ethical and behavioral standards. Pre-requisites must be met by the student and sufficient capacity must exist to accommodate the student in the course. Students with superior grades have an obvious advantage when being considered for this privilege. As communicated in the course descriptions of this catalog there are certain courses for which enrollment requires the student to be in a specific degree seeking program and are not open to any other students.

Participation in Research Courses

Capacity for students to participate in research projects is limited by the number and workload of supervisory faculty members in the several departments. Although past scholarly work is a desirable characteristic of a medical school or residency applicant, it is not a requirement. Master of Science students must take advantage of the opportunities to become familiar with faculty expertise and current research activities. The student should request a short meeting to discuss becoming part of these ongoing efforts and then reach a mutual decision to contribute to that faculty member's research team. Depending on the amount of research effort, variable academic credit is available. Students may need to conduct research activities during the summer in order to complete the requirements. Students must realize that scholarly activity is time intensive and that it demands an investment beyond the typical time devoted to lecture or lab courses.

Participation in CVM Courses

Participation in College of Veterinary Medicine courses is dependent on past academic performance, capacity, and adhering to ethical and

behavioral standards. Pre-requisites must be met by the student and sufficient capacity must exist to accommodate the student in the course. Students with superior grades have an obvious advantage when being considered for this privilege. As communicated in the course descriptions of this catalog there are certain courses for which enrollment requires the student to be in a specific degree seeking program and are not open to any other students.

Research Awards

Students may submit their own application or they may nominate another MS student for an LMU MS Research Award. These awards will be given based on the merit of the scholarship completed and may be used to defray expenses of traveling to a regional, national, or international meeting to present the completed scholarly work of the student or team of students. Deadlines and award dates are published in the Academic Calendar of this Catalog. A single award will be made for a team project. The team may decide to send a representative or split the award among the members allowing more than one member to participate in the target professional meeting. The students should record the award on their CV.

To be considered for an LMU MS Research Award, the student must submit an abstract of the work that has been completed, a letter of evaluation from a graduate faculty member familiar with the work, and information on the meeting for which the student(s) plan to present the work.

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

General Graduation Requirements

A minimum of 30 credit hours graduate course work and satisfactory completion of all core courses is required for graduation with the Master of Science degree. The student must complete the degree program with a minimum cumulative G.P.A. of 2.85 or greater to be awarded the degree unless otherwise required to be higher.

The Life Science Research major must be completed within 3 years full-time, or 5 years part-time, after starting the program. Students in the Anatomical Science and Life Science Research majors must present their work at a regional professional meeting at a minimum. Publication or presentation in a national or international context is encouraged.

The student must maintain a cumulative G.P.A. of 2.85 or be placed on academic probation. Failure to meet or exceed this standard of academic progress in the subsequent semester will result in dismissal from the program.

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

MS Curriculum & Standards

Master of Science Programs of Study

Anatomical Sciences Major (minimum 30 total credit hours)

Required Courses

ANAT 604	Intro to Radiographic Anat. & Clinical Imaging (3)
ANAT 624	Human Embryology (3)
ANAT 701	Medical Gross Anatomy (MGA) (7)
ANAT 715	Neuroanatomy (3)
LSCI 603	Colloquial Principles of Life Science x 2 (1)
LSCI 604	Grad. Life Sci. Research Design & Analysis (3)

Electives Courses

ANAT 603	Meth. of Curriculum Development and Teaching Human Gross Anatomy (3)
ANAT 653	Spec. Topics in Clinical Anatomy (1-3)
ANAT 699	Medical Gross Anatomy Dissection (3)
BCHM 503	Advanced Cellular Biochemistry (3)
LSCI 503	Adv. Molecular Genetics & Cell Biol. (3)

LSCI 504	Adv. Techniques for Molecular Biol. (2)
LSCI 506	Microscopic Imaging Theory & Tech. (3)
LSCI 507	Life Sci. Research Instrumentation (2)
LSCI 508	Techniques of Physiological Research (2)
LSCI 510	Advanced Vertebrate Physiology (3)
LSCI 606	Appl. Ethics in Biomedical Sciences (3)
LSCI 693	Life Sciences Thesis Research (1-9)
ANAT 614	Evolutionary & Comparative Anat. (3)
ANAT 683	Graduate Anatomy Project (1-3)
ANAT 714	Medical Histology (4)

Biomedical Professions Major (minimum 30 total credit hours)

Required Courses

ANAT 701	Medical Gross Anatomy (MGA) (7)
BCHM 503	Advanced Cellular Biochemistry (3)
LSCI 503	Adv. Molecular Genetics & Cell Biology (3)
LSCI 603	Colloquial Principles of Life Science x2 (1)
SCI 604	Grad. Life Sci. Research Design & Analysis (3)
LSCI 606	Applied Ethics in Biomedical Sciences (3)

Elective Courses

LSCI 504	Adv. Techniques for Molecular Biology (2)
LSCI 506	Microscopic Imaging Theory & Tech. (3)
LSCI 507	Life Sciences Research Instrumentation (2)
LSCI 508	Techniques of Physiological Research (2)
LSCI 510	Advanced Vertebrate Physiology (3)
LSCI 683	Life Science Grad. Research Project (3)
ANAT 699	Medical Gross Anatomy Dissection (3)
ANAT 714	Medical Histology (4)
ANAT 715	Neuroanatomy (3)

Life Science Research Major (minimum 30 total credit hours)

Required Courses

LSCI 603	Colloquial Principles of Life Sci. x 2 (1)
LSCI 604	Grad. Life Sci. Research Design & Analysis (3)
LSCI 605	Scholarly Writing in Life Science (2)
LSCI 693	Life Science Thesis Research (1 - 9)

Supervisory committee will determine exact courses for each student.

Elective Courses

BCHM 503	Advanced Cellular Biochemistry (3)
LSCI 503	Adv. Molecular Genetics & Cell Biol. (3)
LSCI 504	Adv. Techniques for Molecular Biology (2)
LSCI 505	Advanced Ecology & Field Biology (3)
LSCI 506	Microscopic Imaging Theory & Tech. (3)
LSCI 507	Life Sci. Research Instrumentation (2)
LSCI 508	Tech. of Physiological Research (2)
LSCI 606	Applied Ethics in Biomedical Sci. (3)
LSCI 653	Life Science Grad. Special Topics (1 - 3)
LSCI 683	Life Science Grad. Research Project (1 - 3)

Veterinary Biomedical Science Major (minimum 30 total credit hours)

Required Courses

BCHM 503	Advanced Cellular Biochemistry (3)
LSCI 503	Adv. Molecular Genetics & Cell Biology (3)
LSCI 510	Advanced Vertebrate Physiology (3)
LSCI 603	Colloquial Principles of Life Science x2 (1)
LSCI 604	Grad. Life Sci. Research Design & Analysis(3)
LSCI 683	Graduate Research Project (3)
VANT 710	Veterinary Anatomy I (5)
VANT 720	Veterinary Anatomy II (5)

Elective Courses

LSCI 504	Adv. Techniques for Molecular Biology (2)
LSCI 506	Microscopic Imaging Theory & Tech. (3)
LSCI 507	Life Sciences Research Instrumentation (2)
LSCI 508	Techniques of Physiological Research (2)
LSCI 606	Applied Ethics in Biomedical Science (3)
VANT 712	Veterinary Histology (1)

†Thesis, Required Courses

LSCI 603	Colloquial Principles of Life Science (1) x 2
LSCI 604	Research Design & Analysis (3)

LSCI 605	Scholarly Writing in Life Science (2)
LSCI 683	Life Science Graduate Research Project (3)
LSCI 693	Life Science Thesis Research (6)
VANT 710	Veterinary Anatomy I (5)
VANT 720	Veterinary Anatomy II (5)

†The thesis option will follow the guidelines, or their subsequent revisions as detailed in the LMU MS Supervisory Committee Guidebook and as listed in this Master of Science Graduate Catalog pertaining to supervisory committees, proposal approval, thesis format, and thesis defense. This option may be continued in parallel while pursuing the Doctor of Veterinary Medicine degree.

The student must declare their intention to pursue this option by the end of their first semester in the Master of Science program and have their thesis proposal written and approved by their thesis supervisory committee by the end of their first spring before summer research. After completing the core, required courses as listed above for the VBS Thesis track, the tuition rate for Life Science Thesis Research course credits shall be the same as for the Life Science Research major which is \$440 per credit hour.

Electives as determined by the Supervisory Committee

Elective Courses

ANAT 715	Medical Histology (4)
BCHM 503	Advanced Biochemistry (3)
LSCI 503	Advanced Molecular Genetics & Cell Biology (3)
LSCI 504	Advanced Techniques for Molecular Biology (2)
LSCI 505	Advanced Ecology & Field Biology
LSCI 506	Microscopic Imaging Theory and Techniques (3)
LSCI 507	Life Science Research Instrumentation (2)
LSCI 508	Techniques in Physiological Research (2)
LSCI 510	Advanced Vertebrate Physiology (3)
LSCI 606	Applied Ethics in Biomedical Sciences (3)
LSCI 653	Life Science Graduate Special Topics (1-3)
LSCI 693	Life Science Thesis Research (1-9)
STAT 683	Applied Statistical Analysis (1)

Caylor School of Nursing

Nursing Program History

In response to the University's mission, Nursing was established as a major in 1974 with the Associate of Science in Nursing (ASN) Degree. Because of the growing health care needs of the region, Nursing expanded the ASN program to extended sites and initiated the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program in 1987. In fall 2010, the BSN generic option commenced in response to state and community needs. The Caylor School of Nursing's mission "seeks to respond to the needs of nursing education and health care in the surrounding communities by preparing nurses at multiple levels." Therefore, the Master of Science in Nursing (MSN) degree was established in 2006 and the online post-master's Doctor of Nursing Practice (DNP) degree was established in 2015. Both the MSN and the DNP degrees offer professional nurses extended educational options, and provide surrounding and distant communities with advanced practice nurses to meet the dynamic health care needs within the specific area. Presently, the Caylor School of Nursing (CSON) offers MSN concentrations as a Family Nurse Practitioner, Nurse Anesthetist, and Family Psychiatric & Mental Health Nurse Practitioner. For further information on the school's MSN or DNP programs, please contact the Director of CSON Enrollment, Sherry Pearman (sherry.pearman@lmu.net.edu).

Nursing Program Accreditation/Approvals

TENNESSEE/KENTUCKY Programs:

The Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), and Doctor of Nursing Practice (DNP) degree programs are approved by the Tennessee Board of Nursing. The ASN program offered in Kentucky is approved by the Kentucky Board of Nursing. Furthermore, the ASN, BSN, MSN, and DNP programs in Tennessee are accredited with the Accreditation Commission for Education in Nursing, Inc. (ACEN) which includes the off-campus instructional site in Corbin, Kentucky.

FLORIDA Programs:

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing. At present, the ASN, BSN, and MSN degree programs in Tampa, Florida have been deemed eligible for the Candidacy process with the ACEN. ACEN is officially recognized as a national accrediting agency for nursing education by the Council on Higher Education Accreditation (CHEA) and by the U.S. Department of Education. ACEN, may be contacted at 3343 Peachtree Rd NE, Suite 850, Atlanta, GA 30326 or call 404-975-5000 or visit www.acenursing.org.

Academic Information

The Caylor School of Nursing at LMU offers the advanced practice nurse (APN) master's concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP). Students who successfully complete the graduate nursing program will receive the Master of Science in Nursing (MSN) degree. Family Nurse Practitioner students will meet the eligibility criteria for both the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP) certification examinations. The Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) students will meet the eligibility criteria for the American Nurses Credentialing Center (ANCC). Nurse Anesthesia students will meet the eligibility criteria for the Council on Certification of Nurse Anesthetists National Certification Exam.

The DNP at LMU is a terminal degree and is a post-master's certificate program (PMC), which requires a Master's Degree in Nursing from a nationally accredited Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission on Education in Nursing, Inc (ACEN) program. The student must have national certification as an Advanced Practice Registered Nurse or a minimum of one year of experience in a nursing administration role.

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

Applicable Catalog

The student must meet the requirements of the LMU Caylor School of Nursing section of the *Graduate and Professional Catalog* in effect at the time of entry into the program and any applicable Lincoln Memorial University Catalog requirements in place at the time of entry into the program. In no case will a student be permitted to meet the requirements of a catalog in effect prior to initial graduate program enrollment.

Graduate Degree Time Restriction/Limitations

All requirements for graduate degrees must be completed in no less than one (1) year and within seven (7) years of initial graduate enrollment. Exceptions to graduate requirements require approval of the Dean of the Caylor School of Nursing.

Transfer of Credit:

MSN Students: No credit may be transferred into the Nurse Anesthesia concentration. Six (6) credit hours may be transferred in to the Family Nurse Practitioner (FNP) and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentrations from accredited institutions offering the graduate nursing degree. Transfer of additional course work will be at the discretion of the Program/Concentration Director.

Transferred courses must have been taken for graduate credit and must not have been applied towards a previous degree. All transferred course work must carry a grade of "B" or higher. Advanced pharmacology and advanced health assessment must be taken within one year prior to beginning the initial clinical practicum in the concentration. No credit will be given for advanced pharmacology and advanced health assessment taken at another institution. No credit will be given for an advanced pathophysiology course that is greater than two (2) years old at the time of admission. No credit for other graduate nursing courses earned more than five (5) years ago can be transferred.

If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of having attained a grade of "B" or higher in the course. Course equivalency will be evaluated by the faculty currently teaching the LMU version of the course. The designated faculty will make a recommendation to the appropriate program director regarding substitution. All transfer credit into the MSN program must be approved by the appropriate director or the Dean of the Caylor School of Nursing.

DNP Students: Students entering the DNP program may transfer up to six (6) credit hours from accredited institutions offering the graduate degree. Transferred courses must have been taken for graduate credit and must not have been applied toward a previous degree. All transferred course work must carry a grade of "B" or

higher. No credit for other graduate nursing courses earned more than five (5) years previously may be transferred. If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of attainment of a grade of “B” or higher in the course. Course equivalency will be evaluated by faculty currently teaching the LMU equivalent of the course. Designated faculty will make recommendations to the DNP Program Director regarding course substitutions. All transfer credit into the DNP program must be approved by both the DNP Program Director and/or the Dean of the Caylor School of Nursing.

A minimum of 1000 practice hours are required for the DNP program. Practice hours from previous practice courses may be considered for transfer credit. A maximum of 500 practice hours may be transferred in to the student’s program as determined by the accrediting entity. Practice hours considered for transfer will be reviewed and approved by the DNP Program Director.

Request for MSN Concentration Transfer:

Students requesting to transfer to another concentration from their current program of study in the MSN program must submit a n admission application to the Graduate Nursing Office. Transfer to another concentration is not guaranteed and will be reviewed by the admissions committee. The student must be in good standing in their current program of study and a formal letter should also be included with the admission application on why the student is requesting to transfer to another concentration.

Evaluation Methods

Mastery of didactic content will be evaluated by a combination of in-class exams, on-line exams, application of content in graded case studies, oral and web-based presentations, as well as written papers and protocols. The combination of evaluative methods will vary from course to course and will be clearly explicated in course syllabi. The evaluative strategies of individual courses are designed to measure students’ attainment of course objectives. Criteria for evaluation of written assignments appear in the syllabus for each course.

Assignments will be returned to students in a timely fashion. Students will receive individualized feedback to facilitate improvement and progress. Each student's progress is reviewed periodically during, and at the end of, each semester. Evaluation is based on the student's performance on examinations, other assignments, and in the practice or laboratory setting. If a student's performance is judged to be borderline or failing during a course, the faculty member will discuss this with the student and advise the student regarding how to remediate.

Attendance Requirement

Attendance is mandatory for any lecture, lab, practice, and online activities. Refer to the individual course syllabus for additional information.

Grading Scale:

The LMU grading system is based on a four-point scale. The grading scale for the Graduate Programs MSN and DNP Programs is as follows:

Points*	Grade	Four-Point Scale
A	93-100	4.00 quality points
B+	89-92	3.33 quality points
B	83-88	3.00 quality points
C+	79-82	2.33 quality points
C	73-78	2.00 quality points
D+	69-72	1.33 quality points
D	63-68	1.00 quality points

F 63-00 0.00 quality points*

Partial points will be rounded to the nearest full point; for example, 88.49=88 leads to a grade of B; and 88.50=89 leads to a grade of B+.

Incompletes: A grade of Incomplete (“I”) may be given in circumstances where the student has successfully completed the majority of the coursework and the instructor determines that exceptional circumstances warrant extending the time for the student to complete the required work. In order to receive an “I”, the student and course instructor must negotiate a contract containing a timeline specifying the date(s) by which remaining coursework will be completed (including deficit practice hours), and specifying the written assignments or examinations to be completed. The form for documenting a contract for an “I” is found in this handbook under Section III: Forms. It is the responsibility of the student to monitor progress towards completion of the contract to remove the Incomplete and to arrange for make-up assignments, exams, labs, or practice hours.

If a grade change request has not been submitted by the instructor by the required date, the “I” grade automatically becomes an “F” on the student’s transcript.

In general, an “I” grade in any sequential nursing course must be removed by the end of the first six weeks of the next semester in order for the student to continue enrollment in the next nursing course in the sequence. Refer to program student handbook for additional information.

Practice Evaluation Methods

Students and faculty maintain ongoing dialog regarding practice experiences and individual performance. Dialog may occur in class, via practice logs or journals, via web-based communications, or in individual meetings as appropriate. Formal evaluations will occur in each practice course. Practice evaluation tools (student version, faculty version, and preceptor/facilitator version) are used to structure the formal evaluations. Some written assignments will be based on current practice data or cases (with all identifying data removed). Feedback regarding the development of diagnostic reasoning and practice management skills will be provided. Practice performance is graded individually and should a student fail a practice course, the student will be dismissed from the program.

Practice Failure: The instructor will seek input on practice performance from the preceptor/ facilitator; however final responsibility for the student’s grade is retained by the LMU CSON faculty.

Repeating NURS Courses

Graduate nursing students must maintain a “B” (3.0) cumulative grade point average (GPA) to remain in good academic standing. Each course syllabus clearly outlines the criteria for successful course completion.

MSN Program – FNP and FPMHNP students may repeat a maximum of one nursing course (NURS 500, NURS 510, NURS 520, NURS 530, NURS 580, NURS 590) if a “C” was earned for the course. This would require an advisement session and a revised plan of study for the student by the academic advisor and approval of the change from the Concentration Director. The student must present a plan for success as part of the advisement session. **The student will not continue with other nursing coursework until the course is repeated successfully.** Student must repeat the course for which a “C” was earned, and earn a “B” for the second attempt. The student must complete courses at the campus for which they were accepted and enrolled. Only the most recent grade will be used in computing the cumulative GPA. All attempts will remain part of the student’s permanent academic record. The following courses require a “B” or higher grade, and cannot be repeated: NURS 561, NURS 561A,

NURS 562, NURS 562A, NURS 564, NURS 564A, NURS 563, NURS 563A, or NURS 565.

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

DNP Program - Students may repeat a maximum of one DNP nursing core course if a “C” or below was earned for the course. If a DNP student desires to repeat a course that they have not achieved a grade of “B” or higher, he/she is required to submit a DNP readmission form. Readmission is not guaranteed. The student will not be permitted to progress in the program until the course is repeated. If the DNP student does not complete the course which they were unsuccessful within 18 months, the student will be released from the program. If an individual desires to be admitted to the DNP program at a later date they must reapply. If two grades below a “B” are earned in any DNP course, whether in the same or different semesters, the student becomes ineligible for admission, readmission, and/or progression in the DNP program and will be dismissed from the program.

Academic Advisement

Each student is assigned an academic advisor according to his/her chosen concentration of study. The academic advisor assists the student in selecting appropriate courses for each academic semester. The student bears ultimate responsibility for effective planning, progression and completion of all requirements for the chosen degree, but the academic advisor can give valuable direction and encouragement. The MSN student and the academic advisor are responsible for making sure that the student has completed all the nursing coursework to sit for the MSN Comprehensive Exam. The DNP student should meet with the academic advisor a minimum of once each semester to update and review the plan of progression through the established curriculum.

Graduate Tuition Information for Nursing

Tuition and Fees

The tuition cost to attend Lincoln Memorial University is substantially below the national average. The amounts included in the cost of each semester’s registration are placed on the student’s account in the Finance Office. Interest charges are added to unpaid balances at the end of each month. All charges are subject to audit and verification. The University reserves the right to correct any error by appropriate additional charges or credits. Tuition and fees are adjusted annually. The following are effective Fall Semester 2016 for the Family Nurse Practitioner (FNP), Nurse Anesthetist (NA), Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP), and DNP:

FNP Tuition:	\$ 735 per hour
NA Tuition:	\$ 9300 per semester
FPMHNP Tuition:	\$ 735 per hour
DNP	\$ 670 per hour
<u>Additional fees:</u>	
Drop/Add Fee	\$15 per course, not to exceed \$100
Late Registration Fee	\$100
Directed/Independent Study Fee	\$25 per class plus course tuition
Graduation Fee	Contact Nursing
Comprehensive Fee	\$30 per year
Student Health Insurance	Graduate students are responsible for maintaining health insurance throughout the program.

There is no out-of-state tuition differential. Failure to pay tuition and fees may lead to professional collection agency efforts to enforce

payment. In such cases the student is responsible for all collection costs and expenses incurred by the University, including reasonable attorney fees.

MSN Program

The MSN Program offers the Master of Science in Nursing (MSN) degree in the advanced practice nurse concentrations of Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP). Admission requirements and curriculum plans for the concentrations follow.

MSN Program Outcomes

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

1. Apply knowledge from science and related disciplines, including principles of evidence-based practice to improve care delivery and health outcomes.
2. Apply knowledge of organizational and leadership theories with an emphasis on ethical and critical decision making, to improve quality, manage risks, and provide cost-effective care using a systems perspective.
3. Improve quality, manage risks, and provide cost-effective care through the application of quality improvement methods and tools, performance measures, and best practice standards.
4. Demonstrate analytic techniques used to appraise the quality of existing evidence for best clinical practices, determine and evaluate outcomes, identify gaps in nursing science, and contribute to the dissemination of nursing knowledge.
5. Demonstrate technological and informational literacy in evaluating data management systems, healthcare information systems, consumer health information sources and patient care technology to improve the effective and ethical use of information to improve health outcomes.
6. Advocate for ethical health care policies at the system level that ensure equity, stewardship of resources, and improvement of health outcomes.
7. Demonstrate effective communication and interprofessional collaboration, employing consultative and leadership skills to manage and coordinate care and improve health outcomes.
8. Analyze and apply scientific data to develop and implement culturally appropriate interventions to promote health, address disparities, reduce risk, and manage disease trajectories to improve health outcomes of individuals, communities, populations, and systems.
9. Apply advanced nursing knowledge and competencies to assess health and illness parameters, design, implement, and evaluate interventions to improve care delivery and health outcomes, while seeking life-long learning, and the promotion of practice excellence.

MSN Admission Requirements

Admission requirements for Family Nurse Practitioner (FNP), Nurse Anesthesia (NA), and Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentrations are provided in this catalog. See also the LMU CSON MSN Student Handbook for details regarding additional requirements for admitted students including things such as health status forms, proof of health insurance, current immunizations, CPR certification, drug screens, and criminal background checks.

Family Nurse Practitioner Concentration

Admission requirements for the Family Nurse Practitioner concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistics and basic computer skills.
4. Completion of the Graduate Record Examination (GRE) is not required, but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals with an MSN or higher; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the FNP concentration.
10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to the LMU CSON Family Nurse Practitioner concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

Nurse Anesthesia Concentration

Admission requirements for the MSN Nurse Anesthesia concentration were developed to meet the Standards for Accreditation of Nurse Anesthesia Educational Programs. Admission requirements include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have basic understanding of statistics and basic computer skills.
4. Competitive GRE scores on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are required.
5. Minimum of three recommendations including one from faculty of the candidate's baccalaureate nursing program or immediate supervisor in a critical care setting and one from another professional in a related healthcare field (examples may include: Clinical Nurse Specialist, RN, CRNA, Anesthesiologist, Surgeon, or Intensivist).
6. Two undergraduate chemistry courses, at least one of which has a laboratory component.
7. A statement of professional goals.

8. An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum will require licensure in additional states including Kentucky, Georgia, and Virginia and any other states where students might obtain clinical experience.
9. A minimum of one year experience as a Registered Nurse in critical care; adult critical care experience preferred.
10. The Nurse Anesthesia concentration is a full-time program. Students may only request full-time status.
11. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Life Support must be current through December of the year in which the application is submitted.
12. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
13. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
14. Proof of health insurance at all times when enrolled in the program.

Students dismissed from a nurse anesthesia or other advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to LMU CSON Nurse Anesthesia concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew when they were in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

Family Psychiatric & Mental Health Nurse Practitioner Concentration

Admission requirements for the Family Psychiatric & Mental Health Nurse Practitioner concentration include:

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have a basic understanding of statistic and basic computer skills.
4. Completion of the Graduate Record Exam (GRE) is not required, but is recommended.
5. Minimum of three recommendations from healthcare professionals who can rate the applicant's potential. At least two must be from nursing professionals; one may be a professional in a related healthcare field.
6. A three-page letter to the Admissions Committee describing professional goals.
7. An unencumbered compact license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
8. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the MSN program.
9. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the FPMHNP concentration.

10. Proof of health insurance at all times when enrolled in the program.

Students dismissed from another advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to LMU CSON Family Psychiatric & Mental Health Nurse Practitioner Concentration. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

MSN Concentration Curriculum Plans

Family Nurse Practitioner Concentration

Lincoln Memorial University's MSN degree program, Family Nurse Practitioner concentration, prepares nurses in an advanced practice role with competencies in family health promotion and culturally competent clinical management of common conditions across the life span to promote adaptation. Clinical courses have a 1:4 credit hour to clinical hour ratio. The seventeen month program requires 43 semester hours of graduate course work including 660 clinical hours. A Comprehensive Exam is required during the final semester. The Post-Master's Certificate (PMC) option is available.

Students may request full or part-time status for the FNP concentration. The part-time option is only offered on a space available basis. Students wishing a part-time option must first discuss this with Dr. Jennifer Savage (Jennifer.savage@lmunet.edu), FNP Concentration Director. Part-time FNP students must meet with their advisor to plan an individualized progression plan. This individualized plan helps to ensure that course prerequisites are met and future course availability. A change in status from part-time to full-time or vice versa must be approved by the FPMHNP concentration and a new curriculum plan must be designed with the faculty advisor.

The full-time FNP curriculum plan is provided below. This concentration is offered at the Harrogate, Cedar Bluff, and Kingsport sites.

FNP Request for Site Transfer

Students will not be allowed to transfer between campuses once admitted to a site for the family nurse practitioner concentration. If a student chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to the Graduate Nursing Office. Readmission to the MSN program is not guaranteed.

Sample Family Nurse Practitioner Curriculum

1st Semester

Course	Credit Hours
NURS 510 Advanced Pathophysiology	3
NURS 520 Advanced Health Assessment	3
NURS 530 Advanced Pharmacology and Therapeutics	4
	10

2nd Semester

NURS 500 Theoretical Foundations and Research Methods	4
NURS 561 Young and Middle Adults	4
NURS 561A Young and Middle Adult Practicum	3
	11

3rd Semester

NURS 562 Pediatrics	2
NURS 562A Pediatrics Practicum	2
NURS 564 Women's Health	2
NURS 564A Women's Health Practicum	2
NURS 580 Contemporary Roles and Issues for APN	4
	12

4th Semester

NURS 563 Lifespan of Older Adults	2
NURS 563A Lifespan of Older Adults Practicum	2
NURS 565 Family Nurse Practitioner Internship*	3
NURS 590 Directed Scholarly Project	3

TOTAL CREDITS 43

*Comprehensive Exam Course

Nurse Anesthesia Concentration

Lincoln Memorial University's MSN degree program, Nurse Anesthesia concentration, prepares nurses in an advanced practice role with competencies in nurse anesthesia. The 28 month, 7 semesters, program requires 81 semester hours of graduate work including five (5) semesters of clinical practicum. Clinical courses have a 1:6 credit hour to clinical hour ratio. A written Comprehensive Exam is required during the final semester. The Nurse Anesthesia concentration does not offer a part-time option. The full-time curriculum plan is listed below.

Sample Nurse Anesthesia Curriculum

Course	Credit Hours
Year 1 Fall I	
NURS 501 Advanced Anatomy & Physiology	4
NURS 520 Advanced Health Assessment	3
NURS 530 Advanced Pharmacology and Therapeutics	4
NURS 581 Principles of Anesthesia I	3
NURS 581A Principles of Anesthesia I-Lab	1
	15
Spring I	
NURS 511 Advanced Pathophysiology I	4
NURS 531 Anesthesia Pharmacology I	3
NURS 582 Principles of Anesthesia II	3
NURS 582A Principles of Anesthesia II-Lab	1
NURS 583 Biochemistry/ Physics	2
	13
Summer I	
NURS 512 Advanced Pathophysiology II	2
NURS 571 Clinical Practicum I	5
NURS 500 Theoretical Foundations and Research Methods	4
	11
Year 2 Fall II	
NURS 584 Principles of Anesthesia III	3
NURS 584A Principles of Anesthesia III Lab	1
NURS 532 Anesthesia Pharmacology II	2
NURS 572 Clinical Practicum II	6
	12
Spring II	
NURS 573 Clinical Practicum III	6
NURS 580 Contemporary Roles and Issues for APN	4
NURS 585 Advanced Anesthesia Concepts I	1
	11
Summer II	
NURS 577 Clinical Practicum IV	6
NURS 590 Directed Scholarly Project	3
NURS 586 Advanced Anesthesia Concepts II	1
	10
Year 3 Fall III	
NURS 578 Clinical Practicum V	6
NURS 589 Synthesis Seminar*	3
	9

* Comprehensive Exam course **Total Program = 81 credits**

Family Psychiatric & Mental Health Nurse Practitioner Concentration

Lincoln Memorial University's MSN degree program, Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) concentration prepares nurses in an advanced practice role with

competencies in mental health promotion and culturally competent care of common conditions with persons, groups, and families. The FPMHNP concentration at LMU can be completed in 17 months of full-time study and requires 44 credit hours of graduate course work including a minimum of 660 clinical hours. Clinical courses have a 1:4 credit hour to clinical hour ratio. A Comprehensive Exam is required during the final semester. The Post-Master's Certificate (PMC) option is available. The concentration is offered at the Cedar Bluff site.

Students may request full or part-time status for the FPMHNP concentration. The part-time option is offered on a space available basis. Students wishing a part-time option in the FPMHNP concentration must first discuss this with Dr. Lisa Pullen (lisa.pullen@lmunet.edu), Concentration Director. Part-time FPMHNP students must meet with their advisor to plan an individualized progression plan. This will help to ensure that course prerequisites are met and future course availability. A change in status from part-time to full-time or vice versa must be approved by the Director and a new curriculum plan must be designed with the faculty advisor. The full-time curriculum plan follows.

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

Spring I	Course	Credit Hours
NURS 510	Advanced Pathophysiology	3
NURS 520	Advanced Health Assessment	3
NURS 530	Advanced Pharmacology and Therapeutics	4
		10
Summer I		
NURS 500	Theoretical Foundations & Research Methods	4
NURS 535	Psychopharmacology	2
NURS 541	FPMHNP I	4
NURS 541A	FPMHNP I Practicum	2
		12
Fall I		
NURS 542	FPMHNP II	4
NURS 542A	FPMHNP II Practicum	4
NURS 580	Contemporary Roles & Issues for APN	4
		12
Spring II		
NURS 54	FPMHNP III	2
NURS 543A	FPMHNP III Practicum*	5
NURS 590	Directed Scholarly Project	3
		10
	TOTAL CREDITS	44

*Comprehensive Exam course

DNP Program Overview

Program Description

The Doctor of Nursing Practice (DNP) is a doctoral degree in the CSON that can be completed in six semesters of full-time study; part-time study options are available. The DNP program at LMU will prepare graduates as visionary leaders in the practice of nursing and delivery of healthcare locally, regionally and nationally in all settings. The program prepares graduates to demonstrate advanced competencies in areas including advanced practice skills, prevention and population health, organizational and systems leadership, practice scholarship and analytical methods, information systems/technology for transformation of healthcare, leadership in healthcare policy, inter-professional collaboration and population outcomes. The DNP program will prepare graduates to fully implement emerging science and practice innovation in health care.

Goal

The DNP program provides the opportunity for nurses to earn a practice doctorate as practice scholars and expert clinicians in innovative healthcare that translates research into evidence in practice, measures patient outcomes, advances nursing roles in practice and nursing leadership, and transforms policy at all levels in healthcare systems to ensure quality and safety.

DNP Program Outcomes

The outcomes of the DNP program are to prepare students as practice scholars in practice-oriented community-based roles that reflect translation of research into practice by incorporation of health policy, principles of epidemiology, information technology, evidence-based practice, business principles, collaboration, and health systems., Program Outcomes:

Upon completion of the DNP program students will be able to:

1. Synthesizes the evolution of knowledge within the discipline and the scientific foundations of evidence based care.
2. Provides leadership for quality improvement and change in complex organizational systems to improve health outcomes.
3. Translates and disseminates research evidence into practice.
4. Integrates health information systems and technology to support and improve patient care.
5. Engages in health advocacy and influences health policy.
6. Develops and utilizes interprofessional collaboration skills to improve health outcomes.
7. Demonstrates improved patient outcomes for individuals, aggregates, populations, and systems.
8. Prepares adaptive nurse leaders to engage in the delivery of health care to the fullest extent of their education and to be life-long learners.

Doctor of Nursing Practice Admission Criteria/Requirements

1. Earned Masters of Science in Nursing (MSN) from a nationally accredited CCNE or ACEN program.
2. Certification (for Advanced Practice concentration) as Nurse Practitioner, Certified Nurse-Midwife, Clinical Nurse Specialist, or Certified Registered Nurse Anesthetist

OR

MSN with an Administration concentration and/or at least one year of experience in a nursing administration role

OR

An earned MSN in a different specialty than above will be considered on an individual basis. Note: a longer program of study and/or additional requirements may be required to fulfill required practice hours and consideration is not a guarantee of admission

3. Unencumbered licensure in the United States as a registered nurse. Practice will dictate specific state licensure.
4. At least two years of full-time work experience (or equivalent) in nursing as a registered nurse.
5. GPA 3.0 or above on a 4.0 scale.
6. Graduate Record Exam (GRE) scores for applicants with cumulative grade point average less than 3.4 as reported by the MSN institution.
7. Basic statistics course.

8. A completed application packet includes:
 - a. Completed DNP application form.
 - b. Official GRE scores (If applicable).
 - c. A current resume which includes employment history, military service, academic scholarships, awards and/or honors, professional memberships and awards, professional presentations or publication, and community service activities.
 - d. A three page typewritten letter discussing the applicant's goals and personal reasons to undertake doctoral education. The letter should indicate the applicant's career plans upon program completion.
 - e. Three letters of reference pertaining to academic ability, professional proficiency, and personal integrity: one from the applicant's current supervisor, one from a faculty member who has worked with the applicant during previous academic study, and one professional reference selected by the applicant.
 - f. Official transcripts from each college, university, or nursing program attended.
 - g. A writing sample which describes a problem the applicant has identified in the practice setting and/or a published article authored by the applicant.
9. An optional telephone or in-person interview as part of the admission process.
10. International students must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.
11. International students must submit official transcripts for evaluation to one of the following services: World Education Services (www.wes.org) or Josef Silny & Associates (www.jsilny.com).

Additional Information

Prospective students who have been enrolled or are still enrolled in another program may be considered for admission to the Caylor School of Nursing DNP program. Student dismissed from another DNP program for academic, practice, or behavioral reasons will not be admitted to the Caylor School of Nursing DNP program. The prospective student must have a letter from the program director stating that the prospective student is currently enrolled or withdrew when they were in good standing.

Applicants are reviewed for the graduate program upon completion of all admission requirements. The applicant can be admitted as full-

time or part-time student. If a student chooses to interrupt the NURS course sequence for any reason an admission application must be resubmitted to Graduate Nursing Office. Readmission to the DNP program is not guaranteed.

Accepted students must submit a completed medical profile form, immunization record, background check and urine screen prior to matriculation. Students must have and maintain for the duration of the program: unencumbered RN license, current infant, children, and adult CPR certification, health insurance, current immunization according to the CDC guidelines, negative drug screen, and background check. See DNP student handbook for detail.

Sample Full-Time Post-Master's Accelerated DNP Curriculum

Course	Credit Hours
Spring I	
NURS 700 Knowledge Development in Nursing Science	3
NURS 740 Collaboration, Health Policy; Organizational Systems	4
Total Credit Hours	7
Summer I	
NURS 705 Informational Systems; Technology Applications	2
NURS 710 Biostatistics	3
Total Credit Hours	5
Fall I	
NURS 781 DNP Project I	2
NURS 720 Translational Research for Evidence-Based Practice	4
Total Credit Hours	6
Spring II	
NURS 741 Adaptive Leadership	4
NURS 782 DNP Project II	2
NURS 760 DNP Practice I	3
Total Credit Hours	9
Summer II	
NURS 730 Epidemiology and Population Health	3
NURS 761 DNP Practice II	3
Total Credit Hours	6
Fall II	
NURS 742 Strategic Systems Thinking	4
NURS 782 DNP Project III	2
Total Credit Hours	6
TOTAL PROGRAM CREDIT HOURS	39
* NURS 795 DNP Project or Practice DNP Completion (if needed) with approval of DNP Program Director.	
** Practice hours may be started with the approval of the DNP Program Director.	
Program Credit Hours	Pre and/or Co-requisites
DNP Core = 19 credits	NURS 700 is a prerequisite for NURS 720
DNP Practice = 6 credits	NURS 710 is a prerequisite for NURS 730
DNP Cognate = 8 credits	NURS 781 is a prerequisite for NURS 782
DNP Project = 6 credits	NURS 782 is a prerequisite for NURS 783
Total= 39 credits	NURS 760 is a prerequisite for NURS 761

Course Descriptions

ACCT 710 – Doctoral Seminar in Accounting (3 cr. hr.)

This course is a critical analysis of the interdisciplinary nature of accounting included: problem-solving, advanced accounting topics, research, and practices in the current economic environment. It includes an assessment of the conceptual foundations, the methods, and the principles that are used and observed in accounting for economic transactions.

ACCT 720 - Current Issues in Accounting (3 cr. hr.)

This course examines current issues and topics in financial accounting in literature. It covers a broad range of contemporary topics that may include global matters, ethical concerns, accounting-based valuation models, note disclosure challenges, accounting regulation, and the costs of fraudulent financial reporting.

ACCT 730 - Financial Accounting Theory (3cr.hr.)

This course is an appraisal of the conceptual framework, assumptions, and the methodologies in financial accounting research and practice. It focuses on the theoretical, methodological, and paradigmatic conventions of theories that support empirical research in accounting.

ACCT 740 - Doctoral Seminar in Auditing (3cr.hr.)

This course exposes doctoral students to the various empirical research in auditing to establish a groundwork for critiquing, evaluating, and producing scholarly research in auditing. The seminar will introduce possible research opportunities in auditing, the significant and unique contributions of reviewed articles, identification of the research question, the theoretical underpinnings, the appropriate research methodology and design, analysis of the data support for findings, and discussions of the research findings.

ANAT 603 Methods of Curriculum Development and Teaching Human Gross Anatomy (3 cr. hrs.)

This course provides an analysis of curriculum development and methods for aligning course content to goals and evaluation procedures. The philosophical, historical, and psychological foundations of curriculum will be explored to help students better understand how curriculum models might be utilized in an ever changing and emerging educational environment. Topics will include Gross/Developmental, microscopic and neuroanatomy. Pre-requisites: ANAT 701, 714, 715.

ANAT 604 Introduction to Radiographic Anatomy and Clinical Imaging (3 cr. hrs.)

This unit provides an understanding of the basic anatomy of the head and neck, thorax, abdomen and pelvis, as well as the limbs. Radiographic images, cross-sectional imaging software, and diagrams are used to support the learning process. Co-Requisite: ANAT 701

ANAT 614 Evolutionary and Comparative Anatomy (3 cr. hrs.)

This course will explore hypotheses that attempt to explain how arboreal apes evolved into terrestrial humans, and how the earliest hominins (human ancestors) evolved into modern H. sapiens. Special emphasis will be placed upon anatomical structures that are especially clinically relevant so that students begin to understand evolution's relevance to medicine. Content will be delivered through traditional lectures and textbook readings that are supplemented with readings from the peer-reviewed original literature, as well as hands-on laboratory exercises. Pre-Requisite: ANAT 701

ANAT 624 Human Embryology (3 cr. hrs.)

This course focuses on clinically-oriented human development from gametogenesis to birth. The first section of the course emphasizes developmental processes and early development of the embryo and fetus. The second section of the course emphasizes organ system

development. Both sections will incorporate developmental genetics and clinical case vignettes to explain normal and abnormal development. Emphasis is placed on anatomical change with discussion of developmental mechanisms and physiology. This in-depth look at embryology will provide a more profound understanding of human anatomy. Pre-requisite: ANAT 701

ANAT 653 Special Topics in Clinical Anatomy (1-3 cr. hrs.)

This course is an independent study in which the student will conduct readings and engage in weekly conferences with a specified faculty member. Depending on the topic, students may complete a course project. This course may be repeated with a different topic. Faculty permission required. Prerequisite: admission to the Master of Science program and any additional specific requirements for the topic.

ANAT 683 Graduate Anatomy Project (1 - 6 cr. hrs.)

The graduate student conducts anatomical research under the supervision of a graduate research mentor. A written research report is required to complete the course. May be repeated for credit. Pre-Requisites: LSCI 604

ANAT 699 Medical Gross Anatomy Dissection (3 cr. hrs.)

A graduate level course designed for the continued study of medical gross anatomy by method of full human dissection. Students will begin with basic dissection techniques and advance to more detailed methods. All sections of human anatomy will be covered i.e. musculoskeletal, thorax, abdomen, pelvis, neck and head. Evaluation will be based on a performance grading rubric. Pre-Requisite: Completion of ANAT 701 with a final grade of "B" or higher.

ANAT 701 Medical Gross Anatomy (7 cr. hrs.)

Medical Gross Anatomy is the study of the body's structure. The course is organized by the four major body regions: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory prosections and dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional, radiological and live (palpatory) anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and five laboratory practical exams. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Fall.

ANAT 714 Medical Histology (4 cr. hrs.)

Medical Histology I is designed to give students a foundation of the basic structural and functional organization of cells and tissues in the human body. Histology I focuses on the histologic study and microscopic anatomy of basic tissue types. This course is taken during the first semester of the first year of medical school. The understanding of the normal histology presented in this course is critical for the student's ability to: (1) envision the cellular/tissue structures associated with the biochemical and physiological processes explained in other courses, and (2) identify and comprehend the abnormal histology presented in Pathology. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Biomedical Professions or Anatomical Sciences Program. Offered as an elective when available.

ANAT 715 Neuroanatomy (3 cr. hrs.)

This course provides a survey of the neuroanatomy and systems physiology of the central, peripheral and autonomic nervous systems. There are two major goals for this course. By the end of the course, using knowledge of neuroanatomy and neurophysiology, the student

will be able to: 1) explain the reasoning for each step of the neurological exam, and 2) explain the mechanisms underlying a neurological patient's signs and symptoms. Course available to Master of Science degree-seeking students only. Pre-Requisites: Successful completion (grade of B or higher) of ANAT 701 Medical Gross Anatomy Spring.

BCHM 503 Advanced Cellular Biochemistry (3 cr. hrs.)

This course will provide an advanced focus on 1) biomolecules (amino acids, protein structure and folding, protein function with emphasis on hemoglobin and myoglobin, carbohydrate, lipid and membrane structure and function); 2) enzyme kinetics and regulation of enzyme activity; and 3) metabolism of carbohydrates, lipids, amino acids and nucleotides. Each will be related to theme of regulation and integration of these metabolic pathways and how they differ in the muscle and the liver. Students are expected to present and discuss at least one recent paper from the primary literature relevant to the course topics. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an upper-level undergraduate biochemistry course.

CG 501 - Orientation and Ethics in Counseling (3 cr. hrs.)

An introduction and orientation to the counseling profession, including an overview of the theories, professional roles, training and credentialing standards of the profession, problems, issues, trends and ethical responsibilities in the field of counseling, and multiple approaches to service provision with diverse populations

CG 508 - Foundations of School Counseling (3 cr. hrs.)

This course studies the history and trends of the modern school guidance and counseling movement and examines the challenges and situations the school counselor faces in the school setting. Curriculum development and teaching methods utilizing best practices for the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized. Ethical and legal standards, as well as organizations governing the profession of school counseling are addressed.

CG 509 - Foundations of Mental Health Counseling (3 cr. hrs.)

This course provides an overview of the history, philosophy, and current trends in clinical mental health counseling. Attention is paid to the role and scope of practice of the mental health counselor, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed.

CG 521 - Career Counseling (3 cr. hrs.)

This course studies the various theories, practices, methods, and processes of career development and educational planning and provides information on the interpretation and utilization of current data pertaining to career development and counseling.

CG 531 - Social and Cultural Aspects of Counseling (3 cr. hrs.)

This course will highlight the importance of diverse cultural factors on the counseling relationship. It provides a study of social changes and trends in sex roles stereotyping, societal subgroups, and diverse lifestyles. Attention is given to how stereotyping and personal world views may influence counselors' judgments and dynamics within the counseling relationship.

CG 541 - Counseling Skills (3 cr. hrs.)

This course provides an understanding of the philosophical bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children.

Skills training for parents in handling behavior disorders is also studied.

CG 551 - Personality and Mental Health Issues in Counseling (3 cr. hrs.)

This course provides an overview of the personality theories with application to counseling and education and includes adjustment issues and various perspectives of mental health with application to education and counseling settings.

CG 581 - Human Growth and Development (3 cr. hrs.)

This course emphasizes the study of the psychological, intellectual, moral, social, and physical development of the individual across the life span and analysis of current research with diverse populations.

CG 593 - Counseling Practicum and Seminar (3-6 cr. hrs.)

The practicum is a field-based experience consisting of 100 supervised clock hours which provide candidates with opportunities to put into practice the knowledge and skills developed in their program of counseling study. Pass/Fail grade.

CG 595 - Topics in Counseling (1-3 cr. hrs.)

This course is a special topic developed by a member of the graduate faculty to enrich the existing course offerings and to afford expanded learning and experiences for candidates. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.

CG 602 - Classroom Behavior Management for Counselors (3 cr. hrs.)

This course focuses on the understanding and application of behavioral principles to the management of candidate behavior in a classroom setting. Particular emphasis will be placed on issues and techniques related to the management of difficult or at-risk students consistent with research-tested theory and practice.

CG 611 - Counseling Theories (3 cr. hrs.)

The didactic phase of the course includes study of various theoretical orientations used in counseling. The experiential part of the course gives candidates practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

CG 621 - Crisis Intervention and Consultation (3 cr. hrs.)

The purpose of this course is to highlight the importance of crisis intervention and disaster relief counseling woven into the consultation models and processes needed to provide candidates in the human services areas knowledge and skills to be successful as consultants in school and mental health settings.

CG 631 - Group Counseling (3 cr. hrs.)

The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

CG 651 - Evidence-Based Treatment and Treatment Planning (3 cr. hrs.)

This course is designed to assist clinical mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Candidates completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluation for client progress.

CG 654 - Populations in Mental Health Counseling (3 cr. hrs.)

The course covers the rationale, scope, and nature of providing counseling services to a range of populations in community mental health settings. Populations, groups, and their unique counseling needs will be explored, with topics such as homelessness, addiction and recovery, military veterans, and crisis stabilization explored in depth in

both the classroom seminar setting, and in extensive seminars, tours and discussions with licensed mental health clinicians at remote sites. The course will explore the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. A primary focus of course will be the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

CG 662 - Psychopathology (3 cr. hrs.)

This course studies disorders and pathologies that affect children, adolescents, and adults. Etiologies and the current diagnostic criteria (DSM IVTR) are analyzed along with treatments and interventions appropriate for these disorders.

CG 669 - Psychopharmacology for Counselors (3 cr. hrs.)

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities.

CG 671 - Assessment in Counseling (3 cr. hrs.)

Individual assessment of cognitive, affective, motor, and academic performance. Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Candidates will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales, and an integrated assessment report.

CG 677 - Legal & Ethical Issues in Professional Counseling (3 cr. hrs.)

The course surveys moral, ethical and legal codes that govern and influence behavior and decision making in professional counseling. The students will learn key statutes and case law that pertain to counseling practice as well as how that relates to the American Counseling Association Code of Ethics. Special focus of attention will be paid to HIPAA, Privacy and Limitations, Tennessee Licensure Statutes for Professional Counseling

CG 681 - Children and Families (3 cr. hrs.)

This course provides for the study of family dynamics and key issues and addresses the related needs of children. Emphasis is on using insights from family systems thinking, basic concepts of marriage and family counseling, and solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

CG 687 - Foundations of Marriage & Family Counseling (3-6 cr. hrs.)

The Foundations of Marriage and Family Therapy course serves as an initial exposure of the foundations, contextual dimensions and practical applications of approaches in relationship counseling. Along with an historical review of family relationships in multiple cultures and a survey of assessments utilized in practice, the course compares current trends in therapy such as the Gottman Approach and EFT.

CG 698 - Internship and Seminar in School Counseling (3-6 cr. hrs.)

The internship is a capstone experience designed to provide school counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take

on role(s) of a guidance counselor at their school site(s). They will engage in a full range of activities including student planning, implementation of a guidance curriculum, individual and group counseling, services for the disabled, and staff development. Six hundred on-site clock hours are required; and supervision is provided through scheduled professional seminars and field supervision on the school site. Pass/ Fail grade.

CG 699 - Internship/Seminar in Mental Health Counseling (3 cr. hrs.)

This internship is a capstone experience designed to provide clinical mental health counseling candidate's opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Six hundred on-site clock hours are required, and weekly faculty supervision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.

CI 501 - Curriculum, Instruction, and Assessment (3 cr. hrs.)

This course focuses on systematic processes of instruction, assessment, and evaluation. Candidates will examine research-based best practices for implementing a rigorous and relevant curriculum, to include literacy and numeracy principles.

CI 509 - Content Literacy (3 cr. hrs.)

This course focuses on exploring, applying, and adjusting literacy strategies to meet the Common Core Standards. Major emphasis is given to gauging text complexity, constructing theme-based units, and gathering and citing evidence from the text.

CI 510 - Supervision and Content Literacy Action Research Project (3 cr. hrs.)

This course is the field experience companion to CI 509, Content Literacy. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for content literacy related specifically to the Common Core Standards. Candidates will design, implement, and evaluate content literacy strategies in their teaching situations. Pass/Fail.

CI 512 - Educational Practice and Innovation (3 cr. hrs.)

This course focuses on current innovations in educational practice. Students will investigate practices, such as the flipped classroom, STEM, and problem-based learning. Candidates will identify benefits and challenges of the innovative practices and make appropriate application to their own practice.

CI 513 - Educational Practice and Innovation Field Experience (3 cr. hrs.)

This course is the companion field experience to CI 512, Educational Practice and Innovation. Candidates will design and implement innovative teaching strategies related specifically to their teaching situation.

Candidates will then implement and assess those strategies. A collection of artifacts and reflection of activities will be documented in the candidate's electronic portfolio. Pass/Fail.

CI 516 - Motivational Theory and Classroom Management (3 cr. hrs.)

Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement. Candidates will engage in reading, collaboration, examining current practice and implementation, and assessment of strategies.

CI 517 - Motivational Theory and Classroom Management Field Experience and Electronic Portfolio (3 cr. hrs.)

This course is the companion field experience to CI 516, Motivational Theory and Classroom Management. The course is designed to formalize the field experience component of the program and to provide students with direct theory-into-practice work. Students will design and implement research-based strategies for student engagement related specifically to their teaching situation. Candidates will then implement and assess those strategies. Students will also initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on, critical competencies and practices that improve instruction and enhance student learning. Pass/Fail.

CI 595 - Topics in Curriculum and Instruction (1-3 cr. hrs.)

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

CI 610 - Instructional Strategies for Diverse Learners (3 cr. hrs.)

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

CI 612 - Practicum for Instructional Strategies for Diverse Learners (2 cr. hrs.)

This course is the companion practicum for CI 610, Instructional Strategies for Diverse Learners. Candidates will examine school-level data, identify achievement gaps, and design research-based interventions. Corequisite: CI 610; EdS-level course Pass/Fail.

CI 641 - World Class Education, Political, Economic, and Cultural Contexts (3 cr. hrs.)

Today's students will be working in a global marketplace. This course requires candidates to glean best practices from high achieving nations and to translate those practices into practical strategies to better prepare students for the knowledge, skills, and perspectives that will best serve them in the 21st Century.

CI 642 - Practicum for World Class Education (2 cr. hrs.)

This course is the companion practicum for CI 641, World Class Education. Candidates will design and implement strategies to increase student achievement. Corequisite: CI 641; EdS-level course Pass/Fail.

CI 661 – Instructional Design and Initiatives (3 cr. hrs.)

This course takes an in-depth look at current instructional topics with emphasis on instructional design and initiatives. Candidates will evaluate and construct assignments, assessments, and activities aligned to current instructional standards. Emphasis will be placed on research-based instructional approaches and 21st century high-impact practices. EdS core requirement.

CRIM 505 Theories of Crime and Criminal Justice (3 cr. hrs.)

This course is a comprehensive examination of prevalent theoretical perspectives in criminology and criminal justice with an emphasis on contemporary innovations in theoretical perspectives, policy implications, and scholarly research.

CRIM 506 Ethics and Issues in Criminal Justice (3 cr. hrs.)

This course would be an in-depth examination of critical issues within criminal justice. The class would also require students to

explore the key ideologies and ethical foundations of the justice system.

CRIM 510 Crime and Public Policy Analysis (3 cr. hrs.)

This course is an in-depth examination of critical issues within criminal justice. The course requires students to explore the key ideologies and ethical foundations of the justice system with an emphasis on critically evaluating the effectiveness of criminal justice policies and the impact of these policies on citizens in society.

CRIM 511 Criminal Justice Research Methods (3 cr. hrs.)

This course is a comprehensive examination of the scientific research process including research ethics, research design, and various research techniques with a focus on quantitative research methods including survey research, regression analysis, and use of quantitative research software. This course requires students to complete a research proposal that includes a comprehensive literature review and a research design that can be used for the student's thesis project.

18 hours elective credit:

CRIM 512 Justice Administration and Leadership (3cr hrs.)

This course will prepare students for leadership roles within a criminal justice agency (police, courts, corrections) or similar organization. Topics include organizational management, personnel issues, and leadership ethics.

CRIM 605 Homeland Security and Emergency Management (3cr. hrs.)

Since September 11, 2001 public safety professionals have seen a qualitative shift in the scope of their work that places a great emphasis on addressing threats posed by terrorism and natural disasters. This course will examine the changing face of public safety in the United States with an emphasis on the legal, ethical, and policy-related issues associated with the focus on "homeland security" and the "war on terror".

CRIM 615 International Crime and Policy (3 cr. hrs.)

This course will explore international crime and international policy related to criminal activity that extends beyond the boundaries of the United States. Topics will include international crime trends, international law, and comparative analysis of criminal justice policy.

CRIM 620 Victimology (3 cr. hrs.)

This course is an examination of victimization, including the role of victims in the criminal event, challenges faced by crime victims in relation to social institutions, and criminal justice policies related to helping crime victims. Focus will be placed on policy alternatives related to aiding crime victims including restorative justice.

CRIM 625 Juvenile Justice (3 cr. hrs.)

This course is an examination of juvenile crime, the juvenile justice system, and theories of juvenile offending including life-course perspectives, developmental theories, and childhood intervention programs.

CRIM 630 Community Corrections and Offender Reentry (3 cr. hrs.)

This course is a critical examination of community corrections policy and offender reentry programs. Special focus will be given to examining factors related to offender recidivism and alternative public policy options that may improve successful offender reentry.

CRIM 635 Crimes of the Powerful (3 cr. hrs.)

This course is an examination of crimes committed by the powerful, including corporate crime, white-collar crime, governments, and other types of elite deviance. The course will examine theoretical explanations with a particular focus on critical perspectives and how the influence of powerful agents in society contributes to this category of crime.

CRIM 640 Race, Gender, Class and Crime (3 cr. hrs.)

This course provides an in-depth examination of crime with a focus on the role of race, gender, and social class and critical evaluation of criminal justice policy. Special emphasis will be placed on critical theories of race, gender, and social class.

CRIM 645 Rural Criminal Justice (3 cr. hrs.)

This course will examine the challenges faced by criminal justice agencies in rural areas including personnel issues, resource management, crime trends in rural areas, and other special concerns related to the administration of justice in a rural community. Special attention will be given to Appalachia.

CRIM 650 Qualitative Research Methods (3 cr. hrs.)

This course is a comprehensive examination of the scientific research process including research ethics and research design with a focus on qualitative research methods including content analysis, narrative criminology, archival research, and use of qualitative research software. This course requires the student to complete a qualitative research project that demonstrates the ability to use qualitative methods.

CRIM 695 Special Topics Seminar (1-3 cr. hrs.)

This seminar will be used to provide students and faculty the opportunity to devote in-depth study toward a particular topic of interest that is not available through other coursework. The individual faculty member conducting the seminar will determine the course content.

CRIM 696 Independent Study (1-3 cr. hrs.)

The independent study is an opportunity for the student to conduct in-depth study on a topic of particular interest for the student and/or to provide the opportunity to work closely with a faculty member on a research project. Students must have successfully completed provisional admission requirements and obtain instructor approval. Students are limited to 6 credit hours of Independent Study credit towards elective requirements.

CRIM 697 Thesis Research (1-6 cr. hrs.)

Students must complete a thesis research project that demonstrates an exceptional level of knowledge and expertise in their chosen topic of study including scholarly research skill. The project must include a substantial literature review component and analysis of a research question chosen by the student and approved by the thesis advisor and committee. Student must successfully defend the research to the thesis committee.

DBA 700 – Assessing Organizational Behavior (3 cr. hrs.)

This course will examine in detail the behavior of individuals, organizations and the interaction between the two entities. Students will become acquainted with conceptual models of explaining and predicting behavioral nuances within organizations. This background will allow students to better interact with and implement productive behaviors within their own organizations.

DBA 701 – Leadership in Organizations: Theory & Practice (3 cr. hrs.)

This course will introduce students to theoretical and practical foundations of leadership in organizations.

Topics will include classical management theories, human relations approaches, systems perspectives and critical theories. An emphasis will be placed upon understanding these theories and their implications on modern business organizations.

DBA 702 – Global Perspectives & Implications on Business (3 cr. hrs.)

Globalization continues to have a monumental effect on business both domestic and international. This course will examine the opportunities and demands presented to leaders and business

professionals in the global marketplace. Implications on today's business environment will be examined through research and discussion.

DBA 703 – Business Synthesis & Integration for Competitive Advantage (3 cr. hrs.)

This is a discussion/seminar course centered around business strategy focused on business level and corporate level organizations. Current research and events will be incorporated into the class discussion.

DBA 710 – Organizational Culture & Change (3 cr. hrs.)

This course focuses on the holistic understanding of organizational culture and change. Historical perspectives on culture and change theories will be introduced and discussed along with current case studies.

DBA 711 – Organizational Structure & Design (3 cr. hrs.)

This course will provide students with an understanding of the fundamental approach to organizational structure and design. Students will explore the impact of globalization, instruments for organizational analysis, information technology in business today, and their implications on proper fit for the organization, workforce, and organizational environment in terms of efficiency and productivity.

DBA 712 – Developing Human Resources Management (3 cr. hrs.)

This course focuses on aspects of human resources management, human resources strategy, human development, and human resources challenges in a global business environment. Closely related topics including organizational change, performance management, learning organizations, employee motivation, employee engagement and employee retention will be researched and discussed.

DBA 713 – Organizational Entrepreneurship (3 cr. hrs.)

This course focuses on developing an entrepreneurial mindset for business leaders in organizations both small and large. An emphasis will be placed upon creating an organizational environment where innovation, vision and collaboration are richly engrained in the culture.

DBA 801 – Doctoral Statistics (3 cr. hrs.)

Doctoral statistics is a course in applied statistics. It assumes students have a fundamental knowledge of statistical methodologies. Topics such as hypothesis testing, measures of central tendency, measures of variability, analysis of variance and regression analysis will be reviewed.

DBA 802 – Research Methods I (3 cr. hrs.)

This course will introduce students to the fundamental principles and theoretical foundations underlying social and behavioral research methods applied to the study of business organizations. Dissertation design and format will be covered.

DBA 803 – Research Methods II (3 cr. hrs.)

This course will continue to build upon the foundation of research methods presented in DBA702. Students will learn how to critique and evaluate existing research using a variety of theoretical and methodological perspectives. Students will learn how to design and justify defensible research proposals. Components of dissertation structure will be reviewed including article review, IRB process and approval, and preparing an oral defense.

EDCI-872 Trends and Issues in Educational Technology and Literacy (3 cr. hrs.)

This course will explore the evolution of educational technology and conduct a researched exploration into the related needs of today's classroom teachers. This will result in a repository of resources for educating and assisting teachers in the technology/literacy arena. Candidates will design and develop digital-age learning activities and assessments, engage in professional growth and leadership, and understand avenues in which these tools can be used in the promotion of literacy throughout the curriculum.

EDCI-873 Perspective and Strategies in Teaching and Learning (3 cr. hrs.)

The symbiotic relationship between teaching and learning will be examined in the framework of K-12 schooling. Various research-based strategies will be discussed and modeled. Theories regarding the nature of these strategies will be discussed, as well as debates surrounding their use in the public school system.

EDCI-874 Curricula for Literacy (3 cr. hrs.)

This course examines the planning, philosophy, standards, content, implementation, and evaluation of established curricular options. Relevant practices and their relationship to literacy will be critiqued. Current federal and state mandates will be discussed, as well as the testing associated with them.

EDCI-875 Poverty, Gender, and Cultural Background in Education (3 cr. hrs.)

This course will involve an overview of various inequities in our society which affect public education. Concepts and discourse around discrimination and inequity in the school system will be examined, as well as best practice and research-based methodology in combating it.

EDCI-877 Teacher Leadership (3 cr. hrs.)

This course involves the examination of methods whereby conditions for change may be created, planned for, implemented, and sustained. Theories of leadership will also be studied for their relative effectiveness.

EDEC-742 Diversity and Equity in Education (3 cr. hrs.)

This course will examine issues relevant to diversity and equity in education. Prominent sociological and anthropological works on race, class, gender and their intersectionality in educational contexts will be discussed. Discussions will center on how these constructs impact equality and equity in educational environments. Extant research and theoretical frameworks specific to diversity and equity in education will be examined and critiqued.

EDEC-751 Quantitative Research Procedures I (3 cr. hrs.)

This course will provide candidates with an introduction to different types of quantitative research methods and statistical techniques. The course will be divided into two sections: 1) methods for quantitative research and, 2) quantitative statistical techniques for analyzing data. The course begins with a focus on defining research problems, theory testing, data identification and classification, causal inference, and designing research instruments. Then, the class will explore a range of statistical techniques and methods that are available for empirical research. Candidates will work in teams to explore research methods that may be applicable to their individual dissertation including: Primary and Secondary Data Analysis, Sampling, Survey Design, and Experimental Designs. Topics in quantitative techniques include Descriptive and Inferential statistics. Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

EDEC-752 Qualitative Research: Theory and Design (3 cr. hrs.)

This course focuses on the application of advanced qualitative research methods. Course topics may be related to data collection (e.g., interviews, focus-groups, observations, field logs, document analysis), sampling (e.g., maximum variation, snowball, convenience, quota), validity (e.g., member checks, inter-rater reliability, auditing, bracketing, triangulation), and other important topics (e.g., rapport, ethical considerations, epistemology, ontology, coding techniques). Emphasis is placed on practical usage of qualitative methods and sufficient theoretical knowledge needed for data interpretation.

EDEC-753 Quantitative Research Procedures II (3 cr. hrs.)

This course focuses on the identification and classification of data and the application of quantitative research methods designed to answer specific questions of interest identified by the candidates as applicable to the development of their dissertation. Candidates will have the opportunity to identify a research problem, develop appropriate question(s), select the methodology for answering the question(s), conduct the analysis on dummy data, and interpret the results. Course topics may include: correlation, regression, effect size, analysis of variance, analysis of covariance, and multiple analyses of variance. In this course, candidates will run and quantitative research using various software applications.

Emphasis is placed on practical usage of quantitative methods and the acquisition of sufficient theoretical knowledge needed for data interpretation.

EDEC-754 Introduction to Qualitative Research and Policy Analysis (3 cr. hrs.)

This course provides the foundation for the understanding of various types of qualitative research, including ethnography, case study, grounded theory, narrative analysis, and phenomenology. This course also focuses on the development, implementation, and evaluation of public policy at the national, state, and local level. The course is designed for candidates to learn about the craft of interpretive policy analysis as conducted by educational researchers. Frameworks and methods for analyzing policy are presented. The course is organized to help one understand and discuss current thinking about the nature of policy analysis, analyze one or more actual policy issues, and produce and present policy recommendations based on evidence produced through systematic research. Critical thinking methods regarding the interpretation of educational policies will also be presented.

EDEL-802 Advanced Seminar in Leadership (3 cr. hrs.)

This course examines leadership vision through the lens of personal story. As candidates consider leaders' stories, they become aware of leadership vision, how it is communicated and embodied, how it is challenged by opposing world views, and how it influences others. Consideration is given to differences between the ordinary, the innovative, and the visionary leader. Through literature, biography, and reflection on their personal stories, candidates clarify their own leadership visions.

EDEL-823 Change and Entrepreneurship (3 cr. hrs.)

This course examines leadership and the change process. Leaders are viewed as catalysts for transformation with examples from historical and contemporary leadership used as exemplars. Creative thought is presented as a necessary component for organizational renewal, and ways to foster a climate of innovation are presented. Emerging trends are considered through the lens of Futuristic Theory. Organizational leaders from varied disciplines discuss emerging trends in their fields. Techniques for forecasting trends are presented and used by candidates to identify emerging issues and plan for change.

EDEL-824 Policy Analysis (3 cr. hrs.)

This course focuses on the development, implementation and evaluation of public policy at the state and national level. Attention is given to the forces that influence policy and the role that organizational leaders can play in influencing political processes and actions. Frameworks for evaluating policy are presented from both rational as well as political argument perspectives. Candidates learn to apply policy analysis tools as they analyze a policy impacting their particular organization.

EDEL-825 Leadership: Political Structures and Governance (3 cr. hrs.)

The course objective is to develop abilities to analyze complex organizational systems using multiple theoretical frameworks. You will read a broad set of classic and contemporary works on organizational theory, analyze, and discuss the readings. Second, you will examine issues of power and authority and the internal and external structures that govern organizations. You will investigate diverse perspectives on how organizations can be analyzed, designed, and managed. The field of organizational theory, both micro and macro, is extremely broad with literally thousands of books and articles from which to choose. Readings have been selected to reflect a diversity of perspectives on how organizations can be analyzed, designed, and managed and how organizations deal with conflict. Many are considered classic articles in the field.

Case studies will provide exemplars of the various metaphors that you will learn to use as tools for analyzing organizational problems and providing solutions for improvement. By integrating these metaphorical tools with their knowledge of classical and contemporary organizational theory, you analyze your own organizations and develop plans for enhanced performance.

EDEL-826 Economic and Legal Issues (3 cr. hrs.)

This course examines legal and financial issues confronting contemporary organizations. Experts from a variety of professional fields discuss emerging issues in their organizations. Current legal and financial principles for resolving those issues are presented. Candidates learn to analyze emerging financial issues in their own organizations and to apply appropriate legal and financial principles to solutions.

EDEL-827 Seminar in Organizational Leadership (3 cr. hrs.)

Organizational metaphors provide lens through which organizational behavior is viewed and shaped. In this course, consideration is given to the metaphors of machines, organisms, brains, cultures, politics, psychic prisons, and flux and transformation. Candidates learn to use these metaphors as tools for analyzing organizational problems and providing solutions for improvement. By integrating these metaphorical tools with their knowledge of classical and contemporary organizational theory, they analyze their own organizations and develop plans for enhanced performance.

EDHE-851 Higher Education: Theory, Foundations and Principles (3 cr. hrs.)

This course examines the historical, theoretical, and philosophical foundations of higher education. Candidates will investigate the origins of higher education in the United States beginning with early theological institutions. Building from this base, the course will trace the expansion of higher education to include multiple institutional types including: the American Community College; Liberal Arts Colleges and Universities; Land Grant Institutions; Research Universities; Teaching Universities; Minority Serving Institutions (HSIs, HBCUs, TCUs); and the emergence of For-Profit Universities. The philosophical underpinning of these institutional types will be discussed as well as current issues and trends relevant to their mission and structure.

EDHE-852 College Candidate Development Theory (3 cr. hrs.)

This course examines a wide array of theories and models relevant to candidate development and learning during college. Psychosocial, typological, and cognitive theories and models examined may include: Experiential Learning Theory; Intellectual Development; Feminine and Masculine Development; Racial Identity Development; Cognitive Structural Development; and Moral Development. The applicability of candidate development theories to candidate and

academic affairs practices will be discussed. Policies, programs, and practices that enhance the practitioner's understanding and application of development theories, including processes of candidate learning, growth, and development during the college years will also receive discussion.

EDHE-853 Policy Development and Analysis (3 cr. hrs.)

This course is designed to strengthen candidates' leadership and administrative skills by enhancing their historical, contextual, moral, and theoretical understanding of the policy-making process. This course involves the analysis of contemporary policy issues confronting public and private higher education in the United States. Candidates will consider the proposed solutions of competing interest groups, alternative solutions, and implications for primary stakeholders such as faculty, candidates, administrators, donors / investors, employers and others. Current policy issues affecting higher education will also be discussed, including: access, affordability, accountability, accreditation, and finance. Candidates will be expected to become familiar with higher education policy organizations such as the American Council on Education (ACE) and the American Association of University Professors (UUAP).

EDHE-854 Governance, Administration and Politics (3 cr. hrs.)

This course examines the governance structures used in higher education. Specific attention will be directed toward state governing boards / coordinating boards; institutional governing boards; and the federal government's role in American higher education. International systems of higher education will also be discussed. Candidates will be expected to become familiar with administrative processes and systems. The course will also examine the role that politics plays in higher education and various strategies for managing political loss and leveraging political advantage.

EDHE 855- Law in Higher Education (3 cr. hrs.)

This course examines the legal issues associated with laws that impact higher education. Candidates will learn how executive orders, judicial rulings, and legislative mandates have served to shape the mission and function of higher education. Candidates will also survey basic elements of governance structures in higher education as they relate to the law of higher education. The course will include an examination of how master plans, legislative influence, local control, and structure differ by state. The course also examines legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private, and church-related institutions are made. Emphasis is placed on constitutional issues, contract law, federal and state regulation, liability, faculty and staff employment and community relationships.

EDHE-856 Higher Education Finance (3 cr. hrs.)

This course provides prospective college and university administrators with a working knowledge of strategies, techniques, issues and practices related to college and university budget development and implementation. Attention is given to the formulation of various budgetary strategies: presentation strategies for multiple constituencies; management and execution of the university budget, including various revenue sources and review of expenditure patterns; and how strategies vary among types of institutions. Candidates have the opportunity to engage in financial analysis and modeling to explore the current issues in the financing of higher education as well as accounting principles and practices. Landmark cases in higher education finance as well as national, state, and local policies regarding funding for higher education will be discussed. The economic importance of higher education for the individual and for society will be investigated. Candidates will become familiar with

software applications that are commonly used in planning, management, and accounting.

EDHR-833 Legal and Ethical Environment of Human Resource Management (3 cr. hrs.)

Ethics is the study of what should be and what ought to be, rather than what is. In this course, ethical dilemmas encountered by candidates in their leadership roles are explored using case study research methodologies, and evaluated in terms of value claims, propositions, and beliefs of contemporary philosophical and theological perspectives. Personal ethics will be studied in terms of integrity in pursuing one's own sense of destiny and calling within various leadership roles assumed. As a close relationship exists between the study of ethics and law, candidates will also examine legal problems and issues as they affect students, faculty members, and administrators in American colleges and universities. Distinctions in the legal environments of public, private and church-related institutions will be made. Emphasis will be placed on constitutional issues, contract law, diversity, federal and state regulation, liability, faculty and staff employment, and community relationships. Students will become familiar with software applications that are commonly used in the area of human resource management.

EDIL-876 Advanced Educational Law: A Legal Perspective in Specific Areas of Need (3 cr. hrs.)

This course is designed for candidates to attain expertise in sophisticated areas of educational law. Though the course will involve a legal overview/review, it will allow candidates to develop areas which they believe would be of practical, professional use.

EDLB-703 Diversity in the Workplace (3 cr. hrs.)

This course provides foundational information concerning our multicultural society as diversity poses both challenges and benefits within the workplace. The world is changing at an ever-increasing rate— globalization, the amount of information readily available, the complexion of our work environment, and the number and diversity of people with whom we interact— all factors contributing to the changing demographics of our own nation, with diversity creating an inclusive workforce culture that is quickly becoming a workplace reality. Strengths of this course provide a focal point of developing awareness as well as strategies to manage and leverage workplace diversity. Candidates explore the importance of learning and understanding cultural similarities as well as differences and how this information relates to the workplace.

EDLB-730 Research Frameworks (3 cr. hrs.)

This course will provide a basic introduction to quantitative and qualitative research within the social sciences. An introduction to probability theory and the logic of statistical hypothesis testing (e.g. general univariate procedures such as t-test, correlation, ANOVA models, and simple regression) as well as a basic familiarity with analyzing data, transforming data, scales of measurement, and measures of central tendency and variation will be developed through case study analysis. Additionally, the course will introduce the philosophy, politics and techniques of qualitative research. Coursework will require critical thinking and explores the assumptions carried into research. The course will serve as a preliminary stage for the candidate's independent development as a researcher and the expansion of research ideas

EDLB-820 Adult Learning Principles (3 cr. hrs.)

Learning is in every component of the human experience. Understanding how adults learn and apply expertise to practical everyday situations provides the candidate opportunities to broaden understandings regarding the capacity of the human mind, what

motivates learning and as future leaders, empowers others. This course introduces candidates to the theory and practice of adult education emphasizing those theories, models, and principles applied to the workplace and other adult learning venues. Candidates will explore adult learning in different contexts and become acquainted with the main debate as well as the philosophies and methodologies utilized within adult education.

EDLB-828 Organizational Assessment and Evaluation (3 cr. hrs.)

The course is focused on the process of problem identification and formulation in organizations and the factors that impact the process. Considerations will include the environmental context of identification and solutions, processes of formulating problem definitions, and emergent themes of problem identification and formulation within organizations. Emphasis will be placed on the identification, collection, and analysis of data that will impact organizational problem solving.

EDLB-829 Leadership: Forecasting and Strategic Planning (3 cr. hrs.)

This course considers two aspects of strategic planning: problem finding and problem solving. Candidates learn to evaluate organizational needs by applying data analysis techniques, exploring future trends and investigating collective beliefs and values. Consideration is given to the role of shared values and participatory decision-making in formulating visions for the future. Problem solving focuses on developing a framework for aligning the vision, mission, and goals of the organization. Basic concepts and techniques of the Strategic Planning Process are presented.

EDLC-701 Leadership: Historical and Contemporary Perspectives (3 cr. hrs.)

This course explores historical and contemporary leadership theories. Candidates examine social, political and cultural contexts as contributing factors in developing leadership perspective. Particular emphasis directed toward contemporary culture and its influence on evolving leadership views. Transformational and servant leadership perspectives are emphasized as appropriate approaches for leading contemporary organizations. Candidates examine underlying principles of leadership including values, beliefs about human nature, and philosophy. The focus is on personal mastery as candidates investigate the philosophical nature of leadership theory, explore various leadership perspectives, and construct their personal leadership plans.

EDLC-702 Ethical and Social Considerations (3 cr. hrs.)

The moral and ethical dimensions of leadership are the focus of this course with the concept of emotional intelligence viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Candidates consider topics such as what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse organizations. Candidates apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EDLC-731/831 Doctoral Dissertation Seminar I/II (1 cr. hr. each)

The class is an intensive course designed to assess candidates' knowledge of critical statistical research concepts; to identify candidates' research topics; and, to initiate candidates' literature review on the stated topics. Dissertation Seminar is designed as a semi-structured learning process allowing candidates to work as groups in various stages of the dissertation process. Emphasis is placed on development of the first three chapters of the dissertation.

EDLC-732 Critical Inquiry and Research Design (3 cr. hrs.)

This course is designed to provide candidates with directed experience in critical inquiry and research design and to prepare candidates for the type of research/scholarship that will be expected of them in their professional careers. This course is offered within each of the program's five concentrations to assist candidates in the design, development, and production of their dissertations.

EDLC-733 Quantitative and Qualitative Methods (3 cr. hrs.)

The purpose of this course is to provide candidates with intense training in the tools, and strategies needed to conduct reliable, valid, and relevant research.

EDLC-821 Organizational Landscapes (3 cr. hrs.)

This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Candidates explore the individual as a member of the group, the behavior of the group, and the organizations' performance affected by individual and group behavior. Systems theory forms the foundation for considering the synergistic nature of organizations, culture building, distributive leadership, shared decision-making and teamwork.

EDLC-822 Individual and Organizational Landscapes (3 cr. hrs.)

Candidates investigate the nature of learning for both the individual and the organization. The reciprocal nature of individual and organizational interaction is examined through the concept of Transformational Learning. Candidates explore views of human development including the theories of Kegan, Gilligan, and Levinson as foundations for professional development. Adult Learning Theory and Systems Theory form the basis for viewing the importance of Learning Communities and Organizational Learning. Candidates reflect on their own learning community and develop plans for fostering learning communities in their own organizations.

EDIL-860 Group Methods and Processes (3 cr. hrs.)

This course focuses on communication skills for upper level education leaders. Candidates will explore group dynamics, communication within groups, controversy and creativity, managing conflict, and team development. Candidates will apply course concepts through self-analysis, teamwork, case studies, action research projects, and simulations. Other course concepts will include group goals, social interdependence and trust, power, decision-making, and diversity.

EDIL-861 Educational Finance (3 cr. hrs.)

This course traces the historical development of education funding models from the 19th to the 21st century. Candidates will examine how litigation on school funding has spawned legislation shaping federal, state, and local funding models. The interdependency between funding models at these levels (e.g., federal, state, local) will also be examined. The course will examine landmark school funding legislation including: *Stuart v. Kalamazoo* (1874); *Zimmerman v. Asheville Board of School Commissioners* (1927); *Brown v. Board of Education* (1954); *San Antonio Independent School District v. Rodriguez* (1973); *Serrano v. Priest* (1977); and *Abbott v. Burke* (1985).

EDIL-866 Ethical Leadership and Decision Making (3 cr. hrs.)

The moral and ethical dimensions of leadership are the focus of this course. Emotional intelligence is viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Lincoln's leadership during times of national crisis serves as an entry point for considering what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse

organizations. Candidates apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

EDIL-867 Political Structures and Governance (3 cr. hrs.)

This course examines power and authority and the internal and external structures that govern organizations. Case studies are presented to illustrate the nature of organizational conflict. Candidates learn methods of conflict resolution and analyze case studies based on conflict resolution models. Examples of conflict from various leadership settings illustrate conflict resolution methods and provide candidates with meaningful examples of effective leadership in the midst of diverse political perspectives. Candidates assess their own conflict resolution styles and apply this knowledge.

EDIL-868 Organizational Leadership and Governance (3 cr. hrs.)

This course examines power and authority and the external and internal structures that govern organizations and the interrelationships among individuals and organizations. Candidates will explore the individual as a member of the group, the behavior of a group, and the organization's performance affected by individual and group behavior. Examples of conflict from various leadership settings illustrate conflict resolution methods and provide candidates with meaningful examples of effective leadership in the midst of diverse political perspectives.

EDIL-869 Curriculum Leadership at the District Level (3 cr. hrs.)

Curriculum leadership includes at least six functions: staff selection and recruitment; principal selection; supervision and evaluation; establishing clear instructional and curricular goals; monitoring learning and curricular improvement activities; and financial planning for instruction. Candidates will conduct an action research project, experience case studies, access the latest research on learning assessment, and learn about the latest trends in professional development.

EDIL, EDIC, and EDLC-899 Independent Dissertation Research (1-6 cr. hrs.)

This is an independent study course for doctoral candidates who are actively engaged in collecting data and writing their dissertations. Faculty members provide guidance to candidates during this process.

EDUC 501 - Foundations of American Education (3 cr. hrs.)

This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. Controversial educational issues are explored and personal philosophies of education are formulated. Core requirement for MEd candidates.

EDUC 511 - Research and Statistics (3 cr. hrs.)

This course examines research methodologies and basic statistical approaches. Research skills including but not limited to information retrieval, critical evaluation, report organization, and statistical methodology are developed and reflected in formal research proposals. Core requirement for MEd candidates.

EDUC 551 - Supervision for Teaching and Learning (3 cr. hrs.)

This course focuses on the role of the educator as a learning leader. Candidates will demonstrate their understanding of how to create a school culture and climate based on high expectations conducive to the success of all students sustained by high quality professional development.

EDUC 570 - Introduction to Teaching and Learning (3 cr. hrs.)

This course includes a study of concepts essential to becoming a teacher leader. Basic and advanced strategies in curriculum, instruction, assessment, current research, technology, diversity, leadership, and philosophy are addressed. This course is Module I in the Master of Education—Initial Licensure program.

EDUC 571-Extending and Refining Knowledge of Teaching and Learning (3 cr. hrs.)

This course focuses on the role of the teacher as leader. Candidates demonstrate their understanding of the teacher as leader role by applying relevant concepts to the development of an interdisciplinary unit of study and a personal philosophy statement. This course is Module II in the Master of Education—Initial Licensure program. Prerequisite: EDUC 570

EDUC 572 - Early Childhood and Adolescent Development (3 cr. hrs.)

This course is an overview of early childhood and adolescent development designed for K-12 licensure and masters candidates. The cognitive, social/emotional, and physical domains will be studied in relation to planning, implementing, and assessing developmentally appropriate K-12 curriculum. Research will focus on the work of theorists who have shaped current child development educational theory. Existing developmental expectancies as well as individual differences and diversity issues will be examined throughout the course.

EDUC 573 - Methods of Teaching Mathematics in K-5 (3 cr. hrs.)

This course is an overview of the teaching of elementary mathematics with an emphasis on research-based methods and theoretical foundations for contemporary math programs. Candidates will explore and practice teaching and assessment strategies based on the concept-centered approach to teaching math and the cognitive constructivist approach to learning. Candidates will have the opportunity to examine a variety of materials, including appropriate technology for classroom use and for evaluation purposes. Real world applications, diversity, and the integration of math concepts in other disciplines will be emphasized.

Candidates will also become familiar with and apply national standards in practice unit/lesson plans.

EDUC 576 - Methods of Teaching Science in K-5 (3 cr. hrs.)

Candidates will examine strategies and pedagogy related to the life, earth/space and physical sciences. National standards and the application of those standards to K-6 lesson planning will be emphasized. Research will focus on best practice as candidates learn to plan, instruct, and assess life, earth/space, and physical science unit and lesson plans. Candidates will also create integrated unit lessons connected to science, technology, and societal issues. Inquiry-based learning experiences will be studied and constructivist activities will be modeled as candidates learn to plan, present, and assess constructivist unit and lesson plans for K-6 students.

EDUC 577 - Methods of Teaching Social Studies in K-5 (3 cr. hrs.)

Candidates will develop and present social studies learning experiences that are based on state and national curriculum standards, designed to meet the needs of all students, and connected to real life, with an emphasis on the constructivist approach to teaching and assessment. Candidates will research developmental characteristics, persistent educational issues, teaching and assessment strategies, and diversity issues. Candidates will examine the appropriate use of technology in teaching social studies in the K-6 classroom.

EDUC 578 - Reading Diagnosis and Correction (3 cr. hrs.)

This course examines research-based reading assessment (screening/diagnosis) and intervention for elementary classrooms. Candidates will build foundational knowledge of and essential skills in developmentally appropriate practices in reading assessment and intervention. Candidates will work with wide-ranging reading assessments, emphasizing the universal screening process, reading-readiness, curriculum-based measurement, progress-monitoring

procedures and diagnostic assessment protocols. This course highlights assessment as part of the multi-tiered, problem-solving process of the Response to Intervention protocol, stressing early identification of and support for struggling readers. Candidates will develop instructional skills, addressing (1) phonological awareness; (2) phonics; (3) fluency; (4) comprehension; and (5) vocabulary development. Candidates will observe reading assessment and instruction in elementary classrooms and develop lesson plans using current standards and evidence-based strategies. Candidates will conduct action research to investigate assessment, progress monitoring, and differentiated-instruction for reading instruction with learners in the elementary grades.

EDUC 579 - Methods of Teaching Literacy in the Elementary School (3 cr. hrs.)

This course examines research-based theory, foundations, principles, procedures, and practices centering on teaching elementary literacy—reading, writing, grammar, speaking, listening, spelling, viewing, and visual representation. Candidates will build knowledge of and essential skills in developmentally appropriate practices in literacy instruction. Candidates will integrate differentiated instructional strategies, methods, and resources into curriculum they design to help elementary students develop and reinforce their literacy skills. Candidates will develop an understanding of literacy as a system of cultural competencies including reading and writing, synthesis, and critical analysis, along with 21st century literacies within a global arena. Candidates will conduct action research to investigate evidenced-based assessment and instruction for literacy instruction in the elementary grades, creating literacy lesson plans for elementary students.

EDUC 591 - Enhanced Student Teaching (6 cr. hrs.)

This course provides full-time teaching experience in a public PK-12 classroom settings under the direction of a mentoring classroom teacher and a university supervisor. Placement will be arranged by the Program Director in consultation with faculty. Bi-monthly seminars are required. Student teaching is required for all candidates seeking licensure through the Master of Education—Initial Licensure program. Before registering for this course, candidates must have completed and passed EDUC 570/571, passed all required Praxis exams, and taken and passed all undergraduate courses required for licensure. This course is Module III in the Master of Education—Initial Licensure program.

EDUC 595 - Topics in Education (1-3 cr. hrs.)

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

EDUC 596 - Practicum in Education (3 cr. hrs.)

This course focuses on supervised application of skills that approximate employment in various educational settings. Master's level course.

EDUC 596L - Practicum in Leadership (1-4 cr. hrs.)

This course focuses on supervised application of skills that approximate employment as a school principal. Field-based experiences are completed which are related to courses required in the Leadership program. A total of 9 semester hours is required. Leadership program candidates only.

EDUC 602 - Structuring Learning Environments (3 cr. hrs.)

This course investigates how to structure safe, effective, and efficient learning environments. Candidates will be able to demonstrate how to advocate, nurture, and sustain a positive instructional climate.

EDUC 607 - Brain Compatible Teaching and Learning (3 cr. hrs.)

This course will examine neurological, psychological, and educational aspects of the brain. Classroom strategies and applications to the learning processes will be investigated based on current research.

EDUC 610 - Instructional Strategies for Diverse Learners (3 cr. hrs.)

This course investigates various characteristics and elements of diversity in order to plan effective instruction for the 21st century student.

EDUC 670 – Action Research (3 cr. hrs.)

This course explores the action research model and the vital role of professional literature in action research and culminates in a scholarly team project designed to improve educational practice and empower educators. Prerequisites: EDUC 511 or an approved education research course. EdS-Level Course

EDUC 685 - Capstone Electronic Portfolio (3 cr. hrs.)

Candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required. EdS-level course Pass/Fail.

EDUC 692 - Diversity and Equity Issues (3 cr. hrs.)

This course includes a study of gender, racial, cultural, socio-economic, and disability issues. Current research and case studies of educational equity problems are identified and analyzed in terms of their implications for the classroom.

EDUC 695 - Topics in Education (1-3 cr. hrs.)

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

EDUC 696L - Practicum in Education (3 cr. hrs.)

This course focuses on supervised application of skills that approximate employment as a school principal. EdS-level course.

ENGL 530 - Appalachian Literature (3 cr. hrs.)

A survey of poetry, fiction, and films of the Southern Appalachian region, emphasizing themes such as mountain stereotypes, violence, nature, education, industrialization, religion, out-migration, and family.

ENGL 533 - Literary Periods (3 cr. hrs.)

A critical and historical survey of representative works and authors of a major literary period. Course may be repeated for credit with a different period heading.

ENGL 543 - Literary Genres (3 cr. hrs.)

A study of a specified literary form: techniques, style, themes, problems. Close analysis of representative works of the designated genre and time with emphasis on both formal development and on the relationship of literary form to the dynamics of the time. Course may be repeated for additional credit with a different genre heading.

ENGL 560 - The English Language (3 cr. hrs.)

Traces the history of the English Language, describes the major grammar systems, and defines and surveys the science of linguistics.

ENGL 595 - Special Topic in English (3 cr. hrs.)

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

IL 501 - Leadership and School Improvement (3 cr. hrs.)

This course examines the role of the school leader to establish and share the vision and mission for academic success of all students including a positive school culture, data based decision-making, stakeholder involvement, and parent and community collaboration.

IL 502 - Clinical Practice in Leading Schools and Portfolio (3 cr. hrs.)

Students will initiate the creation of an electronic portfolio that is a purposeful collection of artifacts designed to provide tangible evidence of the candidate's ability to demonstrate leadership in educational settings, and to reflect on critical competencies and practices that improve instruction and enhance student learning. Additional documentation and activities related to the Tennessee Instructional Leadership Standards (TILS) for licensure are required of Tennessee Instructional Leadership Licensure candidates. Mentors will be assigned to facilitate the licensure process in partnership with the school district.

IL 541 - School Community Partnerships in a Diverse World (3 cr. hrs.)

This class examines the role of the school administrator and instructional leader in responding to and influencing the larger political, social, economic, legal, and cultural context in the classroom, school, and local community. It will also address diverse candidate and student needs to ensure the success of all candidates and their students.

IL 561 - School Law and Ethics (3 cr. hrs.)

This course examines the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

IL 562 - Legal, Ethical, and Financial Issues Practicum (3 cr. hrs.)

This course is designed to provide field experience in educational settings for legal, ethical, and financial components of the program to provide direct theory-into-practice work. A collection of artifacts and reflection of activities will be documented in the candidate's electronic portfolio.

IL 571 - School Finance and Resource Management (3 cr. hrs.)

This course addresses school management and the use of resources based on equity, integrity, fairness, and ethical conduct focusing on the academic success of all students.

IL 572 – Supervision & Community Partnerships Action Research Project (3 cr. hrs.)

This course is the field experience companion to EDUC 551, Supervision of Teaching and Learning, and IL 541, School Community Partnerships in a Diverse World. The course is designed to formalize the field experience component of the program to provide candidates with direct theory-into-practice research.

Candidates will design and implement an action research project related specifically to improving practice in their educational setting including appropriate demographic data. Pass/Fail Grade

IL 589 – School Leadership License Assessment (SLLA) (0 cr. hrs.)

Instructional Leadership (IL – Leading to Initial Tennessee Leadership Licensure) candidates are required to take and pass the SLLA in accordance with Tennessee state licensure and University graduation requirements. Prerequisite: Admission to the Instructional Leadership Licensure Program

IL 595 - Topics in Educational Administration/Supervision (1-3 cr. hrs.)

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved

by the Chair of the School of Education. The course will be offered as required.

IL 611 - Assessment for School Improvement (3 cr. hrs.)

This course focuses on developing a culture and climate of school improvement. Emphasis will be placed on setting a strategic direction for school improvement, organizational alignment, data collection, and analysis. EdS-level course

IL 612 - Clinical Practice for Assessment and School Improvement (3 cr. hrs.)

This course is the companion practicum for IL 611, Assessment for School Improvement, which provides field experience in educational settings with an emphasis on promoting the success of all students by establishing a positive school culture, providing an effective instructional program, applying research-based best practices for student learning, utilizing assessment data, and designing comprehensive professional growth for staff. Experience collecting, analyzing, and utilizing data to inform practice, instruction, and assessment is stressed. Corequisite: IL 611; EdS-level course- Pass/Fail Grade

IL 651 - Educational Law and Ethics (3 cr. hrs.)

This course provides a conceptual framework for the development and application of requisite legal and ethical knowledge, skills, and dispositions for educational leaders to be prepared to act with integrity, fairness, and ethical behavior that promote a positive school culture, student diversity, and ethical considerations in all interactions with community stakeholders. EdS-level course

IL652 - Leadership for Educational Programs (3 cr. hrs.)

This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs. EdS-level course

IL 653 - Clinical Practice or Instructional Leadership (3 cr. hrs.)

This course is the companion practicum for IL 652, Leadership for Educational Programs, which focuses on leadership, managing the change process, and strengthening and maintaining interpersonal relationships to provide the foundation for improvement in teaching and learning in diverse educational settings. The aim of the course is to move from theory to practice by providing emerging educational leaders with craft knowledge, especially in the areas of curriculum, teaching, and learning, while developing a professional vision, mission, and philosophy of school leadership. Corequisite: IL 652; EdS-level course. Pass/Fail Grade

IL 661 - Finance and Human Resources (3 cr. hrs.)

This course prepares candidates to understand standard financial operating procedures and routines that are practiced by personnel in educational settings. An understanding of resource management based upon equity, integrity, fairness, and ethical conduct is stressed, along with the importance of mobilizing community resources to support the schools' mission. EdS-level course

IL 680, 681 - Learning to Lead I and II (3 cr. hrs.)

These courses are an in-depth clinical application of selected program objectives. Objectives will be selected in collaboration with the candidate's major professor. Content, processes, and products will be approved by the major professor. EdS candidates only. Pass/Fail grade.

IL 686 - Capstone Portfolio (3 cr. hrs.)

Instructional Leadership (IL) licensure candidates will complete the electronic portfolio including their final philosophy of education, specific assignments from coursework, and other artifacts as required by the Tennessee Instructional Leadership Standards (TILS).

Prerequisite: Acceptance to the licensure program; EdS-level course. Pass/Fail grade

IL 689 – School Leadership Licensure Assessment (0 cr. hrs.)

Initial Instructional Leadership Licensure candidates are required to take and pass the SLLA in accordance with Tennessee state licensure requirements. A passing score is required for licensure and graduation. Prerequisite: Admission to the Instructional Leadership Licensure Program

IL 695 - Topics in Educational Administration and Supervision (3 cr. hrs.)

This course will address a topic of interest enriching the existing course offerings and expanding candidate learning and experiences. Topics will be developed by an assigned faculty member as approved by the Chair of the School of Education. The course will be offered as required.

LSCI 503 Advanced Molecular Genetics and Cell Biology (3 cr. hrs.)

This course is an in-depth coverage of Eukaryotic and Prokaryotic molecular cell biology. Topics include structure and utilization of the organismal genome; nuclear and cytoplasmic division; membrane structure, transport, and compartment dynamics; cell communication; cell-cycle regulation; cytoskeletal structure and dynamics; cellular aspects of multicellular development and apoptosis. Assigned readings in current primary literature will be used to extend learning of topics in this course. This course has a required critical analysis paper. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate genetics course.

LSCI 504 Advanced Techniques for Molecular Biology (2 cr. hrs.)

This course integrates theoretical underpinnings of contemporary molecular techniques with applied skills using those techniques. Each student is expected to successfully perform each technique and create a written report the results using publication standards of a current refereed journal. The actual menu of techniques may vary depending on the students' areas of interest. Typically techniques will include PCR, bacterial transformation, advanced agarose and polyacrylamide electrophoresis, Western, Southern, and/or Northern blotting, ELISA, or animal tissue culture. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate genetics course.

LSCI 505 Advanced Ecology and Field Biology (3 cr. hrs.)

This course entails an in-depth examination of current ecological concepts and methods via a review of both classical and contemporary landmark peer-reviewed literature. Major ecological principles and their applicability across various ecological systems and biological hierarchical scales will be critically discussed. The course will also address experimental design and implementation as well as data analyses and interpretation for field experimentation. The student will conduct a primary literature review, write a paper, and give an oral presentation on an ecological topic upon approval by the instructor. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate ecology and statistics course.

LSCI 506 Microscopic Imaging Theory and Techniques (3 cr. hrs.)

This course will address light, electron, atomic force, and confocal microscopy as complimentary study methods. The history of microscopy will allow comparison and contrasts of light and electron optics. The focus of the course will be on advanced imaging techniques, especially electron microscopy. Electron paths will be followed from filament generation of primary electrons, focusing electrons through the column, to specimen interactions generating secondary and backscattered electrons, and X-

rays. Techniques will include sample fixation, dehydration, mounting, coating and storage for high and low vacuum systems. A discussion of X-ray microanalysis will show the quantitative side of advanced imaging. Students will gain hands-on experience with scanning electron microscopy. This course has complimentary lecture and lab assignments. Pre-Requisites: Admission to the Master of Science program.

LSCI 507 Life Sciences Research Instrumentation (2 cr. hrs.)

This course introduces students to analytical technology platforms used in life sciences molecular research. The course will review specific technologies, online databases, online calculators, and primary literature review strategies. The course will include significant laboratory instruction each week with advanced orientation to technologies including mass spectrometry, NMR, PCR, and cell fractionation. Students will be introduced to protocols for obtaining and preparing biological materials for analysis as well as relating molecular characterizations to the genome and metabolism. Critical review of the literature, including assigned readings, will be a key element to all aspects of the course. Two papers are required: a research methodology review and a grant proposal. Pre-Requisites: Admission to the Master of Science program.

LSCI 508 Techniques in Physiological Research (2 cr. hrs.)

This course will introduce well-accepted methods, rationale and limitations for evaluating and array of functions in humans and animals. This course will provide students with the skills necessary to construct solid research designs for research applications, and the foundation required to critically review studies in the field of physiology. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an upper-level biochemistry course.

LSCI 509 Advanced Botany (3 cr. hrs.)

This course emphasizes structural, developmental, and molecular aspects in comparing major phylogenetic groups of plants. Recent and classic primary literature research is included. Pre-requisites: Upper-level undergraduate botany and genetics courses.

LSCI 510 Advanced Vertebrate Physiology (3 cr. hrs.)

This graduate-level course is an in-depth coverage of vertebrate physiology. Study will include the specific function of all major vertebrate organ systems along with focus on neurological and endocrine regulatory integration. Assigned readings in current primary literature will be used to extend learning of topics in this course. This course has a required critical analysis paper. Pre-Requisite: BCHM 503 and undergraduate anatomy and physiology course sequence or upper-level animal physiology course.

LSCI 603 Colloquial Principles of Life Science (1 cr. hr.)

Selected diverse articles from the primary literature of the life sciences are critically presented and discussed. Attendance required. Course may be repeated for credit. Pre-Requisites: Admission to the Master of Science program.

LSCI 604 Graduate Life Science Research Design and Analysis (3 cr. hrs.)

This course covers the principles and applications of research design in the life sciences. This includes framing and articulating a research question, creating testable hypotheses, collecting valid data, approaches to data analyses, and presentation of results. Examples from the primary literature will be discussed and evaluated. Pre-Requisites: Admission to the Master of Science program and satisfactory completion of an undergraduate statistics course.

LSCI 605 Scholarly Writing in Life Science (2 cr. hrs.)

This course focuses on formal scientific writing. It emphasizes concise communication of the research process. It includes both

written and oral presentations of previous relevant background studies, statement of the research question, detailing of materials and methods, linkage of claims, warrants, and evidence, and concluding discussions. A written research proposal draft is required for completion of this course. Pre-Requisites: LSCI 604 and recommendation of supervisory committee.

LSCI 606 Applied Ethics in the Biomedical Sciences (3 cr. hrs.)

Applied Ethics is the inquiry from the standpoint of moral philosophy into practical decision making. The focus of the course will concern ethical issues in relation to research and practice in the biomedical sciences. The course's instructional format will include a combination of lecture, video, small group discussion, and seminar. It will also include independent study of a focused topic selected by the student in consultation with their supervisor. The course will be primarily "Case-Based" covering a range of topics with the emphasis on ethical decision-making. Ethical theory will be discussed in relation to making the most reasoned and informed argument for practical courses of action. Special attention will be given to the ethical dimensions of research involving human and non-human subjects. Pre-Requisites: Admission into the Master of Science Program and at least one prior undergraduate course in ethics.

LSCI 653 Life Science Graduate Special Topics (1-3 cr. hrs.)

Various specific life sciences topics are covered which include in-depth presentation, analysis and discussion of the related primary literature. May be repeated with a different topic. Pre-Requisites: Admission to the Master of Science program and permission of instructor.

LSCI 683 Life Science Graduate Research Project (1-6 cr. hrs.)

The graduate student conducts life science research under the supervision of a graduate research mentor. A written research report is required to complete the course. May be repeated for credit. Pre-Requisites: Admission to the Master of Science program and permission of instructor. Can be concurrent with LSCI 604.

LSCI 693 Life Science Thesis Research (1-9 cr. hrs.)

The graduate student conducts life science research under the supervision of a graduate research mentor for completion of the approved Master of Science thesis proposal. May be repeated for credit at the discretion of the supervising committee. By permission of supervising committee only. May register as Pass/Fail.

MBA 505 – Essentials of Economics (3 cr. hrs.)

This course deals with the survey of economic theory as it relates to household and business decision-making, market structures and strategy (microeconomics), national income, unemployment, and determination of the price level (macroeconomics), foreign trade, international finance. This course is for non-business majors who are prospective MBA students. Credit DOES NOT count toward the 36 hour requirement of the MBA program. Offered summer only.

MBA 506 - Essentials of Accounting (3 cr. hrs.)

This course deals with the survey of essential accounting concepts and procedures, accounting for cash, short-term investments, and accounts receivable, inventory, long-term assets, property, plant & equipment, and intangibles, liabilities, stockholders' equity, financial statement analysis, cash flows, cost-volume-profit analysis, activity-based costing. This course is for non-business majors who are prospective MBA students. Credit DOES NOT count toward the 36 hour requirement of the MBA program. Offered summer only.

MBA 511 - Operations Management and Quantitative Analysis (3 cr. hrs.)

This course includes both quantitative methods and operations management principles to assist managers in evaluating business processes.

MBA 512 - Business Research/Analysis (3 cr. hrs.)

This course is an introduction to research methodology with emphasis on research design, compilation, analysis and interpretation. The final product is a detailed proposal for the Business Research Project that includes a literature search, problem specification, identification of data sources, and discussion of analytical methods. Prerequisite: MBA 511

MBA 513 - Business Research Project (3 cr. hrs.)

In this course students utilize research and problem-solving methods developed in the core MBA curriculum to analyze a real-world business situation. The final product is a substantive research report that demonstrates competence in empirical research, analytical methods, and knowledge of the relevant scholarly literature. Prerequisite: MBA 512

MBA 514 - Business Consulting Project (3 cr. hrs.)

This course provides students with an opportunity to apply the knowledge learned in the classroom to a practical setting. Students will assist an organization in solving a problem or exploring an opportunity. Prerequisite: approval of MBA Director or Dean.

MBA 515 – Business Ethics and Social Responsibility (3 cr. hrs.)

This course addresses the concept of classical theories and ethics in corporate decision making. This course will address the conflict between economic and social objectives in a domestic and social context. Topics include global ethical approaches, corporate social responsibility, and business function ethical standards.

MBA 516 - Human Resource Management (3 cr. hrs.)

This course examines the analytical nature of recruiting and selecting employees for long-term organizational growth. Primary topics include job analysis, testing, EEO concerns, HRD, job evaluation, and compensation administration. As a project-based course, attention is given to developing a job analysis and creating a recruitment and selection plan for organizational positions.

MBA 517 - Quantitative Analysis for Business (3 cr. hrs.)

This course takes an integrated approach to the use of quantitative business tools. Coursework will include extensive use of statistical tools to analyze business data using statistics. It emphasizes the application of statistical methods via modeling rather than derivation and use of statistical techniques, which will be used to solve business problems and to make management decisions. Microsoft Excel and a variety of plug-ins will be used for this class.

MBA 521 - Foundations of Business I (6 cr. hrs.)

This course provides a foundational understanding of both marketing and management as they relate to the operation of a business enterprise. The course is delivered in a fast paced, active learning manner, where the focus is on the application of these fundamental concepts to real business situations. The course will focus on critical analysis, decision making and communication through the use of case studies, class discussions, and projects.

MBA 522 – Foundations of Business II (6 cr. hrs.)

This course provides a foundational understanding of three interrelated disciplines, finance, accounting, and economics. The course is delivered in a fast paced, active learning manner and focuses on the ability to gather information, analyze and synthesize the information, and most importantly apply the information to solve problems. There will be an emphasis on the application of knowledge to real business situations. The course will rely heavily on case studies and class discussions.

MBA 540 – Legal Environment of Business (3 cr. hrs.)

This course addresses legal issues, commercial law, and regulations relevant to managers of the business enterprise.

MBA 545 – Marketing Management (3 cr. hrs.)

This course emphasizes the application of strategic marketing planning and development issues such as product development, integrated promotion, pricing, and distribution/supply chain management for maintaining a complete product life cycle and creating customer value in a dynamic global environment.

MBA 547 – Brand Management (3 cr. hrs.)

Product management planning will include selection of marketing strategies and tactics necessary for product maintenance in the product life cycle. Issues in product development for innovation, growth, maturity, and decline are discussed.

MBA 548 - Global Marketing (3 cr. hrs.)

As a project-based course, cultural diversity is explored for marketing success in international and global markets. Global markets and their implications for market selection, entry, strategies, and distribution are implemented in international market planning.

MBA 549 – Integrated Marketing Communications (3 cr. hrs.)

The promotional mix and associated marketing tactics are utilized to produce a business communications plan that supports major organization and business functions. Marketing communications alternatives are implemented for operational effectiveness.

MBA 550 - Financial Management (3 cr. hrs.)

This course begins with a quick review of basic financial concepts and terms, and then begins an examination of the major types of financial decisions made by corporations today. Examples of the issues we discuss include capital budgeting principles, capital structure, cost of capital, corporate financing, market efficiency, short term asset management, and asset valuation. This course also introduces complicating factors, such as agency costs, corporate governance, and ethical issues into our analysis. Prerequisite: 3 hours of Finance or MBA 522.

MBA 552 – Consumer Behavior (3 cr. hrs.)

This course examines various behavioral fields for their impact upon marketing decision-making. Behavioral research will be explored for buyer theory development.

MBA 554 – Professional Sales Management (3 cr. hrs.)

This course involves an examination of professional sales and sales management strategies, techniques, and tools that fuel this key top-line revenue-driven subset of marketing.

MBA 560 - Global Management (3 cr. hrs.)

This course examines the nature and scope of international organizations. Primary business functions and the application of managerial decision-making methodology in areas such as planning, organizing, leading, and controlling are used to study successful global firm operations. As a project and case course, the challenges of multinational and multicultural companies will be discussed.

MBA 565 - Economics for Decision Making (3 cr. hrs.)

This course prepares students to understand the role of economics in decision making within a business community. Topics include supply and demand as it relates to business decision making, cost and market structures as it relates to business decision making and consumer choice theory as it relates to business decision making.

MBA 570 - Accounting and Decision Making (3 cr. hrs.)

This course examines the uses of various financial and managerial accounting reports and techniques employed by business managers to control the operations of a company. Special emphasis will be placed on the control of manufacturing operations.

MBA 574 - Federal Income Tax (3 cr. hrs.)

This course is a study of fundamental concepts, principles and procedures of individual and business taxes. Emphasis on understanding the federal tax laws, computation of gross income,

exclusions, deductions, business transactions, working tax problems, and tax planning. Practical and ethical considerations will be incorporated into the entire course.

MBA 575 - Contemporary Management and Leadership (3 cr. hrs.)

This course examines the organizational context affecting individual behavior and organizational performance contributions. Topics include organizational structure, culture, function, organizational development, team dynamics, and role set interactions. Individual and organizational changes will be explored for implementing the use of change agents and action research.

MBA 576 – Managerial Accounting (3 cr. hrs.)

Good knowledge of accounting information is cornerstone to effective management. This course focuses on accounting information needed to effectively plan and control company operations and make good business decisions. It provides the student with the basic concepts and tools needed to understand, explain, and apply accounting information for managerial decisions. Managerial accounting reports help managers to organize, direct, and control operations, as they compare planned performance to actual results.

MBA 578 – Government and Non-Profit Accounting (3 cr. hrs.)

This course presents a study of accounting and financial reporting procedures for government and nonprofit organizations especially state and local government units. It describes the nature of budgets and preparation of financial statements for state and local governments.

MBA 580 – International Business (3 cr. hrs.)

This course seeks to examine the complexity of international business as it relates to emerging markets, markets dominated by natural resources, markets expanding so dramatically that their impact is felt globally, markets undergoing privatization, markets characterized by long standing corruption and political instability, as well as the changing role of the European Union, the G8, NAFTA and the global threat of terrorism.

MBA 585 - Entrepreneurship in Healthcare (3 cr. hrs.)

Students will learn to effectively organize, develop, create, and manage a business. Projects will include developing a business plan, real and/or simulated work experiences, and projects related to business ownership. The course will examine what is required to become an entrepreneur in health care, as well as assist students with the issues all entrepreneurs face.

MBA 588 – Comparative Economics (3 cr. hrs.)

This course will examine the basic principles and institutions of national economies with an emphasis on capitalist, socialist and mixed economic systems. It will compare economic systems in various nations past and present. It will examine the ongoing transition of many countries around the world from command-based to market-based economies. We will focus on different strategies countries use to compete globally, promote economic growth and development, provide for the public good, and protect various national interests in an increasingly global environment. Prerequisite: MBA 565 and MBA 580 or permission of the instructor.

MBA 590 – Business Strategy (3 cr. hrs.)

A seminar course that discusses the development of business strategies through long- and short-term plans to maximize business goals. Simulations that improve analytical skills are used with the emphasis placed on evaluating national and international business environments for processes and improvements for strategic advantage. Prerequisites: MBA 545, MBA 565, MBA 575, MBA 511, MBA 550, MBA 570, and MBA 515.

MBA 595 - Special Topics in Business (1-3 cr. hrs.)

In this course a special topic is developed by a member of the graduate faculty. The topic enriches the existing course offerings and affords expanded learning and experiences for students. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Business. Students are allowed a maximum of two (2) special topic courses.

MBA 598 – Internship (3 cr. hrs.)

This course includes on-the-job learning in a business administration discipline in a business setting. Field experience involving supervised contact with business administrators.

MBA 600 – Organizational Behavior (3 cr. hrs.)

This course presents basic concepts of formal organizations. Students become acquainted with the major conceptual models which purport to explain organizational behavior, acquire an understanding of the methods used to study organizations, and analyze research which has been produced. While the emphasis is placed on critical analysis of literature that deals with “what is,” attention is given to views about “what should be” in order for people to derive maximum satisfaction and other benefits from organizational activity.

MBA 610 - Organizational Leadership (3 cr. hrs.)

This course emphasizes the leadership of organizations--corporations, agencies, and others--but it is also centered on the larger, inclusive, phenomenon of leadership in a variety of organizational and social settings.

MBA 614 - Administration of Health Care Organizations (3 cr. hrs.)

This course deals with an examination of the management of health care organizations from the perspective of the CEO or administrator. Key topics covered include analyzing the health care organization’s mission and purpose, internal/external environment, culture, process of change, organizational structure and design, the role of the manager, and decision-making processes.

MBA 615 - Healthcare Topics and Issues (3 cr. hrs.)

This course involves an examination of the U.S. health care system using a systems approach. Topics include history, culture and values, policy, financing, delivery and outcomes. Guest speakers introduce key topics and issues currently affecting their organization’s activities in the health care system.

MBA 616 - Healthcare Finance (3 cr. hrs.)

This course addresses the application of key financial concepts and techniques. The course also examines the financial environment in the health care industry including managed care, and financial information required by managers to make decisions and recommendations for their organization. Students examine problems, case studies, and use software applications. Prerequisite: MBA 550

MBA 617 - Healthcare Information Systems (3 cr. hrs.)

This course examines the development and use of information systems in health care organizations. Topics include: examination of clinical and administrative MIS systems and models; collecting, storing, and retrieving data to support management activities; and the use of MIS in the area of strategic planning and quality management.

MBA 618 - Strategic Decision Making for Healthcare Professionals (3 cr. hrs.)

This course introduces students to concepts, principles and practices of strategic management in health care settings. Topics include: negotiation, leadership, organizational design, organizational culture, strategic plan development and stakeholder and SWOT analyses.

MBA 620 - Healthcare Law and Ethics (3 cr. hrs.)

This course introduces key information and concepts for managers on the legal basis and application of law in the health care industry. This

course examines ethical problems and issues facing health care managers.

MBA 622 - Organizational Theory (3 cr. hrs.)

This course covers the major topics, issues, and contributions in the literature on organizational theory. Class readings draw from leading scholars in a variety of disciplinary traditions in order to shed light on the historical development of the literature as well as review some of the contemporary approaches to the study of organizations. As a theory course, our focus will be on the development and application of organization theory rather than solely (or even predominantly) on the application of the theory – as one might get in an organization behavior or organization change and development course.

MBA 624 - Public Policy and Public Finance (3 cr. hrs.)

This course examines the processes shaping public policy in the United States. The core of the class includes analysis and discussion of public goods, social insurance and redistribution, and taxation. Emphasis is placed on the current issues in public policy and their impact on the agents and the processes.

MBA 625 – Forecasting (3 cr. hrs.)

This course presents a survey of economic models, econometrics, and other considerations in predicting economic and political outcomes. Use of market alternatives to forecasting and problems in assessment of forecasting methods is discussed using actual data series.

Prerequisite: MBA 511

MBA 630 - Managerial Decision Making (3 cr. hrs.)

The primary goals of this course are to review a body of theory, research and practice on how people make decisions and to use this knowledge to identify procedures for improving their decision making

MBA 634 - Electronic Commerce (3 cr. hrs.)

This course deals with the emerging field of electronic commerce. While the focus will be on management issues, the course will attempt to strike a balance between technology and strategy. We plan to cover the economic and technological foundations, the infrastructure, and the main technologies employed, as well as the various business strategies being used for electronic commerce (both business-to-consumer and business-to-business).

MBA 635 - Management Information Systems (3 cr. hrs.)

This course covers issues related to using information technology (integrated computer and telecommunications systems) to manage the information which belongs to a modern organization. Topics which are covered include: computer hardware and software, data communications and computer networks, and the design and implementation of information systems.

MBA 636 –Telecommunications (3 cr. hrs.)

This course addresses the transmission of data, voice, and video, including transmission systems and associated hardware and software; types of networks; introduction to the OSI model, LANs and WANs; network security considerations; and applications of networks. While the technical aspects of telecommunications will be covered, the emphasis will be on the management issues, not the technology. Prerequisite: MBA 635

MBA 637 - Systems Development Concepts (3 cr. hrs.)

This course introduces the fundamental concepts and techniques of information systems analysis and design, including the systems development life cycle. The tools and techniques used for analysis, planning, design, and documentation of information systems will be covered from a management point of view. Topics include data flow analysis, data structuring, process flow analysis, file design, input and output design, and program specification. Prerequisite: MBA 635

MBA 638 - Project Management (3 cr. hrs.)

This course is an introduction to the management of projects, with particular emphasis placed on the interdisciplinary nature and broad application of project management. Topics covered include project selection and initiation, management of risk, planning, financing, scheduling and resource allocation, human resources, quality control, evaluation and termination. Prerequisite: MBA 635

MBA 640 – Negotiation (3 cr. hrs.)

Negotiation is a fundamental process that is used in making business deals, in managing working relationships with others, and in resolving conflicts. Negotiations occur for two reasons: (1) to create something new that neither party could do on its own, or (2) to resolve a problem or dispute between parties. Conflicts are common in any organization and in any relationship between individuals or organizations. The ability to manage and resolve conflicts effectively is critical in today's organization. Because we all negotiate about many things in many different situations, knowledge about and skill in negotiating is essential to anyone who works with and through other people to accomplish objectives.

MBA 644 - Financial Institutions and Markets (3 cr. hrs.)

This course examines the role of financial institutions in wealth creation. Emphasis is primarily on U.S. institutional structures including banking, primary and secondary capital markets, government institutions (the Fed, Department of the Treasury, etc.), and financial intermediaries. Further, the determinants of interest rates and foreign currency exchange rates will be discussed.

MBA 645 - Portfolio Management (3 cr. hrs.)

This course addresses the analysis of financial instruments and markets. The Modern Portfolio Theory is studied and applied to alternatives for portfolio management, financial derivatives and risk management.

MBA 646 - Problems in Financial Management (3 cr. hrs.)

A problem-solving course designed to teach wealth maximization through valuation of capital assets. The use of accounting information to forecast financial outcomes is emphasized. In addition, the implication and inclusion of risk into financial planning and valuation will be examined. Prerequisite: MBA 550

MBA 647 - Long-Term and Short-Term Financial Management (3 cr. hrs.)

This course examines how investment decisions are processed within a corporation, the decision criteria used, financing the decision, as well as the follow up monitoring used. Further, the course will introduce complicating factors, such as agency costs, corporate governance, leasing options, government subsidization, and ethical issues into our analysis. Throughout all discussion an examination of how risk affects decisions and ways risk can be managed will be included. Prerequisite: MBA 550.

MBA 648 - International Financial Management (3 cr. hrs.)

This course extends the principles of investment analysis and financial management to the international environment. The goal is to provide a framework for making financial decisions in an international context. The course is divided into three sections: 1) The international financial environment, 2) International investment analysis, and 3) International corporate finance. Students will be exposed to a broad range of topics in international finance, including some of the latest developments in global financial markets.

MBA 650 - Training and Developing Human Resources (3 cr. hrs.)

This course focuses on the strategic role of human resource development in today's organizations. Topics covered will include: job analysis and descriptions, recruitment, selection, orientation, training, performance management, and organization development.

MBA 660 – Healthcare Economics (3 cr. hrs.)

This course examines applications of economic theory as it pertains to the delivery and distribution of health care services. The course provides students a theoretical basis for decision-making in the health care industry from the perspective of the economist.

MBA 662 - Compensation and Benefit Structures (3 cr. hrs.)

This course is designed to provide the student with both the theoretical and practical knowledge to design, administer, and evaluate compensation and benefits systems. This course will also provide an understanding of the major aspects of human-resource compensation and benefits, paying special attention to underlying theory and current practice in the field.

MBA 670 - Labor and Employment Law (3 cr. hrs.)

This course will examine current legislation and executive orders affecting the human resource function. Laws, orders, guidelines and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts, and management responses.

MBA 672 – Advanced Financial Accounting (3 cr. hrs.)

This course is designed to focus on financial statement translations, topics in debt and equity securities, business combinations and the preparation of consolidated financial statements. It also covers foreign currency transactions, deferred taxation, partnership accounting, corporate liquidations, and other issues in accounting.

MBA 674 - Advanced Auditing (3 cr. hrs.)

The purpose of an audit is to give an unbiased opinion on evaluation and reliability on an entity's financial statements and their supporting account records for a particular financial period. This course is planned for students interested in a career in auditing in the private or public sector. This course expands an overview of auditing concepts and methods, with emphasis on auditing standards and procedures, audit reports, attestation reports and other professional services, the Sarbanes-Oxley Act of 2002, and the Public Company Accounting Oversight Board (PCAOB), means of safeguarding assets, and accounting ethics. It examines, evaluates and advises on provision of assurance, and wide-ranging auditing services both external and internal.

MBA 676 - Accounting Research (3 cr. hrs.)

This course is designed to teach students research skills essential to succeed in today's accounting profession. Students will complement these skills with knowledge from previous accounting courses to solve complex accounting/business problems and reporting issues. Paper presentations showing results of research are required. Prerequisite: MBA 570, MBA 576

MBA 680 - Healthcare Information Systems (3 cr. hrs.)

This course examines the development and use of information systems in health care organizations. Topics include: examination of clinical and administrative MIS systems and models; collecting, storing, and retrieving data to support management activities; and the use of MIS in the area of strategic planning and quality management

MBA 682 - Labor Relations and Collective Bargaining (3 cr. hrs.)

This course will introduce students to labor and management relations, focusing on the development, structure and processes constituting the collective bargaining process in the United States. This course also provides a conceptual framework for the study of labor-management relations in the private and public sectors.

MBA 690 - Decision Making and Strategy (3 cr. hrs.)

This capstone course focuses on integrated corporate decision making in terms of strategy formulation, implementation and evaluation. This course focuses on the competitive strategy of the firm, examining

issues central to its long and short-term competitive position. The course will examine strategic decision making and analysis at both the business and corporate levels.

MSBA 510 - Foundational Analytics Methods (3 cr. hrs.)

The purpose of this course is to provide the theoretical foundation skills necessary for an analytics masters student to understand the key mathematical assumptions supporting the applied techniques used in practice. This course is not designed to prepare students for doctoral related work, rather to handle the practical problems encountered in industry. Probability and probability models; random variables and distributional models; likelihood inference and maximum likelihood estimation. Sampling distributions; point and interval estimation; large sample, deviance, and bootstrap confidence intervals; Bayesian estimation and hypothesis testing; uniformly most powerful and likelihood ratio tests.

MSBA 591 - Analytics Practicum I, Problem Definition (1 cr. hr.)

This course will provide students with a live industry situation to be evaluated in teams. From the situation analysis, student teams will form a problem definition and a plan for solving that problem. Important team, meeting, problem solving and critical thinking skills will be taught. Co-Requisites: MSBA 510 and MSBA 511

MSBA 511 - Process Analytics (3 cr. hrs.)

This course focuses on the philosophies, models and techniques involved with the continuous improvement of business processes. Several management philosophies including Six Sigma will be taught. Statistical methods for process study, including control charts, cause and effect, and measurement analysis will be studied in depth. Concepts and tools related to understanding and partitioning variation are emphasized.

MSBA 515 - Regression Analysis and Forecasting Methods (3 cr. hrs.)

This course covers techniques used in simple and multiple regression analysis, including residual analysis, assumption violations, variable selection techniques, correlated independent variables, qualitative independent and dependent variables, polynomial and non-linear regression, regression with time-series data and forecasting. Applications related to business decision-making will be emphasized. Forecasting with Box-Jenkins Autoregressive Integrated Moving Average (ARIMA) models, seasonal analysis and other methods will be taught.

MSBA 512 - Design of Experiments(3 cr. hrs.)

This course provides an in-depth knowledge of the key statistical concepts of the design and analysis of experiments and Multi-Variable Testing (MVT) techniques. The scientific approach to experimentation, including completely randomized designs, randomized complete block designs, full and fractional factorial designs, nested and split plot designs and Plackett-Burman methods. Design principles such as randomization, replication, blocking, optimal designs and orthogonal arrays. Experimentation in business applications is emphasized.

MSBA 592 - Practicum II, Data Acquisition (1 cr. hr.)

During this course student teams will develop data acquisition plans to support their problem solving effort. The plans and requests for data will be presented to industry representatives and faculty advisors. Co-Requisites: MSBA 512 and MSBA 513. Pre-Requisite: MSBA 591

MSBA 513 - Business Foundations I (3 cr. hrs.)

This course provides a foundational understanding of the interrelated disciplines of finance and accounting. This course examines the uses of various financial and managerial accounting reports and techniques employed by business managers to control the operations of a company. Examples of the issues discussed include capital budgeting

principles, cost of capital, financial statement analysis, net present value (NPV) and internal rate of return (IRR). There will be an emphasis on the application of knowledge to real business situations.

MSBA 523 - Data Systems and Acquisition (3 cr. hrs.)

This course focuses on the software to manage and manipulate data in preparation for analysis, using the SAS data step, PROC SQL, and the SAS macro language. Attention will be given to other SQL tools, Python and emerging software. Introduction to Data Warehousing: ETL (Extract, transform, load), OLAP, Hadoop and analytics for big data. Business Intelligence: dashboards, scorecards, and performance evaluations.

MSBA 522 - Data Mining (3 cr. hrs.)

The focus of this course is on the understanding and application of data mining methods. The data mining process will be emphasized, including: data preparation, exploratory data analysis, data visualization, handling missing data, dimension reduction techniques, supervised learning and outlier detection.

Multivariate normal distribution, cluster analysis, logistic regression, decision trees, neural networks, association rules and model assessment will be key topics.

MSBA 525 - Business Foundations II (3 cr. hrs.)

This course prepares students to understand the role of economics and marketing in decision making within a business community. Topics include supply and demand as it relates to business decision making, and cost and market structures as it relates to business decision making. The application of strategic marketing planning and development issues such as product development, integrated promotion, pricing, and distribution/supply chain management for maintaining a complete product life cycle and creating customer value in a dynamic global environment.

MSBA 593 - Practicum III, Data Analysis and Insight Presentation (1 cr. hr.)

During this course student teams will analyze industry data, reach conclusions, create recommendations and prepare and present their analysis to industry experts and faculty advisors. Co-Requisite: MSBA 525. Pre-Requisites: MSBA 515 and MSBA 592.

MSBA 524 - Digital Analytics (3 cr. hrs.)

This course will focus on the principles of web analytics; key performance indicators, benchmarks, A/B testing, personalized content, usability, research design and statistical methods. The use of Google Analytics will be emphasized. Internet based analytics techniques will be surveyed.

MSBA 517 - Survey of Management Science (MS) Techniques (3 cr. hrs.)

This survey course will focus on linear programming decision models, sensitivity analysis, and integer optimization models. Systems thinking and its application will be exploited using constraint management techniques to build and manage lean processes in operations, project management and distribution/replenishment. Decision making and critical thinking processes such as throughput accounting, Goldratt's "Thinking Process" and Theory of Constraints will be utilized.

MSBA 526 - Non-Parametric Statistics (3 cr. hrs.)

This course targets situations and data where non or semi-parameterized statistical analysis is required. Classical ranking statistics, contingency table analysis, introduction to survival analysis, time-to-event data with different types of censoring and regression models including the Cox proportional hazards model are emphasized.

Foundational Calculus and Linear Algebra (Prerequisite to admission)

Students without the required background in these concepts will be required to obtain the requisite skills by utilizing MIT Open ware courses or equivalent. Not for credit. No fees involved.

NURS 500 – Theoretical Foundations and Research Methods (4 cr. hrs.) Focuses on philosophical and historical health related theories as a framework for knowledge. Builds upon concepts from undergraduate nursing research to systematically examine quantitative and qualitative research methods and the reasoned critique of clinically relevant, published research. Examines the concept of evidence-based practice and its application to the delivery of culturally congruent care to promote adaptation. Discusses scientific information and access to health care data bases to facilitate development of scholarly activity. Creation of a focused review of literature using databases is explicated. Prerequisite: Admission to the MSN Program as a degree-seeking or non-degree seeking student.

NURS 501 – Advanced Anatomy and Physiology (4 cr. hrs.)

This course uses a systems approach to study anatomy and physiology of the human body with emphasis on mechanisms of homeostasis. The study of anatomy and physiology of the cell, cardiovascular, pulmonary, nervous, gastrointestinal, renal and endocrine systems, along with the physiology of the immune system and the inflammatory response is emphasized. Normal physiology of the pediatric population and obstetrical physiology is also included.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 520, 530, 581, 581-A.

NURS 510 – Advanced Pathophysiology (3 cr. hrs.)

Builds upon undergraduate science courses to focus on pathophysiological alternations across the lifespan. Emphasis is on the relationships between abnormal changes in specific systems and the impact on the development of diseases. The influences of cultural, developmental, genetic, environmental (including rural health issues), behavioral, and economic factors in alterations in Pathophysiological processes are explored.

Prerequisite: Admission to the MSN Program or as a degree seeking or non-degree seeking student.

NURS 511 – Advanced Pathophysiology I (4 cr. hrs.)

This course builds on the content from NURS 501. The focus of this course is on homeostatic mechanisms, functions, and dysfunctions of pathophysiology, and a systems approach to pathological disease states. The pathophysiology of cellular functions of the nervous, cardiac, musculoskeletal, and respiratory systems is emphasized. Prerequisite: NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 531, 582, 582-A, 583.

NURS 512 – Advanced Pathophysiology II (2 cr. hrs.)

This course builds on NURS 511 and continues the study of pathophysiology as related to homeostatic mechanisms, functions and dysfunctions, with an emphasis on systems approach to pathological disease states. Emphasis will also be placed on the endocrine, renal and hematological systems in the adult and pediatric individuals. Other topics presented will include cancer and genomics. Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 571, 500.

NURS 520 – Advanced Health Assessment (3 cr. hrs.)

Focuses on the development of advanced health assessment skills needed for delivery of comprehensive health care to persons across the lifespan with consideration of cultural and rural health needs to promote adaptation. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Additional domains include: family processes, transcultural issues, nutrition, genetic variations, growth and

development, spirituality, and health promotion, health protection, and disease prevention.

Prerequisite: Admission to the MSN Program.

NURS 530 – Advanced Pharmacology and Therapeutics (4 cr. hrs.)

Provides concentrated study in the art and science of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics and pharmacoeconomics to initiate appropriate pharmacological treatments in the management of common and recurrent health problems of persons across the lifespan in order to promote adaptation. Provides concentrated study to identify indications, contraindications, interactive and side effects of established and evidence based drug regimens for safe and appropriate pharmacological treatments. Concerns regarding developmental status, nutritional status, health status, or membership in a high risk group are identified. Strategies for counseling and education to promote informed adherence are explored. Ethical and legal regulations related to prescription writing and medication administration are addressed. Acquisition of prescriptive privileges for Advanced Practice Nurse settings necessary to provide complex innovative care to persons across the lifespan, with consideration of complementary, alternative and financial implications of medication use, is facilitated.

Prerequisite: Admission to the MSN Program.

NURS 531 – Anesthesia Pharmacology I (3 cr. hrs.)

The course builds upon principles of general pharmacology with emphasis on clinical pharmacology including pharmacokinetics and pharmacodynamics of medications commonly used in the practice of anesthesia. The principles of managing monitored anesthesia and conscious sedation are introduced.

Prerequisite: Admission to the Nurse Anesthesia Concentration NURS 501, 520, 530, 581, 581-A. Co-requisites: NURS 511, 582, 582-A, 583.

NURS 532 - Anesthesia Pharmacology II (2 cr. hrs.)

This course examines basic pharmacodynamics and pharmacokinetics of adjuvant drugs used in anesthesia and includes the study of drug interactions, drug abuse and addiction. Specific emphasis is on psychopharmacological medications, prostaglandins, tocolytics, uterotonics, antineoplastic therapies, and histamine antagonists. Drugs and other treatments for acute and chronic pain are also examined and the management of bronchospasm is included.

Prerequisite: All Fall I, Spring I, and Summer I Nurse Anesthesia courses. Co-requisites: NURS 572, 584, 584A

NURS 535 – Psychopharmacology (2 cr. hrs.)

Provides the advanced knowledge of psychopharmacology commonly seen in primary mental health care settings. Builds on the knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Monitors the effects of established drug regimens to ensure the person's health promotion, health protection, disease prevention, and treatment. Ethical, legalities, and regulations related to prescription writing are addressed. Strategies for counseling and education to promote adherence, and ensure the appropriate plan of care and implementation of treatment are included. Facilitates the obtainment of prescriptive skills and privileges for Family Psychiatric & Mental Health Nurse Practitioners that are necessary to provide mental health care to persons and families across the lifespan with consideration of cultural and rural health needs.

Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 541, 541A.

NURS 541 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) I (4 cr. hrs.)

Introduces principles, conceptual models, and theories related to the practice of psychiatric mental health nursing. Models of personality development and individual functioning provide a theoretical basis for understanding the development of psychopathology, and the selection of appropriate therapeutic strategies. Synthesizes theoretical and scientific knowledge for the assessment, diagnosis of health status, plan of care, and implementation of treatment including genetic and environmental factors. These competencies incorporate the health promotion and protection, disease prevention, and treatment in providing culturally competent care across the lifespan in rural, underserved and urban populations to promote adaptation.

Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 535, 541A.

NURS 541A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) I Practicum (2 cr. hrs.)

Focuses on the clinical practice and management of common acute and chronic mental illnesses across the lifespan to promote adaptation. Evidence-based clinical practice guidelines are used for the assessment, diagnosis, plan of care, and implementation of treatment. Under the supervision of clinical faculty and preceptors, students will develop skills for conducting the mental health history and assessment, differential diagnoses, individual psychotherapy, diagnostic tests, and basic psychopharmacology. Emerging skills in collaborative interdisciplinary practice are used to deliver culturally competent care to rural, urban, and underserved individuals and families in a variety of health care delivery systems.

Prerequisites: Admission to the FPMHNP concentration; NURS 510, 520, 530. Co-requisites: NURS 500, 535, 541.

NURS 542 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) II (4 cr. hrs.)

Builds on FPMHNP I, the FPMHNP provides cultural sensitivity to persons and families across the lifespan to meet the health needs of rural, urban, and underserved populations by incorporating intervention strategies that consider genetic and environmental factors influencing health promotion and protection, disease prevention, and treatment. Health promotion and protection will focus on identifying internal and external stimuli to promote optimal adaptation to screen or prevent a chronic condition. Evidence-based clinical practice guidelines are used for assessing, diagnosing, determining the plan of care, and implementation of treatment. Emphasis is placed on developing advanced competence in clinical reasoning and critical thinking. Students continue to develop professional role and relationship competencies under the supervision of preceptors and faculty. Continued integration of theory and research to provide evidence-based practice facilitate the development of broader competencies in the provision of culturally congruent mental health care. Students use multidisciplinary collaboration to secure needed consultations and referrals.

Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A. Co-requisites: NURS 542A, 580.

NURS 542A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) II Practicum (4 cr. hrs.)

Uses evidence-based clinical practice guidelines in a variety of health care delivery systems. Emphasis is placed on the assessment, diagnosis of health status, and treatment of psychiatric disorders including diagnostic interviews, differential diagnosis, individual and group psychotherapy skills, and advanced psychopharmacology interventions to promote adaptation. Clinical experiences refine the teaching-coaching functions of the psychiatric mental health nurse practitioner

in the provision of anticipatory guidance and counseling to persons and families across the lifespan to promote adaptation.

Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A. Co-requisites: NURS 542, 580.

NURS 543 – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) III (2 cr. hrs.)

Focuses on application of the theoretical, evidence-based, and practicum knowledge acquired in FPMHNP I and II. Continued emphasis is placed on developing cultural sensitivity to the variations in mental health needs of rural, urban, and underserved populations. Students critically analyze clinical strategies and interventions in health promotion and protection, disease prevention, and treatment. Students further refine skills in critical thinking and diagnostic reasoning. Assessment, diagnostic, therapeutic, and health teaching strategies are applied to a continuum of health promotion and prevention, and disease prevention. Emphasis is on managing and negotiating health care delivery systems, and monitoring and ensuring the quality of health care practice. Students develop and refine professional role competencies under the supervision of preceptors and faculty in mental health care facilities.

Prerequisites: NURS 500, 510, N520, N530, 535, 541, 541A, 542, 542A. Co-requisites: NURS 543A, 590.

NURS 543A – Family Psychiatric & Mental Health Nurse Practitioner (FPMHNP) III Practicum (5 cr. hrs.)

Emphasizes advanced clinical practice and management of chronic and acute mental illness across the lifespan to promote adaptation. Under the supervision of preceptors and faculty, students manage advanced mental health care for persons and families. Evidenced based clinical practice guidelines are used for advanced assessment, diagnosis, determining the plan of care, and implementation of treatment including diagnostic interviews, differential diagnosis, group and family psychotherapy skills, and advanced psychopharmacology interventions.

Prerequisites: NURS 500, 510, 520, 530, 535, 541, 541A, 542, 542A. Co-requisites: NURS 543, 580, 590.

NURS 561 – Young and Middle Adults (4 cr. hrs.)

Care of young and middle adults through examination of diagnostic, therapeutic and pharmacological regimens using evidence-based guidelines and research findings in primary care settings to promote adaptation. Emphasis is placed on developing cultural sensitivity to variations in health care needs of underserved, rural, urban, and populations. Includes primary, secondary, and tertiary prevention; risk analysis, management, referral, and measures to improve health status. Emphasizes integration of assessment findings to diagnose common clinical problems.

Prerequisites: NURS 510, 520, 530. Co-requisites: NURS 500, 561A.

NURS 561A – Young and Middle Adults Practicum (3 cr. hrs.)

Integrates theory and scientific knowledge with clinical practice for health promotion, diagnosis and management of common clinical problems in young and middle adults and their families in underserved, rural, and urban populations to promote adaptation. Emphasizes development of cultural sensitivity to various health care needs. Opportunities provided to apply knowledge of advanced assessment, pathophysiology, evidence-based practice; to provide primary, secondary and tertiary health promotion; to diagnose acute and chronic clinical problems using indicated diagnostic tests; and to determine treatment and management plans in private practice, primary care centers, and health care systems. Emerging skills in collaborative interdisciplinary practice are used to deliver culturally congruent primary care. Students provide care under the supervision

of preceptors and clinical faculty; students manage and coordinate primary care.

Prerequisites: NURS 510, 520, 530. Co-requisites: NURS 500, 561.

NURS 562 – Pediatrics (2 cr. hrs.)

Focuses on assessment and management of health-related problems of children, adolescents, and families. Emphasizes anticipatory guidance, development, health promotion, health maintenance, and disease prevention and treatment. Evidenced based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of the primary care needs of families with children. Integrates knowledge gained from theory, research, health policy, roles, and clinical practice facilitate the development of broader competencies in the provision of multidisciplinary culturally congruent primary care. Exploration of issues specific to the provision of care in rural, underserved, and urban areas are examined. Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562A, 564, 564A, 580.

NURS 562A – Pediatrics Practicum (2 cr. hrs.)

Provides opportunities to deliver advanced practice care to children and adolescents in the clinical setting. Emphasizes competency in advanced practice skills in implementation of a comprehensive and/or problem-focused examination; conduct a risk analysis; selection and analysis of appropriate screening and/or diagnostic tests; development of correct assessment; identification of proper differential diagnosis; and development of a management and evaluation plan for issues relevant to children and adolescents. Students integrate knowledge into application in the clinical setting in the provision of culturally congruent care within the health care setting with emphasis on multidisciplinary teamwork. With clinical supervision, students refine the provision of health promotion and anticipatory guidance to persons and families. Exploration of evidence-based practice in the form of evaluating research and other forms of scientific knowledge and how these are integrated into practice. Legislative, economic, rural, and ethical issues that impact the provision of care in the clinical setting will be explored.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 564, 564A, 580.

NURS 563 – Lifespan of Older Adults (2 cr. hrs.)

Emphasizes congruent care for older adults and their families. Focuses on theoretical and research-based knowledge of healthcare management of older adults in underserved, rural, and urban populations. Content includes physiological, pathological, and psychosocial changes in maintenance, minor acute illnesses, complex multidimensional, and chronic health problems. Emphasis is on assessment, intervention, evaluation strategies, and coordination of services.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 580. Co-requisites: NURS 563A, 565, 590.

NURS 563A – Lifespan of Older Adults Practicum (2 cr. hrs.)

Focuses on clinical practice and health care management of the older adult in acute, extended and long-term care settings in underserved, rural, and urban areas to promote adaptation. Emphasizes advanced diagnostic reasoning and clinical decision making for common and complex problems in the older adult. Stresses development of advanced practice competencies and interdisciplinary expertise in management of acute and chronic health problems. Stresses development and implementation of care to maintain and promote physical, mental, emotional, and social health.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 580. Co-requisites: NURS 563, 565, 590.

NURS 564 – Women’s Health (2 cr. hrs.)

Focuses on the care of women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes. Emphasizes health promotion and maintenance, disease prevention, and treatment. Evidence-based laboratory, diagnostic, therapeutic, pharmacological, and health-teaching strategies are applied to the comprehensive assessment and management of primary care needs of women. Integration of knowledge gained from theory, research, health policy, roles, and clinical practice facilitate the development of broader competencies in the provision of multidisciplinary culturally congruent primary care. Exploration of issues specific to the provision of care in underserved, rural, and urban areas are examined.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 562A, 564A, 580.

NURS 564A – Women’s Health Practicum (2 cr. hrs.)

Provides opportunity to gain skills in the provision of advance practice nursing care to women across the lifespan who experience acute or chronic illness, gynecological disorders, pregnancy, or reproductive changes with clinical supervision. Focuses on competency in skills to obtain and conduct a comprehensive and/or problem-focused examination, select and analyze appropriate screening and/or diagnostic tests, conduct clinical assessment, identify diagnoses, and develop a management and evaluation plan for issues relevant to women’s health across the lifespan. Students refine the provision of health promotion and disease prevention.

Exploration of evidence-based practice in the form of the evaluation of research and other forms of evidence, and integration into practice. Exploration of the development of multidisciplinary relationships within the clinical setting. Legislative, cultural, economic, rural, and ethical issues which impact the provision of care will be explored.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A. Co-requisites: NURS 562, 562A, 564, 580.

NURS 565 – Family Nurse Practitioner Internship (3 cr. hrs.)

Provides opportunities to apply theoretical and evidence-based knowledge of health promotion, and diagnosis and management of common and complex health problems in persons across the lifespan in underserved, rural, and urban populations. Delivery of advanced nursing care through primary, secondary, and tertiary prevention. Focuses on advanced health assessment of persons and families. Emphasis on decision-making processes. Students demonstrate expertise in the clinical setting by provision, coordination, and direction of comprehensive care, including health states and complex, chronic and/or co-morbid conditions. Students demonstrate synthesis of knowledge gained from the culmination of the family nurse practitioner program. Uses extensive clinical placements. Clinical is facilitated by preceptors who provide opportunities to work in interdisciplinary health care teams.

Prerequisites: NURS 500, 510, 520, 530, 561, 561A, 562, 562A, 564, 564A, 580. Co-requisites: NURS 563, 563A, 590.

NURS 571 – Clinical Practicum I (5 cr. hrs.)

This is an introductory course focusing on nursing knowledge required for the delivery of anesthesia at a beginning level of competence. It encompasses considerations for patients across the lifespan and a variety of procedures in various clinical settings. Instruction is provided on aspects of a pertinent health history and chart review, achieving successful intravenous access, and the formulation and implementation of appropriate management plans for adult patients from low to moderate risk (ASA I & II), undergoing elective procedures. The safe use of the anesthesia machine, including the FDA recommended checkout procedure, as well as

operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems is emphasized. Technical skills of airway management, including mask management and laryngoscopy with endotracheal intubation, are also emphasized. Pharmacodynamics and pharmacokinetics of common anesthetic drugs, and professional, legal and ethical conduct is included.

Prerequisites: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 500 and 512.

NURS 572 – Clinical Practicum II (6 cr. hrs.)

This course continues the application of nursing knowledge to the delivery of anesthesia at an advancing level of competency, for a variety of procedures in various clinical settings and across the patient lifespan. Continued instruction is provided on aspects of a pertinent health history and chart review, achieving successful intravenous access, and the formulation and implementation of appropriate management plans for adult patients (ASA I & II), undergoing elective procedures of moderate risk. The course emphasizes safe and proficient use of the anesthesia machine, including the FDA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems. Proficiency in the technical skills of airway management, including mask management and laryngoscopy with endotracheal intubation, the pharmacodynamics and pharmacokinetic profiles and safe use of all common anesthetic and adjunct anesthesia drugs is also emphasized. Professional responsibility and accountability for ethical and legal conduct is stressed.

Prerequisites: All Fall I, Spring I, and Summer I Nurse Anesthesia courses. Co-requisite: NURS 532, 584, 584A

NURS 573 – Clinical Practicum III (6 cr. hrs.)

This course focuses on the delivery of anesthesia at the competent level to persons with a variety of procedures in various clinical settings and may incorporate on-call experiences and specialty rotations in student practice. Guidance on timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans for ASA class I-IV patients; including pediatric, obstetric, cardiac, neurological and other specialty areas are provided. Insertion and management of invasive physiological monitoring systems, and management and administration of spinal, epidural and peripheral nerve blocks is included.

Prerequisites: All Fall I, Spring I, Summer I, and Fall II Nurse Anesthesia courses. Co-requisites: NURS 580, 585.

NURS 577 – Clinical Practicum IV (6 cr. hrs.)

This course focuses on the delivery of anesthesia at the proficient level to persons in a variety of procedures in various clinical settings. This course emphasizes consistent demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans for ASA class I-V patients; including pediatric, obstetric, cardiac, neurological, and other specialty areas. Opportunities for the demonstration of proficiency inserting and managing invasive physiological monitoring systems, and managing and administering spinal, epidural, and peripheral nerve blocks are provided. On-call experiences and specialty rotations may be included.

Prerequisites: All Fall I, Spring I, Summer I, Fall II, and Spring II Nurse Anesthesia courses. Co-requisites: NURS 586, 590.

NURS 578 – Clinical Practicum V (6 cr. hrs.)

This course focuses on the delivery of anesthesia at the proficient level of competence in all cases with enhanced emphasis on development of independent practice, including student performance as the primary nurse anesthetist with the clinical preceptor or acting as a consultant. On-

call and specialty rotation opportunities are provided. Emphasis is also on consistent, timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations. The ability to formulate complex anesthesia care plans for ASA class I-IV patients and emergency situations and cases; including pediatric, obstetric, cardiac, neurological, and other specialty areas is reinforced. Opportunities for the demonstration of proficiency inserting and managing invasive physiological monitoring systems, and managing and administering spinal, epidural, and peripheral nerve blocks are provided.

Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, and Summer II Nurse Anesthesia courses. Co-requisite: NURS 589

NURS 580 – Contemporary Roles and Issues for Advanced Practice Nurses (4 cr. hrs.)

Develops and builds awareness of the Advanced Practice Nurses role within complex health care systems that influence practice. Past and current epidemiological, economic, political, ethical, legal, social, environmental (including rural health issues), cultural aspects of health (in the U.S. and comparable international health care systems), and technological issues within the U. S. healthcare system are examined. Exploration of scope of practice, development of leadership skills and strategies to develop multidisciplinary partnerships required to influence health policy; provision of safe, quality care that includes culturally congruent care, and acceptable options to access care. The Advanced Practice Nurse role and the use of informatics, use of personal health care information, and in documentation in accordance with current regulatory processes and payer systems are explored. Additional topics on advocacy, legal, credentialing, and ethical issues will be examined.

Prerequisites: Admission to the MSN Program as a degree or non-degree seeking student.

NURS 581 – Principles of Anesthesia I (3 cr. hrs.)

This course introduces students to perioperative nurse anesthesia practice, including basic principles and responsibilities of basic airway management, preoperative anesthesia assessment, perioperative anesthesia, and cardiac and non-cardiac monitoring. Review of anesthesia and biomedical instruments, and anesthesia machines is also included. Concepts related to anesthetic breathing systems, basic gas laws, electrical safety, and the operating environment, are emphasized.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 501, 520, 530, 581-A.

NURS 581A – Principles of Anesthesia I-Lab (1 cr. hr.)

This is the laboratory course for NURS 581. In this course, nurse anesthesia students are introduced to the operative environment, including anesthesia machines and anesthesia delivery systems. Demonstration of basic airway equipment, basic airway management skills, proper patient positioning and safety management is emphasized.

Prerequisite: Admission to the Nurse Anesthesia Concentration. Co-requisites: NURS 501, 520, 530, 581.

NURS 582 – Principles of Anesthesia II (3 cr. hrs.)

This course introduces perioperative management of anesthesia for patients with renal, gastrointestinal, hepatic, endocrine, ENT and neuromuscular diseases; orthopedic surgery; and obstetrical and fetal anesthesia. Includes anesthesia considerations for geriatric and pediatric populations in a variety of settings. The principles of neuraxial anesthesia are presented.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 532, 572, 584-A.

NURS 582A – Principles of Anesthesia II-Lab (1 cr. hr.)

This course introduces laboratory simulation experiences related to anesthesia principles used in the delivery of anesthesia to a variety of surgical patients. Simulation experiences with neuraxial anesthesia techniques, advanced airway techniques, and the induction of general anesthesia are also provided.

Prerequisite: All Fall I Nurse Anesthesia courses. Co-requisites: NURS 511, 531, 572, 582, 583.

NURS 583 – Biochemistry and Physics Concepts in Anesthesia (2 cr. hrs.)

This course builds upon the foundations introduced in NURS 581, Principles of Anesthesia I, and focuses on the anesthesia related concepts in biochemistry and physics. Topics include chemical, biological, and cell biology considerations. Concepts of physics as they relate to anesthesia equipment including anesthesia machines, delivery systems, and compressed gases are also emphasized.

Prerequisite: All Fall I Nurse Anesthesia courses. Co-requisites: NURS 511, 531, 582, 582-A.

NURS 584 – Principles of Anesthesia III (3 cr. hrs.)

This course emphasizes advanced principles of anesthesia and anesthesia techniques and related skills. The specific areas of focus include anesthesia management for intrathoracic, vascular, cardiovascular, and intracranial procedures. Additional emphasis is placed on the management of patients with disease processes, including but not limited to, cardiovascular, renal, hepatic, and neurological disorders. Concepts related to the management of anesthetic complications, and postoperative care are also emphasized.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 532, 572, 584A

NURS 584A – Principles of Anesthesia III-Lab (1 cr. hr.)

This laboratory course builds on previous simulation experiences, and adds emphasis on location of landmarks and techniques for peripheral nerve block with and without ultrasound guidance. Specific content and simulated experiences with one-lung ventilation, 12 lead EKG interpretation, cricothyrotomy and placement of arterial and central line catheters is also included.

Prerequisite: All Fall I and Spring I Nurse Anesthesia courses. Co-requisites: NURS 532, 572, 584.

NURS 585- Advanced Anesthesia Concepts I (1 cr. hr.)

This course emphasizes advanced principles of anesthesia related skills and anesthesia techniques. It focuses on high risk obstetrics and high risk pediatrics including congenital fetal abnormalities. Other topics will include basic radiology concepts and chest x-ray interpretation, and technical aspects focuses on peripheral nerve blocks utilizing ultrasound imaging principles. Crisis management application is simulated with high fidelity mannequins in a variety of monitored scenarios. Prerequisite courses: All Fall I, Spring I, Summer I, Fall II, Nurse Anesthesia courses. Concurrent courses: NURS 573, 580.

NURS 586-Advanced Anesthesia Concepts II (1 cr. hr.)

This course emphasizes advanced principles of anesthesia concepts and techniques. Concepts include providing perianesthesia care for patients with complicated morbidities, comorbidities in urgent and emergent conditions such as trauma, burns, organ transplant recipients, organ transplant donors, chronic pain management, and crisis management demonstration utilizing high-fidelity simulation.

Prerequisite courses: All Fall I, Spring I, Summer I, Fall II, and Spring II Nurse Anesthesia courses. Concurrent courses: NURS 577, 590.

NURS 589 – Synthesis Seminar (3 cr. hrs.)

This course provides comprehensive examination of anesthesia principles of pharmacology, anatomy, physiology, pathophysiology,

biochemistry, and chemistry in preparation for the National Certification Examination for nurse anesthesia practice.

Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, Summer II Nurse Anesthesia courses. Co-requisite: NURS 578.

NURS 590 – Directed Scholarly Project (3 cr. hrs.)

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

Prerequisites: NURS 500, 580.

Doctor of Nursing Practice

NURS 700 - Knowledge Development in Nursing Science (3 cr. hrs.)

This course critically examines theoretical and empirical knowledge within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science and organizational science are also addressed. Concepts and middle range theories used to guide nursing practice, influence patient outcomes, and improve health care delivery are emphasized.

NURS 705 - Informational Systems and Technology Application (2 cr. hrs.)

This course will focus on the integration of informatics knowledge, informational systems and technology and their relationship and influence on healthcare. Key areas in informational systems and technology in healthcare relevant to the DNP role will be explored. Project management will be addressed. The optimization of informational systems and technology for the support of patient care, research, evidence-based practice, evaluation of care, outcomes, and quality will be explored. The future of the expanding role of information systems and technology along with legal and regulatory requirements will be studied.

NURS 710 – Biostatistics (3 cr. hrs.)

This course provides an overview of the most commonly used biostatistical methods in the context of nursing science and health care related research. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. An additional focus is use of biostatistics to identify, evaluate, and implement data that contributes to meaningful evidence in populations based research, evidence-based advanced nursing practice, and optimal health outcomes.

NURS 720 - Translational Research for Evidence-Based Practice (4 cr. hrs.)

This course focuses on the translation of evidence into practice, and health care delivery systems for informing policy and improving health care practices, clinical outcomes, safety and quality.

Translational science frameworks and change theory are addressed. Strategies for project development, implementation, evaluation, and methods of data collection and management are included. The process of knowledge dissemination and integration is also emphasized.

NURS 730 - Epidemiology and Population Health (3 cr. hrs.)

This course provides an overview of central concepts and topical issues in population-based health and epidemiology with a focus on clinical prevention and values-based care of culturally diverse populations. Principles, concepts, and methods of population based-epidemiological research are evaluated. Legal and ethical

implications of epidemiology, genetics, and population health are explored. Prerequisite: NURS 710

NURS 740 - Interprofessional Collaboration, Health Policy, & Organizational Systems (4 cr. hrs.)

This course focuses on the knowledge and skills needed to collaborate interprofessionally and with stakeholders within organizational systems to influence, design, implement and evaluate health care policies that impact practice regulations, access to care, safety, cost and quality.

NURS 741 - Adaptive Leadership (4 cr. hrs.)

This course will focus on the adaptive leadership skills, strategies, and behaviors necessary to develop and sustain collaborative interdisciplinary relationships within complex health care systems.

NURS 742 - Strategic Systems Thinking (4 cr. hrs.)

This course will focus on the major aspects of strategic systems thinking as this relates to the management to complex health care systems. Comprehensive organizational, systems, and/or community assessments will occur to identify aggregate health or system needs, while working with diverse stakeholders in inter or intra-organizational personnel to improve patient outcomes. Scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences will be evaluated.

NURS 760 – DNP Practice I (3 cr. hrs.)

This course is the first of two practice immersion courses for the preparation of advanced practice nurses with a doctorate of nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program and implement their DNP project. A minimum of 250 practice hours must be fulfilled to complete this course.

NURS 761 – DNP Practice II (3 cr. hrs.)

This course is the second of two practice immersion courses for the preparation of advanced practice nurses with a doctorate of nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program to complete and evaluate their DNP project. A minimum of 250 practice hours must be fulfilled to complete this course. Prerequisite: N 760

NURS 781 – DNP Project I (2 cr. hrs.)

This course is an introductory course that provides the student with advanced study and direction in practice application-orientation inquiry leading to the development of the DNP Project; reflecting the interest of the student and designed to meet individual interests and career goals. Emphasis is placed on the planning stage of the DNP Project.

NURS 782 – DNP Project II (2 cr. hrs.)

The purpose of this course is to expand the knowledge and skills acquired in the NURS 781 DNP Project course to incorporate the essential components of the project in the appropriate area or area of practice to ultimately focus on project readiness for the implementation phase. The course will culminate with the student

presenting the DNP project plan in a scholarly oral presentation to the DNP Project Team. Prerequisite: N: 781

NURS 783 – DNP Project III (2 cr. hrs.)

The purpose of this course is to build upon knowledge and skills acquired in the NURS 782 DNP Project course and to culminate in the evaluation and dissemination of the DNP Project. The course will culminate with the student presenting the DNP project in a scholarly oral presentation and disseminating the results of the project.

Prerequisite: N 782

PADM 510 Quantitative Analysis (3 cr. hrs.)

This course teaches the use of social science quantitative techniques, emphasizing applications of value to public sector analysts and scholars alike. Includes descriptive statistics, hypothesis testing, cross-tabulation, bivariate regression and correlation, and multiple regression. Examines how to generate and interpret statistical analyses through use of SPSS.

PADM 515 Qualitative Analysis (3 cr. hrs.)

This course will introduce participants to the characteristics and approaches to designing and conducting qualitative research projects in public, non-profit and non-governmental sectors. Students will gain hands-on experience in various qualitative methods and analysis techniques while carrying out a research project related to their area of interest.

PADM 520 Public Administration (3 cr. hrs.)

This course will introduce students to the development and impact of American Public Administration. The course will emphasize the role of public managers and their relationships with clientele groups, the legislature, the executive, and the public. The course will introduce theories of administrative accountability; public official discretion, public organization, organizational behavior, and political oversight.

PADM 525 Public Policy Process (3 cr. hrs.)

This course introduces students to the theoretical and quantitative techniques of public policy analysis and public policy development, focusing primarily on public policy development and implementation. The course is intended to enable students to be critical users of policy analysis and to understand the role of policy analysis in the development of all types of policies at all levels of government. The course will provide a thorough introduction to the field of policy analysis particularly as the development of public policy is influenced by political actors.

PADM 697 Thesis or Research Project (6 cr. hrs.)

All general track students must complete an approved thesis (minimum of 6 hours) or research project (minimum of 6 hours). The research project and thesis must make a unique and significant contribution to the discipline of Public Administration. A Handbook on the MPA Thesis/Project will be available as a guide to course requirements.

PADM 530 Public Financial Administration (3 cr. hrs.)

The ability of public officials to manage budgets, distribute resources and predict costs is crucial to a community's well-being. This course gives students a solid grounding in the concepts, terminology and techniques in the art and science of public sector budgeting and financial administration. Students use real world examples to analyze various approaches to public budgeting and revenue planning, evaluate and problem solve fiscal activities in governmental units, and gain "hands-on" budget preparation and presentation experience.

PADM 540 Public Service Ethics and Values (3 cr. hrs.)

Ethics shape and define the nature of public professions. Therefore, public administrators need to be competent in understanding and dealing with ethical dilemmas and difficult public management issues that have no easy solutions, no right or wrong answers in order to

conduct their work effectively and fairly. The course centers on the dynamic relationships between public professionals and the people, organizations, and society they serve and how those relationships can be maintained in a highly competitive system.

PADM 550 Economics for the Public Sector (3 cr. hrs.)

This course examines the role of the government as defined by economic theory in the creation of public policy. It will focus on concepts from micro and macro-economics such as externalities, public goods, public education, income redistribution, welfare programs and tax policy to understand policy problems including issues that affect subnational governments and the local community.

PADM 601 Managing Public and Non-profit Organizations (3 cr. hrs.)

The purpose of this course is to aid students in understanding the process of managing public service organizations, and thus enhance their management and leadership skills for use in the public sector. The course provides students with the tools needed to diagnose and solve organizational problems, to influence the actions of individuals, groups, and organizations, and to lead high-performing, successful public service organizations.

PADM 602 Nonprofit Marketing (3 cr. hrs.)

Nonprofit marketers face unique marketing challenges—from deficient resources for adequately addressing marketing needs to a general lack of understanding of the power of marketing. The course will address these and other challenges of nonprofit sector marketers, providing students with an introduction to marketing theory. It will also equip students with practical experience in developing a strategic marketing plan, influencing the attitudes and behaviors of diverse stakeholders, leveraging social media and other emerging technologies, and other skills relevant to nonprofit marketers.

PADM 603 Nonprofit Board Development (3 cr. hrs.)

In order to be successful, nonprofit organizations require strong leadership from their Board of Directors. The board responsibility is to oversee the effectiveness of management policies and decisions, including the execution of its strategies. Students in this course will learn the roles and responsibilities of the board, including its paramount duties, and how board accountability by a nonprofit's internal and external stakeholders requires a fully engaged and active board of directors who manage the organization. Students will also discuss how they may increase board members' commitment to the mission and purpose of the organization, and how boards must be active and engaged to fulfill their legal and governance duties.

PADM 604 Nonprofit Fundraising (3 cr. hrs.)

This course covers the fundamentals of effective resource development (i.e., fundraising) for nonprofit organizations. This course will examine the parameters within which nonprofit managers raise funds; the historical, organizational, legal, and ethical contexts of fundraising for nonprofit organizations; the philosophy of philanthropy in the U.S. and the various motivations for giving; and, practical guidelines for identifying potential donors, handling the "ask," providing donor recognition, and utilizing your board effectively for fundraising purposes.

PADM 611 Legal Context for Policy and Public Management (3 cr. hrs.)

This course is intended for non-lawyers such as public planners or government administrators who wish to understand how the law affects the operation of governments as it relates to issues including planning, budgeting, land use and zoning, the environment, infrastructure development, social welfare, and healthcare.

PADM 620 Special Topics in Public Policy (3 cr. hrs.)

This course will review selected topics in public policy and public administration to be studied in relationship to business, the non-profit sector and the public sector. A wide variety of topics will be available to study including at prioritization, program development, agenda building, interest group and elite influence, program implementation, and program assessment.

PADM 696 Independent Study (1-3 cr. hrs.)

The independent study is an opportunity for the student to conduct in-depth study on a topic of interest and/or to provide the opportunity to work closely with a faculty member on a research project. Students must have successfully completed provisional admission requirements and obtain instructor approval. Students are limited to six (6) credit hours of Independent Study coursework put towards elective requirements.

SMT 560 – Administration of Athletics (3 cr. hrs.)

Leadership qualities, management styles, and planning tools will be addressed. Policies and problems of organization and administration of athletic programs and colleges. This course will discuss current issues and events in college athletics.

SMT 570 – Sport Management (3 cr. hrs.)

Evaluation of sport and marketing, including applications of mainstream marketing which include a historical overview of sport marketing, collegiate and professional sporting events, commercial and public organizations, sporting goods, and the sport enterprise.

SMT 590 – Sport Seminar (3 cr. hrs.)

Research and discussion of critical questions in physical education and sport management; topics to be studied will vary according to the concern of seminar students. Guest speakers and sport industry professionals will lecture in many of the classes.

SMT 598 - Internship in Sport Management (3 cr. hrs.)

This course includes on-the-job learning in a sport management setting. Field experience involving supervised contact with Sport administrators.

SMT 700 - Contemporary Issues in the Sport Industry (3 cr. hrs.)

This course examines the relationship between sport, both professional and amateur, and society. Students apply critical thinking skills to analyze current sport-related controversies, and gain a deeper understanding of the relationships between sports and global social issues such as gender, ethnicity, social class, economics, politics and mass media. It will also examine the social and cultural history of sport and its influence on our social institutions, such as politics, the economy and government.

SMT 710 - Sport Marketing (3 cr. hrs.)

Students apply the fundamentals of marketing – target market, product, price, marketing channel, and marketing communication – to the sport industry. Students gain an understanding of sport as a product and its unique aspects.

SMT 720 - Administration of Intercollegiate Athletics (3 cr. hrs.)

This course is a comprehensive overview of what is involved in leading a successful athletic program

SMT 798 - Internship in Sport Management (3 cr. hrs.)

This course includes on-the-job learning in a Sport Industry setting. Field experience involving supervised contact with Sport administrators. Forty-five contact hours per semester hour credit is required. Prerequisites: Completion of all requirements of the Sport Management degree and consent of the Instructor.

STAT 683 Applied Statistical Analysis (1 cr. hr.)

This course is a co-requisite with research project courses, ANAT683 and LSCI 683, the first time a student registers for a research project and as necessary thereafter. The learning will result from independent

consultations with a statistician focused on specific design of the student's research project and subsequent analysis of resulting data from that research project. Pre-requisite: Satisfactory completion of an undergraduate statistics course. Co-Requisite: ANAT 683 or LSCI 683 unless exempted. Course may be repeated for credit. Pass/Fail.

VANT 710 Veterinary Anatomy I (5 cr. hrs.)

The dog and cat will serve as the primary models for studying the anatomy of the body which is vital to matriculate through the veterinary curriculum in preparation to understand the principals of practicing veterinary medicine and entering the medical profession. All anatomical concepts will be studied as systems, as well as, correlated to one another and with topographical/regional anatomy. To encourage student participation in the learning process, information exchange periods precede most labs. Course available to Master of Science degree-seeking students only. Pre-Requisites: Admission to the Master of Science, Biomedical Professions Program Pre-Vet option. Fall.

VANT 720 Veterinary Anatomy II (5 cr. hrs.)

The pony will serve as the primary model for studying large animal anatomy and for comparing equine anatomy with small animal anatomy. Large animal anatomy of the horse, large and small ruminants and the pig which is vital to matriculate through the veterinary curriculum in preparation to understand the principals of practicing veterinary medicine and entering the medical profession will be pursued.

Anatomical concepts will be studied of the various regions of the body and will be correlated with the systemic and with topographical and other regional anatomy. To encourage student participation in the learning process, information exchange periods will precede most labs. Course available to Master of Science degree-seeking students only. Pre-Requisites: Successful completion of CVM 710. Spring.

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FACULTY

While many part-time and adjunct faculty make valuable contributions to the teaching and learning at Lincoln Memorial University, only full-time employees holding faculty rank are included in this catalog. The date following each name indicates year of initial LMU faculty appointment. Periodically, new faculty will be added via the “Updates” page.

Oscar Acosta, 2017

Instructor of Nursing
Diploma (Nursing), Mountainside Hospital School of Nursing
BSN (Nursing), South University
MSN (Nursing), Grand Canyon University

Stephen Adkins, 2017

Assistant Professor of Political Science
BA (Advertising) University of Tennessee
JD Samford University
MPA (Public Administrations) University of Tennessee
PhD (Political Science) University of Tennessee

Anita Airee, 2017

BS (Biology and Chemistry), University of Tennessee- Knoxville
PharmD (Pharmacy), University of Tennessee Health Sciences Center

Stacy Anderson, 2015

Director, Large Animal Clinical Skills Assistant Professor of Large Animal Surgery
MVS (Large Animal Clinical Sciences), University of Saskatchewan, Canada
DVM, Iowa State University

Elizabeth Anderson, 2011

Instructor of Nursing
BSN (Nursing), University of Tennessee–Knoxville
MSN (Nursing), University of Tennessee–Knoxville

Robin Antepara, 2014

Director, International Programs Instructor of Psychology
BA (Music), Boston University
MA (TESOL and Applied Linguistics), Columbia University
PhD (Depth Psychology), Pacifica Graduate Institute

Rhonda Armstrong, 2012

Instructor of Learning Resources Director of the Library
BBA (Information Systems) Middle Tennessee State University
MLS (Library Science) Indiana University

Becky Arnold, 2013

Instructor of Nursing
ASN (Nursing), Walter State Community College
BSN (Nursing), King College
MSN (Nursing), King College

Darnell Arnoult, 2010

Writer in Residence
Assistant Professor of English
BA (American Studies), University of North Carolina–Chapel Hill
MA (English) North Carolina State University MFA (Creative Writing), University of Memphis

Philip Ashley, 2015

Associate Professor of Law
BA (Psychology), Rockford College, Rockford, IL
JD, Tulsa University College of Law
LLM (Taxation), New York University School of Law

Mary Beth Babos, 2008

Associate Professor of Pharmacy
BS (Pharmacy), Duquesne University School of Pharmacy MS (Forensic Toxicology), University of Florida
MS (Pharmaceutical Chemistry), University of Florida PharmD, Albany College of Pharmacy, Union University

Randal Batchelor, 2014

Director of Educational Development and Assessment Assistant Professor of Professional Education
BA (History), Montana State University
MA (History), University of Virginia
EdD (Higher Education Administration), Montana State University

Kristy L. Bay, 2013

Academic Support Counselor Instructor of Religion
BA (French), Belmont University
BA (Commercial Music), Belmont University
MDiv (Academic Research), McAfee School of Theology- Mercer University

Sydney Beckman, 2008

Professor of Law
BA (Psychology), Stephen F. Austin University
JD, Baylor School of Law

Diana Beckner, 2003

Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville
Post Master’s certificate (FNP), East Tennessee State University

Marisa Belote, 2017

Assistant Professor of Nursing
BS (Nursing), University of Florida
MBA, University of South Florida
PhD (Nursing Science), University of South Florida

Kimberly Bengel, 2016

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing Education), University of Phoenix

Bruce Beverly, 2009

Professor of Law
BA, State University of New York at Buffalo
JD, Ohio Northern University

Teresa Bicknell, 2003

Associate Dean, School of Education Associate Professor of Education
BS (Elementary Education), University of Tennessee– Knoxville
MA (Administration and Supervision), Tennessee Technological University

EdS (Administration and Supervision), Tennessee Technological University
EdD (Administration and Supervision), Tennessee State University

Rickie Bond, 2017

Assistant Professor of Athletic Training
BA (Physical Education-Education), Marietta College
MA (Physical Education-Athletic Training), Kent State University
AAS (Physical Therapy Assistant), Kent State University

Joshua Boone, 2013

Assistant Professor of Mathematics
BS (Mathematics), Southern Illinois University-Carbondale
MS (Mathematics), Southern Illinois University-Carbondale
PhD (Mathematics), Southern Illinois University-Carbondale

Ted Booth, 2012

Director of Academic Support Instructor of History and Religion
BA (History), Milligan College
MSSW (Social Work), University of Tennessee-Knoxville
MA (Historical Theology and Religion), Emmanuel Christian Seminary
PhD (History), University of Tennessee-Knoxville

Megan Boring, 2010

Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville

Marilyn Bowman-Hayes, 2015

Director of CSON Online Learning Instructor of Nursing
AA (Nursing), Kansas City Kansas Community College
BBA (Business), Saint Mary College
BSN (Nursing), Saint Mary College
MSN (Nursing), University of Colorado
MBA (Business), MidAmerica Nazarene University

Amanda Bracken, 2016

Assistant Professor of Nursing Assistant Director of Nurse Anesthesia
ASN (Nursing), Cleveland State Community College
BSN (Nursing), University of Tennessee, Knoxville
MS (Nurse Anesthesia), Middle Tennessee School of Anesthesia
DNP (Nurse Anesthesia), Baylor College of Medicine

Rebecca Brackmann, 2006

Associate Professor of English
BA (English), Illinois Wesleyan University
MA (English), University of Illinois Urbana-Champaign
PhD (English), University of Illinois Urbana-Champaign

Donna Kay Bradley, 2011

Instructor of Nursing
BSN (Nursing), Tennessee Wesleyan College
MSN (Nursing), Liberty University

Deborah Brickner, 2016

Assistant Professor of Nursing
BSN (Nursing), New York University
MSN (Midwifery), Columbia University
FNP, Frontier Nursing University
DNP, Frontier Nursing University

Michael Brooks, 2015

Institutional Effectiveness Associate and Data Analyst; Instructor of Religion, Education
BA (Pastoral Ministry), Clear Creek Baptist Bible College
MREd (Religious Education), Liberty Baptist Theological Seminary
MDiv (Professional Ministries), Liberty Baptist Theological Seminary
EdD (Educational Leadership), Union University

Robin Brooks, 2014

Instructor of Nursing
AAS (Nursing), Grayson County College
BSN (Nursing), University of Texas MSN (Nursing), University of Texas

Juanita Brown, 2014

Assistant Professor of OMM
ASN (Nursing), Vermont College
BS (Biology), Florida Southern University
DO, NOVA Southwestern College of Osteopathic Medicine

Sheri Browning, 2015

Assistant Professor of Psychology
BA (Biology and Psychology), University of Virginia
PhD (Psychology), University of Tennessee-Knoxville

Lynda Browning, 2014

Instructor of Nursing
ADN (Nursing), Western Oklahoma State College
BSN (Nursing), Chamberlain College
MSN (Nursing), University of Alabama-Birmingham

Anne Marie Buchanan, 2013

Assistant Professor of Social Work
BSW (Social Work), Oakwood College
MSW (Clinical Social Work), University of Central Florida
PhD (Human Services and Management of Non-Profit Agencies), Capella University

Lynn Stevenson-Burger, 2013

Assistant Professor of Education
BS (Special Education), Southern Illinois University
MEd (Guidance and Counseling), Colorado State University
CAS (Educational Administration), Drake University
PhD (Educational Administration), Iowa State University

Michael Burger, 2011

Assistant Professor of Education
BA (Chemistry), Hastings College
MEd (Educational Administration), University of Nebraska- Lincoln
EdD (Educational Administration, Curriculum and Instruction), University of Nebraska-Lincoln

Rebecca Burleson, 2009

Assistant Professor of Education
BS (Elementary Education), East Tennessee State University MEd (Special Education), East Tennessee State University EdD (Special Education), University of Kentucky

Teresa Campbell, 2010

Associate Professor of Pathology BS (Chemistry), Mars Hill College
MD, Medical University of South Carolina

Karen Glass Carter, 2008

Assistant Dean, Undergraduate Programs, Business Assistant
Professor of Business
BS (Business Education), Radford University
MS (Management Information System), Bowie State University
PhD (Occupational/Technical Studies), Old Dominion University

Jane Castle, 2014

Professor of Nursing
Professional Nursing Diploma, Roanoke Memorial Hospital School
of Nursing
BSN (Nursing), East Tennessee State University MSN (Nursing),
University of Virginia
PhD (Nursing), Boston College

Chessica Cave, 2014

Assistant Professor of Education
BA (Interdisciplinary Studies), Virginia Intermont College MEd
(Administration and Supervision), Lincoln Memorial University
EdS (Administration and Supervision), Lincoln Memorial University
EdD, (Curriculum and Instruction), Lincoln Memorial University

Noel Cawley, 2017

Assistant Professor of Biology, Plant Science
BS Crop and Soil Environmental Sciences
MS Crop Science, North Carolina State University
PhD Soil and Water Science, University of Florida

Seth Chapman, 2016

Assistant Professor of Clinical Pathology
BS (Biology), University of the South
MS (Veterinary Pathology), Texas A&M University
DVM, University of Tennessee-Knoxville

Undine Christmann, 2015

Associate Professor of Veterinary Medicine
MS (Biomedical Sciences), Auburn University
MPH (Biomedical and Veterinary Sciences), Virginia Tech
PhD (Biomedical and Veterinary Sciences), Virginia Tech
DVM (Veterinary Medicine), Université de Liège

Mahdia Ben Salem Churchwell, 2011

Assistant Professor of Foreign Language
BA (Foreign Language), Nice University–France
MA (Foreign Language), Nice University–France
PhD (Modern Foreign Language), University of Tennessee-
Knoxville

Timothy Clayton, 2013

Assistant Professor of Mathematics
BS (Mathematics), Lee College
MS (Applied Mathematics), University of Tennessee- Knoxville
PhD (Mathematics), University of Tennessee-Knoxville

Vicki Clevinger 2017

Assistant Professor of Education
BS (English), East Tennessee State University
MA (English), East Tennessee State University
EdD, East Tennessee State University

Kelly Cole, 2013

Instructor of Nursing

Diploma (Registered Nurse), St. Mary's School of Nursing,
Knoxville, TN
BSN (Nursing), King College
MSN (Nursing Education), King College

Clarence Colle, 2010

Professor of Microbiology
Associate Dean of Preclinical Academic Affairs/Basic Medical
Sciences
BS (Geology), Mount Union College, Alliance, OH
PhD, Louisiana State University Health Sciences Center

Joy Collingsworth, 2013

Assistant Professor of Education
BS (Education), Lincoln Memorial University
MEd (Educational Administration Supervision), Lincoln Memorial
University
EdD (Educational Leadership), East Tennessee State University

Shannon Collins, 2014

Professor of Education
BS (Education), University of Tennessee-Knoxville
MS (Special Education), University of Tennessee-Knoxville
PhD (Education), University of Tennessee-Knoxville

Ismael Concha-Albornoz, 2015

Assistant Professor of Anatomy
MS (Veterinary Science), Oregon State University
DVM (Veterinary Medicine), Santo Tomás University

Stephanie Conder, 2016

Instructor of Nursing
ASN (Nursing), Jackson State Community College
BSN (Nursing), University of Tennessee at Martin
MSN (Nursing), University of Alabama Birmingham
DNP (Nursing), University of Alabama

David Cook, 2014

Assistant Professor of Education
BS (Social Studies Secondary Education), University of Tennessee-
Knoxville
MS (Special Education), University of Tennessee-Knoxville
EdD (Education Leadership), University of Tennessee- Knoxville

Jeffrey Cook, 2009

Instructor of Music
BM (Music-Instrumental Performance), University of Miami
MM (Music-Instrumental Performance), University of Miami

Kevin Cooper, 2013

Assistant Professor of Physics
BS (Physics), Morehead State University
MS (Experimental Nuclear Physics), Ohio University
PhD (Experimental Matter Physics), Ohio University

Anya Kerin Cope, 2017

Assistant Professor of Internal Medicine
BA (History), University of Virginia
DO, Pikeville College School of Osteopathic Medicine

Joseph Cosgriff, 2013

Assistant Professor of Education Special Education Program Director
BFA (Fine Arts), Brigham Young

MFA (Fine Arts), Virginia Commonwealth University
MSEd (Special Education), Old Dominion University
PhD (Special Education), Vanderbilt University

Andrew Courtner 2017

Assistant Professor of Education
BS (Business Administration), Union University
MBA (Marketing), Post University
MEd (Evaluation & Measurement), Kent State University
EdD (Educational Leadership in Higher Ed), Union University
PhD (Exceptional Learning in Program Evaluation & Planning),
Tennessee Tech

Stephen Cowan, 2014

Program Director, Philosophy & Religion Associate Professor of
Philosophy & Religion
BA (Sociology), University of Southern Mississippi
MDiv., Southwestern Baptist Theological Seminary
MA (Philosophy), University of Arkansas
PhD (Philosophy), University of Arkansas

Jeffrey R. Darrow, 2003

Associate Professor of Mathematics Chair, Department of
Mathematics
BS (Secondary Education/Mathematics), Bloomsburg University of
Pennsylvania
MS (Mathematics), Shippensburg University of Pennsylvania
DA (Mathematics), Idaho State University

John Dascanio, 2014

Executive Associate Dean for Academic Affairs, CVM Professor of
Theriogenology
BS (Animal Bioscience), Pennsylvania State University
VMD, Pennsylvania State University

Rebecca Davidson, 2011

Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville
PhD (Nursing Education), Capella University

Gwendolyn M. Davis, 2007

Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), Saint Joseph's College

Wayne Davis, 2015

Assistant Professor of Criminology & Criminal Justice
BSE (Electrical Engineering), University of Michigan- Dearborn
MSA (Business Administration), Madonna University, Michigan
PhD (Public Safety), Capella University

Melissa Day, 2016

Assistant Professor of Physician Assistant Studies Bachelor of Arts,
University of the Cumberlands (major in Biology, minor in
Chemistry and Spanish)
MPAS, University of the Cumberlands

Tammy Dean, 1988

Associate Professor of Nursing Assistant Dean CSON
Chair BSN Program
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville

DNP (Nursing Administration), Samford University

Daniel N. DeBord, 1987

Professor of English and American Studies
BA (Political Science and Sociology), University of
Mississippi
MFA (Creative Writing), University of Alabama
DA (English), University of Mississippi

Jacques Debrot, 2004

Associate Professor of English
Chair, Department of Literature and Language
BA (English and American Literature and Language), City College
(The City University), New York
MA (English and American Literature and Language), Harvard
University
PhD (English and American Literature and Language), Harvard
University

Donna Deean, 2016

Instructor of Nursing
ASN (Nursing), University of the State of New York
BSN (Nursing), University of the State of New York
MPH/HPA, University of Tennessee
MSN (Nursing Administration), University of Tennessee

Lea Dodge, 2017

Assistant Professor of Nursing Executive Director, Tampa Site
Diploma (Registered Nurse), Lawrence Memorial Hospital School of
Nursing
BSN (Nursing), Salem State College
MSN (Nursing,) University of Phoenix
DNP/Family Nurse Practitioner, University of Massachusetts

Beatriz Dudzik, 2015

Assistant Professor of Anatomy
BA (Anthropology), University of Tennessee-Knoxville
MA (Forensic Anthropology), University of Montana
PhD (Anthropology), University of Tennessee-Knoxville

Phyllis duMont, 2012

Professor of Nursing
BSN (Nursing), Indiana University of Nursing
MSN (Nursing), University of Tennessee -Knoxville
Post-Masters Certificate (FNP), Carson Newman College
PhD (Nursing), University of Tennessee-Knoxville

Jay Edwards, 2015

Associate Professor of Business Leadership
Interim Chair, School of Business, Graduate Programs
BS (Business Management), National-Louis University
MBA (Human Resources), Troy State University
PhD (Organization and Management), Capella University

Steven Edwards, 2005

Assistant Professor of Medical Laboratory Science
BS (Medical Technology), Lincoln Memorial University
MS (Clinical Laboratory Science), University of North Dakota

Joel David Effler, 2011

Assistant Professor of Education
BA (Psychology), University of Tennessee

MA (Clinical Psychology), Appalachian State University PhD
(Education), University of Tennessee-Knoxville

Joan Eiffe, 1992

Assistant Professor of Nursing
BSN (Nursing), East Tennessee State University
MSN (Nursing), Saint Joseph's College

Okila Elboeva, 2015

Assistant Professor of Economics
BA (Finance), Tashkent Institute of Finance
MA (Economics), University of Tennessee-Knoxville
PhD (Economics), University of Tennessee-Knoxville

Jami England, 2014

Instructor of Nursing, Clinical Facilitator
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), Vanderbilt University

Billy Joe Engle, 2003

Associate Professor of Medical Laboratory Science Chair,
Department of Medical Laboratory Science
BHS (Medical Technology), University of Kentucky
MS (Clinical Laboratory Science), University of North Dakota
MA (Theology), Emmanuel Baptist University
ThD (Theology), Emmanuel Baptist University
DDiv (Divinity), Emmanuel Baptist University

Lisa Ebner, 2015

Assistant Professor of Anesthesiology
BSA (Animal Science), University of Georgia
MS (Comparative and Veterinary Medicine), Ohio State University
DVM, University of Georgia College of Veterinary Medicine

Hedy Edmund, 2017

Instructor of Nursing
Certificate in Midwifery, Gloucester Royal Hospital, Gloucester,
England
Diploma (Nursing), Southmead School of Nursing, Bristol, England
BSN (Nursing), University of Phoenix
MSN (Nursing Education), University of South Florida

Randall K. Evans, 1989

Associate Dean for Career Services and Professional Development,
CVM
Professor of Veterinary Medicine
DVM (Veterinary Medicine), Auburn University

Stephen C. Everly, 2003

Associate Professor of Chemistry
Chair, Department of Chemistry and Physics
BS (Chemistry), United States Naval Academy
PhD (Chemistry), University of Idaho

Stacie Fairley, 2017

Assistant Professor of Microbiology
BS (Biological Science), Alabama State University
PhD (Microbiology, Immunology and Nanoscience), Alabama State
University

M. Akram Faizer, 2011

Professor of Law

BA, McGill University
JD, University of Notre Dame Law School

Charles Faulkner, 2011

Associate Professor of Parasitology
BA (Anthropology), University of Tennessee-Knoxville
MA (Anthropology), University of Tennessee-Knoxville
PhD (Anthropology), University of Tennessee-Knoxville

Vina Faulkner, 2001

MS Veterinary Biomedical Science Program Director Associate
Professor of Virology
BS (Biology), Mt. Senario College
MS (Biology), University of Wisconsin-Eau Claire
PhD (Comparative and Experimental Medicine), University of
Tennessee-Knoxville

David Ferguson, 2017

BA (Biology), University of Missouri, Columbia
MSPH (Faculty Development and Research), University of Missouri,
Columbia
MD (Medical Doctor), University of Medicine

Clint Field, 2017

Assistant Professor of Biology, Anatomy and Physiology
BS Zoology, Idaho State University
MD (Medicine), University of Texas Health Science Center at San
Antonio

Douglas Fitzovich, 2008

Professor of Physiology
BGS (General Studies), University of Kentucky
PhD (Physiology and Biophysics), University of Kentucky

Janice Floyd, 2014

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), King University
MSN (Nursing), King University
MBA (Business), King University
DNP (Nursing), University of Tennessee-Chattanooga

Karen Foster 2017

Director of edTPA
Assistant Professor of Education
BS (Elementary Education), University of Tennessee- Knoxville
MS (Elementary Education and Reading Education), Portland State
University
PhD (Curriculum and Instruction – Elementary Education, Research
Cognate), University of Southern Mississippi

Thomas Fotopoulos, 2017

Associate Professor of Osteopathic Manipulative Medicine
BA (Science), Florida Atlantic University
DO, Nova Southeastern University College of Osteopathic Medicine,
Fort Lauderdale, FL

Jason Fowler, 2012

Associate Professor of Biochemistry
AS (Biology), Columbus State Community College
BS (Biochemistry), Ohio State University
PhD (Biochemistry), Ohio State University

Ashley Fultz, 2015

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (FNP), Lincoln Memorial University

Cherie Gaines, 2011

Assistant Professor of Education
AS (Elementary Education), Roane State Community College
BS (Multidisciplinary Studies), Tennessee Technological University
MS (Education), Tennessee Technological University
EdS (Education), Tennessee Technological University
PhD (Education), University of Tennessee-Knoxville

John Gassler, 2013

Assistant Professor of Anatomy
AA (Pre-Physical Therapy), University of Florida
BS (Physical Therapy), Medical College of Georgia
MS (Anatomy), Medical College of Georgia
DPT (Physical Therapy), Hardin-Simmons University

Charlie Gee, 2016

Assistant Professor of Media Communications
BA (Communications) Middle Tennessee State University
MA (Communications) University of Tennessee
PhD (Communications and Information) University of Tennessee

Michael Giles, 2015

Assistant Professor of Art
BFA (Painting & Drawing), Ohio State University
MFA (Painting & Drawing), University of Tennessee- Knoxville

William Gill, 2015

Interim Director of Legal Writing and Assessment Assistant
Professor of Law
BA (English Literature), University of Tennessee-Knoxville
JD, Emory University School of Law

Joe Gill, 2016

Assistant Professor of Theatre
BA (Theatre Arts/Dance), California State University, Los Angeles
MFA (Theater), Naropa University

Jessey Gilley, 2015

Assistant Professor of Geography
BA (Geography, Political Science), Concord University
MA (Geography), Ohio University
PhD (Geography), University of Kansas

Lee Gilroy, 2014

Assistant Professor of Psychology
BA (Psychology), Florida Atlantic University
MA (Psychology), Florida Atlantic University
PhD (Cognitive/Experimental Psychology), Florida Atlantic University

Jennifer Godsey, 2015

Veterinarian-VHST
BA (Biology), Maryville College
DVM, University of Tennessee College of Veterinary Medicine

Jody Goins, 2016

Vice President of Admissions, Athletics, and Public Relations
Instructor of Education

BA (History Education), Lincoln Memorial University
MEd (Education Administration & Supervision), Lincoln Memorial University
EdS (Educational Administration & Supervision), Lincoln Memorial University
EdD (Executive Leadership), Lincoln Memorial University

Christy Graham, 2010

Vice President for Finance
Assistant Professor of Management
BBA (Accounting), Lincoln Memorial University
MBA (Business Administration), Lincoln Memorial University
MAcc (Accounting), Golden Gate University

Susan Gratz, 2016

Chair/Assistant Dean, Initial Teacher Licensure Undergraduate
Assistant Professor of Education AS, Business
BBA, Office Management
MS Adult and Technological Education EdS Curriculum and Instruction
EdD Executive Leadership

Dan Graves, 2004

Coordinator, Accessible Education Services Instructor of Psychology
BS (Psychology), University of Maryland
MEd (Counseling and Guidance), Lincoln Memorial University
MBA Lincoln Memorial University
EdD (Counseling Psychology), Argosy University

Sarah Griffith, 2012

Instructor of Nursing
AAS ((Nursing), St. Clair County Community College
BSN (Nursing), Kaplan University
MSN (Nurse Educator Track), Liberty University

Donny Grigsby, 2011

Head Athletic Trainer
BS (Athletic Training), Lincoln Memorial University
MEd (Counseling and Guidance), Lincoln Memorial University

Adam Gromley, 2012

Associate Professor of Molecular/Cellular Biology
BS (Microbiology and Molecular Cell Sciences), University of Memphis
PhD (Biomedical Sciences), University of Massachusetts Medical School

Zeynep Gromley, 2012

Associate Professor of Biochemistry
Bachelors, Dokuz Eylul University, Turkey Masters, Dokuz Eylul University, Turkey
PhD (Biochemistry), The Medical College of Wisconsin

John Grove, 2015

Assistant Professor of Political Science
BA (Political Science), Christopher Newport University, Virginia
MA (Political Science), Northern Illinois University
PhD (Political Science), Northern Illinois University

Julie Hall, 2014

Assistant Professor of Molecular Biology
BS (Biotechnology), Elizabethtown College
PhD (Biology), University of North Carolina- Chapel Hill

Beverly Hamilton, 2016

Program Director, Master of Science Biomedical Professions
Associate Professor of Biology
BS (Biology), Virginia Commonwealth University
MBA, Strayer University
PhD (Immunology and Microbiology), Virginia Commonwealth University

Stewart Harris, 2016

Visiting Associate Professor of Law
BA (Public & International Affairs), Princeton University
JD, University of Pennsylvania School of Law

Ingrid Hart, 2015

Associate Professor of Accounting
MBA (Accounting), Lee University
DBA (Accounting), University of Tennessee

Michael Hayes, 2011

Assistant Professor of Education
BS (Music Education), Tennessee Technological University
MS (Education Administration and Supervision), University of Tennessee-Knoxville
EdD (Counseling Psychology Enrollment), Argosy University-Sarasota

Angela Heatherly, 2014

Instructor of Nursing
LPN (Nursing), Jacksboro Area Vocational School
AAS (Nursing), Excelsior College
BSN (Nursing), King College
MSN (Nursing), King College

Melissa Henderson, 2012

Assistant Professor of Biochemistry and Molecular Biology
BS (Biology), Northern Arizona University
PhD (Biochemistry and Molecular Biology), East Carolina University

Erin Hermann, 2017

Instructor of Nursing
BSN (Nursing), University of Tennessee-Chattanooga
MSN (Nursing), Old Dominion University

Donna Hermey, 2009

BS (Biology), Muhlenberg College
PhD (Anatomy and Cell Biology), Temple University School of Medicine

Earl J. Hess, 1989

Associate Professor of History
Stewart McClelland Distinguished Professor in Humanities
BA (History), Southeast Missouri State University
MA (History), Southeast Missouri State University
PhD (American Studies), Purdue University

Rick Hesse, 2016

Assistant Professor of Business
BS (Engineering Sciences), Washington University, St. Louis
MS (Applied Math & Computer Science), Washington University, St. Louis
DSC (Applied Math & Computer Science), Washington University, St. Louis

Jaime Hinojosa, 2014

Assistant Professor of Clinical Anatomy
BS (Biology, Chemistry), University of Texas- Brownsville
MD (Medicine), University of Texas Health ScienceCenter, Houston

Rex Hobbs, 2013

Director, PA Program Professor of PA Studies
BS (Physician Assistant Studies), University of Texas Medical Branch, Galveston
MPAS, (Family Medicine), University of Nebraska Medical Center

John R. Hoellman, 2008

Assistant Professor of Biology
BS (Microbiology), East Tennessee State University
MS (Microbiology), East Tennessee State University
PhD (Biomedical Sciences), East Tennessee State University

Glen Hoffsis, 2014

Special Assistant to the President for College of Veterinary Medicine
Professor of Veterinary Medicine
BS (Agriculture), Ohio State University
MS, Ohio State University
DVM, Ohio State University

Roger Holt, 2011

Assistant Professor of Management
BS (Business Administration), Lincoln Memorial University
MA (Human Relations/Management), Webster College
DBA (Business Administration), Nova Southeastern University

Charles Hubbard, 1995

Professor of History
The Abraham Lincoln Historian
BA (History and Philosophy), Mercer University
MA (History), Middle Tennessee State University
PhD (History), University of Tennessee-Knoxville

Stephanie Hull, 2011

Associate Professor of PA Studies Associate Program Director
BS (Physician Assistant Studies), Pennsylvania College of Technology
MS (Emergency Medicine), Alderson Broaddus College, Philippi

Melissa Humfleet, 2004

Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University
DNP (Nursing), UT Chattanooga

April James, 2010

Associate Professor of Law
BA (English), Lincoln Memorial University
JD, Samford University- Cumberland School of Law

Amiel Jarstfer, 2010

Vice President for Academic Affairs Professor of Biology
BS (Biology), Friends University
PhD (Plant Pathology), University of Florida

Sherry Jimenez, 2017

Associate Dean for Assessment and Interprofessional Education

Assistant Professor of Medical Education
BS (Finance/Economics) Rochester Institute of Technology
MS (Management) Nazareth College
EdD (Executive Leadership), St. John Fisher College

Jason Johnson, 2012

Vice President and Dean, College of Veterinary Medicine Associate
Professor of Theriogenology
MS (Biomedical Sciences), Auburn University
DVM (Veterinary Medicine), Auburn University

Jennifer Johnson, 2016

Assistant Professor of Veterinary Medicine
BS (Animal and Dairy Science), Auburn University
DVM, Auburn University, College of Veterinary Medicine

Judy Johnson, 2013

Instructor of Nursing
LPN (Nursing), Cumberland Valley Health Occupations
AAS (Business), Southeast Community College
ASN (Nursing), Walters State Community College
BSN (Nursing), Excelsior College
MSN (Nursing), Walden University
DNP (Nursing), Walden University

Kathryn Jones, 2016

Instructor of Nursing
BSN (Nursing), Austin Peay State University
MSN (Nursing), Liberty University

Katie Jones, 2017

Visiting Assistant Professor of Law
BA (Political Science & Sociology), University of North Carolina-
Chapel Hill
JD, University of Tennessee College of Law

Christopher Kelly, 2017

Director of Clinical Skills, CVM
Assistant Professor of Veterinary Medicine
BA (Biology), Knox College
DVM, Iowa State University

Brian Kessler, 2015

Vice President and Dean, DeBusk College of Osteopathic Medicine
Professor of Family Medicine
BS (Biology), Saint Vincent College
DO, Lake Erie College of Osteopathic Medicine

Dennis Kiick, 2006

Professor of Biochemistry
BS (Biology), San Diego State University
MS (Biochemistry), LSU Medical Center
PhD (Biochemistry) University of North Texas

Young Kim, 2013

Assistant Professor of Music
BM (Piano Performance), Tennessee Tech
MM (Piano Performance), University of Tennessee-Knoxville
DMA (Piano Performance), Louisiana State University

Julia Kirk 2017

Assistant Professor of Education
BBA (Accounting), University of Tennessee-Knoxville

MBE, Middle Tennessee State University
PhD (Educational Psychology & Research), University of Tennessee-
Knoxville

Gavin Kirton, 2015

Assistant Professor of Chemistry
BS (Chemistry), Murdoch University- Australia
PhD (Chemistry), Australian National University

Teresa Kiser, 2016

Instructor of Nursing
BSN (Nursing), Wright State University
MSN (Nursing), University of Cincinnati
FNP (Nursing), University of Tennessee at Knoxville

Susanna Kitts-Morgan, 2015

Assistant Professor of Physiology
BS (Biology), Bluefield College
MS (Animal and Food Sciences), University of Kentucky
PhD (Animal and Food Sciences), University of Kentucky

Lynda Miller, 2017

Assistant Professor of Theriogenology
BS (Animal Science/Pre-Vet), University of Wisconsin
DVM, University of Florida
PhD (Anthropology), The Ohio State University

Adam Kolatorowicz, 2015

Assistant Professor of Anatomy
AA (Anthropology), College of Lake County, Grayslake, IL
BS (Anthropology), Northern Illinois University
MS (Human Biology), University of Indianapolis
PhD (Anthropology), The Ohio State University

Rachelle Kuhn, 2014

Assistant Professor of Physician Assistant Studies
BGS (Health and Physical Education), Ball State University
MPH (Health Promotion and Health Education), University of
Toledo

Stan Kunigelis, 2009

Professor of Physiology
BSc. (Biology), York University, Canada
MSc. (Biology), York University, Canada
PhD (Biology), York University, Canada

Vonda Laughlin, 2017

Director of Bar Skills & Associate Professor of Law
BA (Human Services), University of Tennessee
JD, University of Tennessee College of Law
LL.M (Insurance Law), University of Connecticut School of Law

Jonathan Leo, 2006

Executive Vice Dean for Academic Affairs Professor of Anatomy
BA, Macalester College
PhD (Anatomy), University of Iowa

Joy Lewis, 2010

Instructor, Nurse Anesthesia Program
BSN (Nursing), University of Kentucky
MSN (Nursing Anesthesia), University of Tennessee Health Science
Center

Carrie Lingerfelt, 2013

Instructor of Nursing
BSN (Nursing), East Tennessee State University
MSN (Nursing), Vanderbilt University

June Llerena, 2017

Instructor of Nursing
ADN (Nursing), Prince George's Community College
BSN (Nursing), Millersville University
MSN (Nursing), University of South Florida

Chasity Long, 2015

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BS (Biology), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (FNP), Lincoln Memorial University

Brandon Lutterman, 2015

Assistant Professor of Visual Art
BFA (Ceramics), Minnesota State University- Mankato
MA (Ceramics), Minnesota State University-Mankato
MFA (Ceramics), Kansas State University

Teresa Lyle, 2017

Assistant Professor of Nursing
BSN (Nursing), University of Florida
MSN (Nursing), Emory University
Pediatric Nurse Practitioner, University of Texas at Arlington
DNP (Nursing), University of Tennessee at Chattanooga

Sylvia Lynch, 2010

Dean, Carter and Moyers School of Education
Associate Professor of Education
BS (Education), Lincoln Memorial University
BA (English), Lincoln Memorial University
MS (English Education), University of Tennessee-Knoxville
EdD (Curriculum & Instruction), University of Tennessee- Knoxville

Matthew Lyon, 2011

Associate Dean for Academic Affairs, DSOL Professor of Law
BA (Public Policy), The College of William & Mary
MPA (Public Administration), Syracuse University
JD, Northwestern University School of Law

Verna Mason 2017

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University

James Maxwell, 2017

Dean of the School of Business and Professor of Management
BS (Management), Maryville University
MBA (Management/Marketing), Maryville University
D.MGT. (Management), Webster University
Ph.D. (Technology Management/Human Resource Development & Industrial Training)

James McAllister, 2015

Assistant Professor of Music
BM (Music Education), Shenandoah University, Virginia

MM (Wind Conducting), University of Delaware
PhD (Music Education), University of Kansas

John McCook 2017

Program Director MEdITL Program Assistant Professor of Education
BS (Math & Physics), Oglethorpe University
MS (Physics), University of Tennessee-Knoxville
EdD (Education Research Statistics & Science Ed, Higher Ed, Math Ed, Curriculum & Instruction), UT

Timothy McCoy, 2011

Assistant Professor of Business
BS (Business Administration), Lincoln Memorial University
MBA (Business Administration), Lincoln Memorial University

Diane McCroskey, 2013

Instructor of Nursing
Diploma (Registered Nurse), St. Mary's School of Nursing
Diploma (Biblical Studies), Liberty University
BSN (Nursing), King College
MSN (Nursing Education), King College

Christy McGhee, 2015

Assistant Professor of PA Studies
BS (Physician Assistant Studies), Jefferson College of Health Sciences
BS (Biology), King College, Bristol, TN
MPAS, (Orthopedics), Nebraska Medical Center

Gloria McMahan, 2013

Instructor of Nursing
AAS (Nursing), Walters State Community College
BSN (Nursing), King College
MSN (Nursing Administration), King College

Ahleasha M. McNeal, 2006

Instructor of Health, Physical Education and Exercise Science
BS (Athletic Training-Physical Education), Lincoln Memorial University
MS (Exercise Science), Arkansas State University

Carmen Miller, 2011

Instructor of Nursing
AS (Biology), Lincoln Land Community College
ASN (Nursing), Lincoln Memorial University
MSN (Clinical Nurse Specialist/Adult), Vanderbilt University

Paula Miksa, 2009

Director of Clinical Education
Associate Professor of Physician Assistant Studies
BS (Biology), Virginia Tech
MHS (Phys. Assistant studies), University of South Alabama

Mary Anne Modrcin, 2001

Vice President for Extended Learning Sites Dean, Caylor School of Nursing and Professor of Nursing
BSN (Nursing), University of Kansas
MSN (Nursing), Boston University
PhD (Nursing), University of Tennessee-Knoxville

Mark Moran, 2010

Assistant Dean of New Program Development Associate Professor of Physician Assistant Studies

BS (Biology), King College, Bristol, TN
BS (Health Sciences), James Madison University
MPAS, (Emergency Medicine), Nebraska Medical Center

Travis Muncy, 2010

Assistant Professor of Business
BBA (Business Administration), Lincoln Memorial University
MBA (Business Administration), Lincoln Memorial University

Patricia Murphree, 2015

Professor of Education
BS (Home Economics), Berea College
MS (Guidance and Counseling Secondary), Radford University
EdD (Curriculum and Instruction), University of Sarasota

Paul Nader, 2015

Assistant Professor of Veterinary Anatomy
BS (Zoology), University of North Carolina Chapel Hill
DVM, North Carolina State University

Vinayak Nahar, 2016

Assistant Professor of Public Health and Research
MS (Health Promotion), University of Mississippi
MD, Vitebsk State Medical University, Republic of Belarus
PhD (Health Behavior and Promotion), University of Mississippi

Joanna Neilson, 2005

Assistant Professor of History Chair, Department of Humanities
BA (History and Dramatic Arts), Centre College
MA (History), Florida State University
PhD (History), Florida State University

Jennifer H. Newcome, 2009

Instructor of Learning Resources Electronic Resources Librarian
BA (Writing and Communication), Maryville College
MS (Information Sciences), University of Tennessee- Knoxville
EdS (Educational Administration and Supervision), Lincoln Memorial University

Tanya Parton Noah, 2006

Instructor of Mathematics
BS (Mathematics), Lincoln Memorial University
MS (Mathematics), Eastern Kentucky University

Stephen Noe, 2014

Director of Didactic Education
Assistant Professor of Physician Assistant BS (Biology), University of Kentucky
MPAS, University of Kentucky

Howard Norris, 1999

Associate Professor of Education
BS (Elementary Education), University of Alabama
MA (Educational Administration), University of Alabama
EdD (Educational Administration), University of Alabama

Kelly Nunn, 2013

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing-FNP), Lincoln Memorial University
DNP (Nursing), University of Tennessee-Chattanooga

Crystal Odle, 2013

Associate Professor of Nursing
Assistant Director, Nurse Anesthesia Concentration
ASN (Nursing), Southwest Virginia Community College
BSN (Nursing) University of Virginia's College at Wise
MSNA (Nurse Anesthesia), Virginia Commonwealth University
DNAP (Nurse Anesthesia), Virginia Commonwealth University

Megan Owens, 2016

Director of Career Services
Instructor of Education
BA (Sociology), East Tennessee State University
MS (Counseling in Higher Education), East Tennessee State University
EdD (Educational Leadership and Policy Analysis), East Tennessee State University

Cheryl Page, 2010

Professor of Law
BA, Howard University
JD, Texas Tech University School of Law

Dominic Palazzolo, 2008

Professor of Physiology
BS (Biology), Providence College, RI
MS (Anatomy and Physiology), Kansas State University
PhD (Physiology), Kansas State University

Thomas Allen Pannell, 2015

Program Director, Masters of Business Analytics Assistant Professor of Business Analytics
BS (Business Administration), University of Tennessee- Knoxville
MS (Statistics), University of Tennessee-Knoxville
PhD (Statistics), University of Tennessee-Knoxville

Kay Paris, 1987

Chair, Department of Social Work Professor of Social Work
BA (Anthropology), University of Georgia
MSLS (Library Science), University of Tennessee-Knoxville
MS (Adult Education), University of Tennessee-Knoxville
MSSW (Social Work), University of Tennessee-Knoxville
PhD (Social Work), University of Tennessee-Knoxville

Carolyn Peace, 2017

Instructor of Nursing
ADN (Nursing), Cumberland College
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University

Gilbert Patterson, 2016

Principal Researcher & Program Manager for CAHA
BS (Animal Science), University of Vermont
VMD, University of Pennsylvania
MPH, University of Minnesota-School of Public Health

Katherine Pebworth, 2004

Chair, Department of Health, Physical Education and Exercise Science
Professor of Health, Physical Education and Exercise Science
BS (Health and Physical Education), Berry College
MA Ed (Physical Education), University of North Alabama
PhD (Physical Education), University of South Carolina

Amy Pettit, 2007

Assistant Professor of Nursing
 BSN (Nursing), University of Tennessee-Knoxville
 MSN (Nursing Administration), Vanderbilt University
 DNP (Nursing Administration), Samford University

Catherine Pfent, 2015

Assistant Professor of Pathology
 BA (Molecular Biology), Wayne State University
 MS (Molecular Biology), Wayne State University
 DVM (Veterinary Medicine), Michigan State University

Bess Pierce, 2016

Associate Professor of Small Animal Internal Medicine
 BS (Biology), Tulane University
 MS (Wildlife Biology), Auburn University
 DVM, Auburn University

Rebecca Pierce, 2016

Clinical Relations Lead Veterinarian I Assistant Professor of
 Veterinary Medicine
 BS (Animal Science), Brigham Young University
 BVM, The Royal Veterinary College

Bonnie Price, 2015

Assistant Professor of Veterinary Science Veterinarian-VHST
 BA (Anthropology), University of Tennessee-Knoxville
 BS (Biological Sciences), University of Tennessee-Knoxville
 MPH (Public Health), University of Tennessee-Knoxville
 DVM (Veterinary Medicine), University of Tennessee- Knoxville

Ashleigh Prince, 2012

Assistant Professor of Chemistry
 BS (Chemistry), West Virginia Wesleyan College
 PhD (Chemistry), University of Tennessee-Knoxville

Lisa Pullen, 2001

Professor of Nursing
 Director, Psychiatric Mental Health Nurse Practitioner Concentration
 ADN (Nursing), Gadsden State University
 BSN (Nursing), Jacksonville State University
 MSN (Family Nurse Practitioner), Mississippi University for Women
 PhD (Educational Psychology), Mississippi State University

Syed Quadri, 2017

BS (Pharmaceutical Sciences), Shedan College of Pharmacy
 PhD (Physiology and Pharmacology), University of Louisiana-
 Monroe

Edwin Quinn, 2015

Assistant Professor of Management
 BA (Anthropology), University of Mississippi
 MA (Communications), Mississippi College
 DBA (Management), Argosy University

Krystal Rall, 2016

Instructor of Nursing
 ASN (Nursing), Angelo State University
 BSN (Nursing), Angelo State University
 MSN (Nursing), Kaplan University

Melanie Reid, 2010

Associate Dean of Faculty Professor of Law
 BBA (Management), University of Notre Dame MA (Spanish),
 Middlebury College
 JD, University of Notre Dame

Jana Redmond, 2011

Instructor of Learning Resources Information Literacy Librarian
 BA (English), Lincoln Memorial University
 MA (English), Clemson University
 MS (Information Sciences), University of Tennessee- Knoxville

Debbie Reynoldson, 2012

Instructor of Nursing
 ASN (Nursing), Walter State Community College
 BSN (Nursing), East Tennessee State University
 MSN (Nursing/Healthcare Education), University of Phoenix

Jerry Roberson, 2015

Professor of Large Animal Internal Medicine
 BS (Animal Science), Oklahoma State University
 DVM, Oklahoma State University
 PhD (Veterinary Science), Washington State University

Stanley Robertson, 2016

Clinical Relations Lead Veterinarian II Associate Professor of
 Veterinary Medicine MPH, Emory University
 Graduate Certificate in Medical Informatics, Oregon Health Sciences
 University
 Graduate Certificate in Statistical Analysis in Production Medicine,
 Michigan State University
 DVM, Mississippi State University

Adam Rollins, 2008

Dean, School of Mathematics and Sciences Associate Professor of
 Biology
 Chair, Department of Biology
 Director, Cumberland Mountain Research Center
 BS (Biology), Fairmont State University
 MS (Forestry), West Virginia University
 PhD (Biology), University of Arkansas

Joshua Rowe, 2016

Assistant Professor of Veterinary Anatomy
 BS (Agriculture), University of Tennessee at Martin
 DVM, University of Tennessee
 PhD (Comparative and Experimental Medicine), University of
 Tennessee

Gordon Russell, 2009

Associate Dean, Director of Law Library Professor of Law
 BA, Brigham Young University
 MLS (Library Science), Brigham Young University
 LLB (Law), University of Western Ontario
 MBA (Business), Lincoln Memorial University
 JD, University of New Mexico

Ahmad A. Saied, 2016

Clinical Pathologist, CVM
 DVM, Jordan University of Science and Technology, Irbid, Jordan
 PhD (Pathological Sciences), Louisiana State University

Debra A. Salata, 2007

Associate Professor of History

BA (History), Illinois Benedictine College
MA (History), Northern Illinois University
PhD (History), University of Minnesota-Twin Cities

Megan Sauviac, 2016

Assistant Professor of Athletic Training
BS (Kinesiology-Athletic Training), Louisiana State University
MAEd, Virginia Tech

Jennifer Savage, 2011

Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), East Tennessee State University
MSN (Family Nurse Practitioner), Lincoln Memorial University
DNP (Nursing), Frontier Nursing University

Paul Schmidt, 2016

Assistant Professor of Veterinary Medicine
BS (Biomedical Science), Texas A&M University BS (Animal Science), Texas A&M University
MPH, University of Texas Health Science Center at Houston DVM, Texas A&M University

Sheree Schneider, 2011

Assistant Professor of Computer Information Systems
BS (Biology/Chemistry), Lincoln Memorial University
MS (Management and Information Systems), Nova Southeastern University
EdS (Curriculum and Instruction), Lincoln Memorial University
EdD (Educational Leadership), East Tennessee State University

Martin Sellers, 2011

Dean, School of Arts, Humanities, and Social Sciences Professor of Government
BA (Political Science/Public Administration), Trenton State College
MPA (Public Administration), New York University
PhD (Public Administration and Political Science), Temple University

Chrystyna Senkel, 2017

Academic Coordinator, Physician Assistant Studies Assistant Professor of Physician Assistant Studies Bachelor of Science at Community Texas A&M
Bachelor of Science (PA Studies) UT Southwestern Medical Center
MPAS University of Texas Pan America

Joshua Shepherd, 2011

Assistant Professor of Physician Assistant Studies
AS, Southeast Community College
AA, Southeast Community College
BS (Medical Technology), Lincoln Memorial University
MMS (Physician Assistant), Lincoln Memorial University

Nicole Shields, 2013

Assistant Professor of Family Medicine
BS (Interdisciplinary Studies, Biochemistry and Molecular Biology), University of Florida
MD (Medicine), University of Florida College of Medicine

Peter Silberman, 2014

Program Director, Educational Doctorate Program Assistant Professor of Education
BA (Sociology), University of Pennsylvania

EdD (Education), University of California, Los Angeles

Carolyn Singer, 2012

Instructor of Nursing
AAS (Nursing), Farmingdale State College
AS (Dental Hygiene), Farmingdale State College
BSN (Nursing), Adelphi University
MSN (Nursing), Walden University

Tonya Skidmore, 2017

Assistant Professor of Physician Assistant Studies
Bachelor of Medical Technology, Lincoln Memorial University
MMS, Lincoln Memorial University

Ben Smith, 2017

Director of Academic Success & Assistant Professor of Law BS (Business Administration), University of Tennessee
JD, Florida State University College of Law

J. Dennis Smith, 2007

Assistant Professor of Education
BS (Secondary Education), Cumberland College
MEd (Secondary Education), Union College
EdD (Educational Leadership), University of the Cumberlands

Evelyn G. Smith, 2002

Special Assistant for Executive Affairs
Assistant Professor of Computer Information Systems BS (Computer Science), Nova Southeastern University MS (Computer Science), Nova Southeastern University EdD (Educational Leadership), East Tennessee State University

Leah Snodgrass, 2012

Assistant Professor of Psychiatry
BS (Biology), University of Kentucky
MD (Medicine), University of Kentucky

Sandra Southern, 2012

Assistant Professor of Medical Laboratory Science
AS, Southeast Community College
BS (Medical Technology), Lincoln Memorial University
MS (Medical Laboratory Science) University of North Dakota

Angie Sowers, 2008

Instructor of Nursing
ASN (Nursing), Eastern Kentucky University
BSN (Nursing), Eastern Kentucky University
MSN (Nursing), Eastern Kentucky University

Dawn Spangler, 2015

Assistant Professor of Shelter Medicine
BA (Zoology), The Ohio State University
DVM, The Ohio State University

Natalie Spar, 2013

Assistant Professor of English
BA (English and American Literature), Oral Roberts University
PhD (English and American Literature), Washington University

Ashley Stanley, 2013

Assistant Professor of Education
BS (Interdisciplinary Studies), East Tennessee State University
MEd (Educational Media & Educational Technology), East Tennessee State University

EdD (Educational Leadership), East Tennessee State University

Glenna Steelman, 2015

Instructor of Nursing

LPN (Nursing), Cumberland Valley Technical College

ASN (Nursing), Lincoln Memorial University

BSN (Nursing), Eastern Kentucky University

MSN (Nursing), Walden University

Michael Stephens, 2016

Assistant Professor of Physician Assistant Studies

BS (Biology), Union College, KY

MMS, Lincoln Memorial University

Theresa Stevenson, 2012

Assistant Professor of Education

BA (Interdisciplinary Studies Elementary Education), Covenant College

MA (Elementary Education), Tusculum College

EdD (Curriculum and Instruction), University of Sarasota

Jennifer Stewart-Glenn, 2013

Assistant Director, Family Nurse Practitioner Associate Professor of Nursing

ASN (Nursing), Mountain Empire Community College

BSN (Nursing), Radford University

MSN (Nursing), George Mason University

PhD (Nursing), Frontier School of Midwifery and Family Nursing

Rebecca Stoehr, 2016

Instructor of Nursing

Diploma (Nursing), St. Francis Hospital School of Practical Nursing

ASN (Nursing), Excelsior College

BSN (Nursing), Excelsior College

MSN (Nursing Education), Walden University

Michael Stonerook, 2015

Attending Veterinarian

Assistant Professor of Veterinary Medicine

BS (Zoology), The Ohio State University

MS (Environmental Biology), The Ohio State University

MS (Physiology), The Ohio State University

PhD (Physiology), The Ohio State University

DVM (Veterinary Medicine), The Ohio State University

Matthew Sweet, 2013

Instructor of Business

Director of Academic Services and Assessment

BS (Mathematics), Lincoln Memorial University

MBA (Finance), Lincoln Memorial University

Connie Theriot, 1998

Professor of Education

BA (Speech/Hearing Therapy), University of Southwestern Louisiana

MS (Special Education), University of Tennessee-Knoxville

MS (Administration and Supervision), University of New Orleans

PhD (School Psychology), University of Tennessee-Knoxville

Benjamin Thompson, 2013

Associate Professor of Business

BS (Economics), University of Texas-Arlington

MBA (Finance), Dallas Baptist University

PhD (Finance), Walden University

Brent Thompson, 2017

Assistant Professor of Anatomy

BA (Biology and Chemistry) Minnesota State University- Moorhead

PhD (Neuroscience) Vanderbilt University

Elizabeth Burchette Thompson, 2009

Dean, School of Allied Health Sciences Assistant Professor of

Veterinary Technology

DVM (Veterinary Medicine), University of Tennessee- Knoxville

Randall Thompson, 2016

Medical Director of the DVTC

Assistant Professor of Small Animal Surgery BSA (Animal Science), University of Georgia

MSpVM-Small Animal Surgery, North Carolina State University

DVM, University of Georgia

MaryAnn Thrush, 2014

Chair, Department of Social Sciences

Assistant Professor of Criminology & Criminal Justice

BA (French), Purdue University

MA (Clinical Social Work), University of Oklahoma

PhD (Criminal Justice), University of Florida

Mark Tichon, 2002

Program Director, Counseling Program Assistant Professor of Education

BA (History, Classical Archaeology), University of Michigan

MS (Clinical Psychology), Georgia Southern University

PhD (Counseling Psychology), University of Tennessee- Knoxville

Michael Toomey, 2008

Assistant Dean, School of Arts, Humanities, and Social Sciences

Professor of History

BA (History), University of Tennessee-Chattanooga

MA (History), University of Tennessee-Knoxville

PhD (History), University of Tennessee-Knoxville

Kenneth Trzil, 2016

Assistant Professor of Internal Medicine

BS (Electrical Engineering), University of Memphis

MD (Medicine), University of Tennessee center for the Health

Sciences

Agnes M. Vanderpool, 2003

Associate Professor of Biology

Program Director, Conservation Biology Program

BS (Biological Science), Florida State University

MS (Zoology), University of Maine

PhD (Animal Science), University of Tennessee-Knoxville

Benito J. Velasquez, 2016

Assistant Professor of Athletic Training Department Chair of Athletic

Training Program Director of Athletic Training Assistant Athletic

Trainer

BS (Physical Education), University of Arizona

M.Ed. (Secondary Education), University of Arizona

DA (Physical Education and Higher Education) Middle Tennessee

State University

Ashutosh Verma, 2015

Associate Professor of Microbiology, CVM
 BVSc. (Animal Husbandry), Chaudhary Charan Singh Haryana
 Agricultural University, Hisar
 MVS (Animal Biotechnology), Tamil Nadu Veterinary and Animal
 Sciences University, Chennai
 PhD (Veterinary Science), University of Kentucky

Gary Verna, 2014

Assistant Professor of Psychology
 BA (Psychology), California State University
 MA (Psychology), California State University
 PhD (Child Behavior and Development), University of Iowa

Vicki Violette 2017

Program Director, MEd Program Assistant Professor of Education
 BS (Elementary Education), University of Tennessee- Knoxville
 MA (Education Administration & Supervision), University of
 Tennessee-Knoxville
 EdD (Educational Administration & Policy Studies), University of
 Tennessee-Knoxville

Richard Vogel, 2013

Assistant Professor of Media Communications
 BA (Communications/Broadcast), State University of New York
 MA (Telecommunication), Southern Illinois University
 PhD (Communications/Broadcasting), University of Tennessee-
 Knoxville

Gary Wade, 2015

Vice President and Dean, Duncan School of Law Professor of Law
 BS (English & Psychology), University of Tennessee
 JD, University of Tennessee College of Law

Rebecca Waggle, 2017

Instructor of Nursing
 ASN (Nursing), Roane State Community College
 BSN (Nursing), King University
 MSN (Nursing Education), King University

Susan Wagner, 2015

Assistant Professor of Education
 BA (Child Development), Maryville College
 MS (Instructional Technology and Education Studies), University of
 Tennessee-Knoxville
 PhD (Literacy), University of Tennessee-Knoxville

Jun Wang, 2017

MD (Medical Doctor), Shanghai Medical University, Shanghai,
 China
 PhD (Anatomy), Wayne State University School of Medicine

William Ward, 2014

Associate Professor of Accounting
 AAS (Business Administration), Blue Ridge Technical Institute
 BMin (Ministry), Mid-Continent University
 BS (Business Administration), Western Carolina University,
 Cullowhee & Asheville, NC
 MBA (Business Administration), University of Central Oklahoma
 Post-grad certificate (Accounting), Davenport University
 DBA (Sports Management & Leadership), Northcentral University

John Weale, 2014

Associate Dean of Clinical Relations and Outreach Assistant
 Professor of Veterinary Medicine
 BS (Biomedical Engineering), Vanderbilt University
 MS (Biomedical Engineering), Vanderbilt University
 DVM, The Ohio State University

Kali Weaver, 2014

Assistant Professor of Pharmacology
 PharmD (Pharmacy), Samford University

Sandra Weems, 2016

Assistant Professor of English
 MA (English) University of Florida
 PhD (English) University of Florida

Douglas Weston, 2014

Chair of Osteopathic Manipulative Medicine
 Assistant Professor of Osteopathic Manipulative Medicine
 DO, New York Institute of Technology College of Osteopathic
 Medicine

Karen Whitman, 2016

Instructor of Nursing
 ASN (Nursing), Richard Daley College
 BS (Christian Education), Fort Wayne Bible College
 MEd (Adult Education), National College of Education
 MSN (Nursing), Rush University
 DNP (Nursing), University of St. Francis

Michael Wieting, 2007

Senior Associate Dean
 Professor of Osteopathic Manipulative Medicine
 BA (History), Centenary College of Louisiana
 MEd (Professional Health Occupation), University of Central
 Oklahoma
 DO, Oklahoma State University Center for Health Science College of
 Osteopathic Medicine

Shelley Wieting, 2007

Assistant Professor of Nursing
 BS (Nursing), Texas Woman's University
 MS (Nursing), Arizona State University
 EdS (Curriculum and Instruction), Lincoln Memorial University
 PhD (Nursing Education)

John Williamson, 2007

Chair of Obstetrics and Gynecology
 Associate Professor of Obstetrics and Gynecology
 MD (Medicine), Indiana University School of Medicine

Julie Williamson, 2014

Director, Small Animal Clinical Skills Associate Professor of
 Veterinary Medicine
 BA (Biology), Alfred University, New York
 MS (Veterinary Medical Education), Ross University-West Indies
 DVM (Veterinary Medicine), Michigan State University

Robert Wilmoth, 2010

Chair of Surgery
 Associate Professor of General Surgery
 BS (Chemistry), Lincoln Memorial University

MD (Medicine), University of Tennessee Health Science Center
Robin Wilson, 1999
Assistant Professor of Nursing
AS (Nursing), Lincoln Memorial University
BA (Business Administration), Lincoln Memorial University
BSN (Nursing), University of Kentucky
MSN (Nursing), Clarkson College
EdS (Educational Administration and Supervision), Lincoln Memorial University
EdD (Teaching and Learning), Liberty University

Steven M. Wilson, 2002
Assistant Director and Curator, The Abraham Lincoln Library and Museum
Instructor of History
BA (History), Lincoln Memorial University
MA (History), University of Tennessee-Knoxville

Bella Sewall Wolitz, 2017
Assistant Professor of Law
BA (Environmental Science & Public Policy), Harvard University
JD, Yale Law School

Paul Wood, 2011
Professor of Pharmacology
BSc (Biology), Trent University, Ontario, Canada
PhD (Pharmacology), Queens University, Ontario, Canada

Stephen Wright, 2015
Chair of Graduate Programs Assistant Professor of Education
BS (Communication), University of Tennessee-Knoxville MS (Education), University of Tennessee-Knoxville
EdD (Educational Leadership), East Tennessee State University

Travis Wright, 2014
Vice President for Academic and Student Services Instructor of Religion and Education
BS (Chemistry), Gardner Webb University
MDiv (Christian Education), New Orleans Baptist Theological Seminary
THM (Theology), New Orleans Baptist Theological Seminary
PhD (Christian Education), New Orleans Baptist Theological Seminary

Elizabeth Yagodzinski, 2012
Director of Online Learning
Assistant Professor of Information Services
BS (Computer Information Systems), Nova Southeastern University
MS (Computing Technology in Education), Nova Southeastern University
EdS (Computing Technology in Education), Nova Southeastern University
PhD (Computing Technology in Education), Nova Southeastern University

Christopher Yonts, 2009
Chair of Family Medicine
Associate Professor of Family Medicine
BS (Biology), Lincoln Memorial University
DO, Pikeville College School of Osteopathic Medicine

Timothy J. York, 2016
Chair and Assistant Professor, Department of Pediatrics

BS (Medical Technology/Clinical Laboratory Scientist), University of Tennessee
BS (Sciences), Tennessee Technological University
DO, West Virginia Osteopathic Medicine

Allison Yow, 2015
Assistant Professor of Internal Medicine
BS (Biology), Florida Southern College
DO, Virginia College of Osteopathic Medicine

Jan Zieren, 2010
Associate Professor of Family Medicine
BS (Biological Sciences), Indiana State University
MPH (Health Administration), University of Oklahoma
DO, Oklahoma State University Center for Health Sciences

Gina Zulantz, 2009
Associate Professor of Family Medicine
BS (Biology), University of North Carolina, Chapel Hill
DO, University of Health Sciences College of Osteopathic Medicine, Kansas