LMU | Lincoln Memorial University
HARROGATE, TENNESSEE

Undergraduate Catalog
2021-2022

Harrogate, Tennessee
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This edition of the *Undergraduate Catalog* is effective August 1, 2021. For more detailed information about the University's graduate and professional degree programs refer to the applicable catalog.

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

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

All personnel and educational activities conducted by Lincoln Memorial University are subject to the equal opportunity, affirmative action, and nondiscrimination provisions of the Equal Pay Act of 1963; Title VII of the Civil Rights Act of 1964, as amended by H.R. 1746; the Civil Rights Act of 1991; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended by U.S.C. Title 41, Chapter 60; the Age Discrimination Act of 1967, as amended in 1974 and 1982; Executive Order 11246 (1965), amended by Executive Order 11375 (1968); the Americans With Disabilities Act of 1990 (PL101-336), as amended, and Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1972, amended in 1974.

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 Employee Handbook.* Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs, the Vice President for Academic Services and Institutional Effectiveness, the Vice President and Dean for Enrollment and Student Affairs, the Office of Institutional Compliance, and the Office of Human Resources.

ACCREDITATION

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

Individual program accreditation has been granted by:

- Accreditation Council for Business Schools and Programs (ACBSP)
- Accreditation Commission for Education in Nursing, Inc. (ACEN)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- American Bar Association (ABA)
- American Osteopathic Association-Commission on Osteopathic College Accreditation (AOA-COCA)
- American Veterinary Medical Association – Committee on Veterinary Technology Education and Activities (AVMA-CVTEA)
- American Veterinary Medical Association – Council on Education (AVMA-COE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Accreditation of Nurse Anesthesia Educational Programs (COA-NAEP)
- Council on Social Work Education (CSWE)
- National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)
- Council for the Accreditation of Educator Preparation (CAEP)

Individual program approval has been granted by:

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

MESSAGE FROM THE PRESIDENT

Clayton Hess, Ph.D.

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

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

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

PRESIDENTS OF LINCOLN MEMORIAL UNIVERSITY

Cyrus Kehr 1897-1898
John Hale Larry 1899-1904
William L. Stooksbury 1904-1910
George A. Hubbell 1910-1922
Robert O. Matthews 1923-1927
Hervin Roop 1929-1931
H. Robinson Shipherd 1931-1932
Stewart W. McClelland 1932-1947
Robert L. Kincaid 1947-1958
Robert C. Provine 1958-1963
H. LaMarr Rice 1963-1967
Herbert Y. Livesay 1967-1973
Charles West 1973
Frank W. Welch 1973-1981
Gary J. Burchett 1981-1991
Scott D. Miller 1991-1997
R. Martin Peters 1997-1998
Jerry C. Bishop 1998-2001
Nancy B. Moody 2002-2009
C. Warren Neel 2009-2010
B. James Dawson 2010-2017
E. Clayton Hess 2017-Present

MEMBERSHIPS

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

Tennessee Hospital Association
Tennessee Independent Colleges and Universities Association
Tennessee Intercollegiate State Legislature
Tennessee Osteopathic Medical Association
Veterinary Information Network
Virginia Association of Museums

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LINCOLN MEMORIAL UNIVERSITY

Undergraduate Academic Calendar 2021-2022

Official University Holidays (Offices closed/no classes):
2021: September 6; November 24 - 26; December 24-31
2022: April 15; May 30 and July 4
Faculty/Staff Conference Week: August 9 – 13

Fall Semester 2021

Final registration before classes begin …….……	August 12
Welcome Weekend	August 12
Matriculation Ceremony (11 a.m.)	August 12
Residence halls open (8a.m.)	August 15
Classes begin	August 16
Last day to complete registration/add classes	August 25
Labor Day (no classes, residence halls remain open)	September 6
Last day to drop course without "WD"	September 13
Homecoming (classes held as scheduled)	October 7 - 10
Midterm……..October 11-15	
Last day to drop course without "F"	October 22
Early registration begins	October 25
Thanksgiving holiday (no classes)	November 24 - 26
Classes end	December 3
Final exams	December 6 - 10
Commencement (10 a.m.)	December 11
Residence halls close (2 p.m.)	December 11

Spring Semester 2022

Final Registration before classes begin	January 8
Residence halls open (8a.m.)	January 8
Classes begin	January 10
Martin Luther King Day (special activities)	January 17
Last day to complete registration/add classes	January 19
Last day to drop course without "WD"	February 4
Lincoln Day/Founders Day (special activities)	February 12
Mid-term	February 28-March 4
Last day to drop course without "F"	March 11
Spring break (no classes)	March 21 – 25
Early registration begins	March 28
Good Friday (no classes)	April 15
Classes end	April 29
Final exams	May 2-6
Commencement (10 a.m.)	May 7
Residence halls close (2 p.m.)	May 7

Summer Term 2022 ..... May 9 – July 29

Memorial Day (no classes)	May 30
Independence Day (no classes)	July 4

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

INTRODUCTION

Mission and Purpose Statement

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

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

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

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

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

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.

The 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 do something for the people of this area.

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

Reverend A. A. Myers, 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 children.

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.

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

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

LMU has expanded its international reach by partnering with educational institutions in Japan, Mongolia, China, Brazil, and Thailand.

The Main Campus Community and Climate

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

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

Main Campus

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

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

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

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

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

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

The Harold M. Finley Learning Resources Center houses the Carnegie-Vincent Library, the Tagge Academic Support Center, the Reed Health Sciences Library, the Dr. Mabel D. Smith Music Library, two computer labs, the Murray Alumni Lounge, and the Brooks Reading Room. The facility is the academic hub of campus with collections totaling more than 500,000 items including traditional and electronic books, electronic journals, bound periodicals, software, microfilm, and audiovisual materials. University Archives and Special Collections are housed in the Learning Resource Center as well.

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

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

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

The Student Center is the hub for a variety of activities from eating meals to watching movies and playing games. This complex, which houses dining options such Chick-fil-a, Starbucks, and the dining hall, is also home to the University

bookstore, a workout facility, the campus post office, the campus print shop, and some administrative offices, including the Office of Residence Life.

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

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

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

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

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

Campus housing facilities are available for 985 students in either double-occupancy, co-ed, or apartment-style accommodations (*see* Housing and Residence Life).

The 5,009-seat Tex Turner Arena is the centerpiece for the University's NCAA Division II intercollegiate athletic program and the competition site for men's and women's basketball. It houses athletic department offices, a weight room, and an auxiliary gym, and is equipped for radio and television broadcasts. The Mary E. Mars Gymnasium, with its classrooms and basketball/volleyball court, is a multi-purpose facility. Complementing the many outdoor athletic facilities—Lamar Hennon Field (baseball), Neely Field (softball), soccer field, lacrosse field, golf complex, tennis courts, and physical fitness trails—the arena and the gym are home to our strong athletic teams which have a consistent tradition of winning in athletic competitions.

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

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

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

Off-Campus Sites

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

LMU's Nursing Program is offered at

- Alcoa, 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 - LMU Tower
  1705 St. Mary's St.
  Knoxville, TN 37917
- Kingsport, TN - Center for Higher Education
  300 West Market St.
  Kingsport, TN 37660-4222
- Corbin, KY –
  Tri-County Shopping Center
  14892 N. US Hwy 25E
  Second Floor
  Corbin, KY 40701
- Tampa, FL-
  3102 East 138th Avenue
  Tampa, FL 33613

Selected programs or courses are offered at

- Chattanooga, TN - Chattanooga State Community College
  4501 Amnicola Hwy
  Chattanooga, TN 37406
- Ewing, VA, extension of Harrogate Campus-DeBusk Veterinary Teaching Center
  203 DeBusk Farm Drive
  Ewing, VA 24248
- Kingsport, TN - Center for Higher Education
  300 West Market St.
  Kingsport, TN 37660-4222
- Knoxville, TN- Cedar Bluff
  421 Park 40 North Blvd.
  Knoxville, TN 37923
- Knoxville, TN- Duncan School of Law
  601 West Summit Hill Drive,
  Knoxville, TN 37920
- Knoxville, TN – LMU-Knoxville
  9737 Cogdill Road
  Knoxville, TN 37932

Other Opportunities and Services

LMU offers a variety of ways for students to become

involved in clubs and organizations, including interest-based groups, academic-based groups, and application-based groups, as well as Greek Life. Athletic events, commencement exercises, Student Services activities, Student Government Association (SGA), and intramural sports are examples of events/services sponsored by the University. A complete listing of student privileges is provided in the Student Handbook.

Organizations

LMU encourages participation in campus organizations. For information concerning membership or meeting times of the following organizations, contact the Office of Student Activities and Engagement. If your needs are not met by the existing organizations, you may form your own under guidelines provided by the Office of Student Activities and Engagement. For details, see the Student Handbook.

Academic Organizations

Art Club
Chemistry Club
Marketing Club
Pre-Med Club
Pre-Vet Club
Sigma Tau Delta
Sport and Exercise Science Club
Students for Humanity Advocating Referring & Empowering (SHARE)
Student Nursing Association
Student Tennessee Education Association
Vet Tech Club
Wolfpen Writers

Greek Organizations

Alpha Lambda Zeta
Kappa Pi Omega
Delta Theta Sigma
Sigma Pi Beta
Gamma Lambda Sigma
Zeta Tau Kappa
Omega Sigma Psi

Honor Societies

Alpha Chi (Academic Honor Society)
Alpha Gamma Sigma Chapter of Sigma Tau Delta (English Honor Society)
Delta Mu Delta
Honors Scholars Association
Omicron Delta Kappa
Phi Alpha (Social Work Honor Society)
Phi Alpha Theta (History Honor Society)
Phi Beta Lambda (Business Honor Society)
Psi Chi (Psychology National Honor Society)

Special Interest Organizations

Baptist Collegiate Ministries
Cheerleading
Concert Band
Concert Choir
Dance Team
Delight Ministries
ENACTUS
Faith in Action Today
Fellowship of Christian Athletes
Fishing Club
Gay Straight Alliance
LMU Players
Lincoln Activities Board
Lincoln Ambassadors
Native American Student Association
Paranormal Society
Pep Band
Railsplitter Representatives (RAILS)
ROTC
Splitter Service Leaders
Student Diversity Leadership Council
Student Government Association
Tabletop Club
Wildlife Society
Young Life

The Tagge Center for Academic Support

The Tagge Center for Academic Support provides a variety of free assistance to meet the academic needs of students. These services include peer tutoring; coaching on note-taking, time-management, study skills assistance, and writing; training in test preparation and test-taking; test review sessions; and computer and printing availability. To receive assistance or schedule an appointment, students can call 423.869.6310 or visit the Tagge Center for Academic Support. The Tagge Center for Academic Support is located on the first floor of the Harold M. Finley Learning Resources Center.

Student Support Services Program

The Student Support Services Program is a federally funded program to assist students needing additional academic preparation or having 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 in the Harold M. Finley Learning Resources Center of the Library.

Library Services

Library services are provided for all students through the campus library, through the library terminals located at off-campus sites, and/or through Internet access to the main campus databases. All students have access to a wealth of information through the Carnegie-Vincent Library and Reed Health Sciences Library. With print and electronic collections totaling more than 500,000 titles, the Libraries offer a multitude of resources to students and faculty. Included within the 500,000 titles are over 400,000 e-books, 83,000 print books, and 52,000 journals. Resources are accessible to students and faculty in the libraries and remotely through either electronic access or document delivery. Computers are

available to students at Harrogate, Cedar Bluff, and Tampa for online research.

Career Services

The Office of Career Services provides students and alumni with career counseling, career exploration classes, interest and personality assessments, and other resources to help students choose a major and career. The office also helps students seeking employment to identify part-time jobs, internships, and other positions, while they pursue an education. Assistance is available for constructing a résumé or cover letter; interview preparations; job searches; and completing an application for graduate school.

Office of Accessible Education Services

The Office of Accessible Education Services provides support services that enable students with disabilities to participate in, and benefit from, all University programs and activities. The office ensures that every effort is made to reasonably accommodate the needs of students with disabilities.

Office of Mental Health Counseling

The Office of Mental Health Counseling serves the LMU community by helping students overcome the personal, career, and academic concerns that often stand in the way of reaching personal success. The office serves as the primary mental health service for undergraduate, graduate, and professional students enrolled at the University.

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 go to the LMU website, log onto MyLMU, and select "WebAdvisor for Students" on the right side of the page.

Oak Ridge Associated Universities

Since 1993, students and faculty of LMU have benefited from associate membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 105 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee.

ORAU works with member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility which ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years.

Many of these programs are especially designed to increase the number of underrepresented minority students pursuing degrees in science, technology, mathematics, and engineering-related disciplines.

A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found online at the ORISE website or visit ORAU online.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry, and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, and faculty research and support programs, as well as services to chief research officers.

Study Abroad

International learning experiences are encouraged. The Office of International Programs should be a first point of contact when considering study in another country. Specific academic planning should be accomplished with the student's academic advisor. The Office of Financial Aid should also be consulted in planning such an exciting experience.

In Conclusion

The faculty, students, and administrative personnel work together at LMU to build a supportive community that cares for people 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 a commitment to providing 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 meeting the challenges of a rapidly changing and global society.

A curriculum of relevant professional studies combines with instruction in the liberal arts and sciences to produce LMU graduates with marketable credentials, analytical skills, and commitment to ethical citizenship.

ADMISSION AND COST

Applicants may be admitted to LMU according to the following classifications, policies, and procedures. In addition to submitting a completed application form, the applicant must have the appropriate source/agency provide the required documents (official academic transcripts, examination scores, recommendation letters, etc.) directly to:

Director of Admissions
Lincoln Memorial University
6965 Cumberland Gap Parkway
Harrogate, TN 37752

Entering Freshman Student

To be admitted to LMU as a degree-seeking freshman student, the applicant must be a graduate of a regionally accredited or state approved high school. The applicant should have her/his high school transcript sent directly to the Admissions Office, and the transcript should indicate completion of all graduation requirements established by the state in which the high school is located. For example, a Tennessee high school graduate should complete the following units (a unit equals one year of study in the given subject area):

English	4 units
Algebra, Geometry, or Advanced Math	3 units
A Single Foreign Language	2 units
Natural/Physical Sciences	2 units
Social Studies	1 unit
(world history, government, geography, sociology, psychology, economics, or anthropology)	
United States History	1 unit
Visual or Performing Arts	1 unit

It is strongly recommended that the applicant's high school transcript include additional units in the fine arts and mathematics.

The applicant must submit his/her official high school transcript or GED score report. If the high school transcript submitted is incomplete (submitted prior to high school graduation), subsequent admission as a freshman student is tentative, and the applicant must submit her/his final high school transcript verifying graduation before registering for courses at LMU.

The applicant also must submit his/her official score from the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). LMU periodically administers the national SAT and the ACT, as well as the ACT Residual. Specific dates, times, and campus locations can be found by contacting the Office of Institutional Effectiveness at (423) 869-6294.

Upon acceptance into LMU, students are required to submit a deposit to ensure housing placement and official enrollment status. This deposit is $200 for resident (on-campus) students. For residential students, the housing deposit is refundable provided the student submits a letter to the Office of Residence Life requesting formal withdrawal 30 days before the first day of classes. The Office of Residence Life must approve this written request.

Note: Some outside agencies, institutions, and organizations utilized by certain academic programs that require internships, clinical experiences, or practicum experiences may require criminal background checks.

Freshman Student Admission Status

Regular Admission

Students qualify for Regular Admission to LMU if they meet the following criteria:

1. High school graduate with a grade point average (GPA) of 3.2 or higher on a 4.0 scale.
2. Minimum composite ACT score of 19 or SAT composite score of 1010.

Note: To accommodate prospective students because of recent SAT and ACT test administration cancellations and the ongoing COVID-19 situation, LMU is considering students for admission from a test-optional perspective through Fall 2021 admission.

Students admitted under Regular Admission are eligible to register for courses at any new student orientation and are not subject to the restrictions applicable to other admission categories.

Regular admission students must have a minimum composite ACT score of 18 or SAT composite score of 970, and must have a minimum of a 3.2 unweighted high school GPA (on a 4.0 scale). Regular Admission may also be offered to applicants who hold the High School Equivalency Diploma, having completed the General Education Development (GED) examination with an average score of 45 or higher and no component score below 35. All Regular Admission applicants who meet the above criteria are accepted by Undergraduate Admissions team members.

Students admitted under Regular Admission must complete any developmental coursework specified by the Undergraduate Catalog placement criteria, and the student is subject to the guidelines regarding standards of academic progress that are applicable to all LMU students. Students admitted under Regular Admission will be given instructions on how to register for specific new student orientation event dates for course registration.

Students who meet the following criteria are reviewed by the Office of Enrollment Management:

- GPA of 2.7-3.19, AND/OR ACT composite of 17 or above, or SAT composite of 930 or above. The Office of Enrollment Management could accept the student, request more information (retest or updated transcripts), admit the student as a Cornerstone student (see Conditional Admission), or send the student to the Undergraduate Admissions Committee pending further review.

Transfer Student Admission

Regular Transfer Admission

LMU meets the needs of community college students in the Appalachian Region by providing transference of credit. Overseen by the Director of Community College Relations and the Office of Undergraduate Admissions, LMU's transfer policies are proactive in assuring that students have all the information necessary to make informed transfer decisions.

Regular Transfer Admission status is granted if a student has a cumulative GPA of 2.4 or higher on all previous college level work. Students with a cumulative GPA of less than 2.4 on previously attempted college-level work earned within the past

five years must be reviewed by the Undergraduate Admissions Committee. The Undergraduate Admissions Committee may require students to participate in the University's academic support and tutoring programs, request more information, or deny admission to the University.

Transfer admission students who have completed fifteen (15) or more semester credit hours of potentially transferable seated, college-level course work at an accredited/approved college or university will be considered for regular transfer admission.

Students having completed fewer than fifteen (15) semester credit hours are subject to the Regular Admission criteria and procedures applicable to freshman admissions. Transfer student applicants must submit the following:

1. The online Application for Admission
2. Official transcripts from all colleges and universities attended
3. If fewer than fifteen (15) semester credit hours of college level course work have been completed, an official high school transcript must be submitted, along with official ACT/SAT test scores.

For Lincoln Memorial University policies regarding transfer credit, see "Transfer Credits from Other Institutions."

Conditional Admission- Cornerstone Program:

In accordance with the University mission to serve the Appalachian region, LMU has created the Cornerstone Program, which serves as the Conditional Admission status for prospective students. The Cornerstone Program is a retention initiative at LMU for students who, because of GPA, ACT/SAT scores, high school academic performance, or transfer academic performance, need to receive additional academic support services. Each Cornerstone student is provided an academic advisor from the Office of Academic Support who will mentor and assist them during their first two years at LMU.

The Cornerstone Program facilitates the adjustment to college, allowing students the chance to successfully matriculate and succeed academically while moving toward graduation. The program will also introduce students to available academic and University resources that are needed to enhance their success and enrich their college experience. Cornerstone students are encouraged to develop interdependent relationships with appropriate campus resources, while the Office of Academic Support provides direction and guidance.

Students who will be automatically considered for Conditional Admission to the University via the Cornerstone Program meet the following criteria, and are subject to the approval and review of the Undergraduate Admissions Committee:

- GPA of 2.4-3.19, AND/OR ACT composite of 16 or below, SAT composite of 890 or below.
- Undergraduate Admissions Committee could request more information (retest or updated transcripts), admit the student as a Cornerstone student, or deny admission

Students who achieve less than a 2.40 GPA and composite scores of 15 ACT/850 SAT (or less) are carefully reviewed by the Undergraduate Admissions Committee to ascertain any extenuating circumstances. Upon review by the Committee, any student awarded the status of Conditional Admission (Cornerstone) is required to participate in and complete the Cornerstone Program requirements during their first two years at the University.

Upon Acceptance:

Upon acceptance into LMU (either through Regular Admission status or Conditional Admission status), students are required to submit a deposit to ensure housing placement. In addition, students must register for a New Student Registration Event.

This deposit is $200 for resident (on-campus) students and $100 for commuter students. For residential students, the housing deposit is refundable provided the student submits a letter to the Office of Residence Life requesting formal withdrawal 30 days before the first day of classes. The Office of Residence Life must approve this written request.

International Students

The international student seeking admission must meet the preceding criteria and submit the required documents appropriate to the freshman student or the transfer student (whichever is applicable). If English is not their native language, International students applying to LMU undergraduate programs are required to submit one of the following official test score reports:

Test/ Exam/ Course	Minimum Score Required for Admission
iBT (Internet-based TOEFL)	61
CBT (Computer-based TOEFL)	173
PBT (Paper-based TOEFL)	500
IELTS	5.5
ACT Composite	19
SAT Critical Reading	460
SAT Composite	780
TOEIC	600
Cambridge English	CAE-C, CPE-C, FCE-C
Cambridge/ GCE/IGCSE/Edexcel	A levels grade A-E
IB Credits	C or better in English
ITEPS	4.0
Michigan Test	80
ELTIS	227
SLEP	53
Pearson PTE	52
CEFR	B1
EIKEN Japan (College or Junior College Level)	2A grade
Ameson Scholastic Test (AST)	English 115

Students who attended the following English language institutes and pass the required levels can matriculate into LMU:

ESL Program Level or Score required for admission to LMU

FLS International	Level 7
ELS Language Centers	112
ACE Language Institute	Level 6
New England School of English	Level 10
Kaplan	Kaplan High Intermediate; Kaplan Advanced; Kaplan TOEFL
The Language Company	Level 9, or Level 7 or 8 with TLC staff/administrators written consent

International students transferring from other postsecondary institutions will not be required to submit TOEFL scores or take the TOEFL examination if they meet the criteria specified under Transfer Admission (see *Transfer Student*).

The international student will consult the Office of Undergraduate Admissions, the PDSO, and the Director of International Programs regarding placement tests, developmental English courses, and academic advising. The international student must furnish evidence demonstrating means of financial support while enrolled at the University. All above documentation must be received and admission granted before issuance of an I-20 form, necessary for obtaining a student visa.

The international student granted admission to LMU will receive a letter of acceptance; the letter and the I-20 form furnished by the University must be presented to the Consular Officer of the United States to whom the student applies for a student visa. The University will not enroll any student not approved by the U.S. Department of Homeland Security to attend LMU; the University will not enroll students issued visas for enrollment at other colleges or universities.

International Baccalaureate Recognition Policy

LMU recognizes the International Baccalaureate (IB) diploma or individual International Baccalaureate courses with advanced placement if the student scores at least a 4 on the International Baccalaureate higher-level examinations. A student earning the IB diploma may be granted up to 30 semester credit hours.

Transient Enrollment Student

The student enrolled in a degree program at another college or university, given permission by that institution to enroll in a limited number of LMU courses, may be granted admission as a Transient Enrollment Student. He/she must submit the completed application form and the $25 non-refundable application fee; a letter indicating "in good standing" from the degree granting institution may be submitted in lieu of the official academic transcript.

Also, a person 18 years of age or older, not enrolled as a degree-seeking student at another college or university, but wishing to enroll in a limited number of LMU courses for vocational or avocational reasons, may be granted admission as a Transient Enrollment Student.

Such person is not required to submit application materials relevant to other admission classifications **unless** he/she later chooses to seek admission to a LMU degree program.

Senior Citizen Student

Citizens, age 62 or older, may schedule and attend one (1) undergraduate course per semester tuition free. To do so, one must attend a regularly scheduled registration day.

Any exceptions to the University's admissions policies must be approved by the University Admissions Committee.

Tuition and Fees

The tuition cost to attend LMU 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 Student Accounts 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. The following are effective for Fall Semester 2021.

Undergraduate Tuition

12-17 credit hours	$11,880 semester (base rate)*
1-11 credit hours	$990/credit hour

Graduation Fees:

Associate - $50

Baccalaureate-$75 (undergraduate program)

Other Fees:

Change of Schedule Fee $15 per course

Late Registration Fee see *Registration Info/Policies*

Comprehensive fee:

$200 /semester for undergraduate students at Harrogate campus

$150 /semester for undergraduate students at extended sites

Student Activity Fee	$25
Online Fee (all online courses)	$10 per cr hr
Directed/Independent Study Fee	$25 plus course tuition
Special Credit/ Credit by Exam	$50 per cr hr
Non-sufficient Funds (NSF)	$30
NURS 115	$ 450 (Tampa $ 440)
NURS 124	$ 450 (Tampa $ 440
NURS 125, 241	$ 245 (Tampa $ 235)
NURS 242/244	$ 480 (Tampa $ 470)
NURS 320	$ 465 (Tampa $ 455)
NURS 375 A online	$ 60 (RN/BSN only)
NURS 375	$ 270 (Tampa $260)
NURS 430	$ 265 (Tampa $255)
NURS 470 A online only)	$ 250 (RN/BSN
NURS 480	$ 490 (Tampa $ 480)
EDUC 480- edTPA fee	$300
EDUC 497F-Seminar	$300
VMT 120- Rabies Vaccine fee	$1,000

*12-17 credit hours base rate applies

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 up to 33 1/3% and expenses incurred by the University, including reasonable attorney fees.

All past due balances paid by check may require at least 10 business days (possibly more depending on bank processing) after payment is submitted for the release of records.

Veterans

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

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

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

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

Room and Board (Harrogate Campus)

Residence halls are available to students who do not have children residing with them who wish to live on campus.
All full-time undergraduate students who do not have children residing with them and who attend class on the Harrogate campus must reside on campus unless:
• the student is at least 21 years of age, regardless of class ranking;
• the student is residing with a parent or legal guardian within 65 miles of campus; or
• the student is married and residing with their spouse.

All student-athletes who receive at least $1.00 of scholarship funds are required to live on campus.

There are several types of on-campus housing available at varying costs:

Liles and West Halls - These residence halls, considered community housing, are traditional halls with centrally located community bathroom facilities.

Lafrentz Poole Hall - This residence hall is a co-ed facility with individual private rooms and baths. The hall is primarily for upper-classmen.

Pope, Mitchell and Dishner- These are co-ed facilities with 3 private bedrooms per unit (each bedroom has a private bathroom and a walk-in closet). A large living room/kitchen area is shared by the occupants.

Shelton and Langley - These are co-ed facilities with 3 private bedrooms per unit (each bedroom has a private bathroom and a walk-in closet). A large living room/kitchen area is shared by the occupants. Currently, these facilities are housing graduate students.

The Village (Burchett, McClelland, Norton, and Peters) - These are coed facilities housing 6 people in 3 bedrooms per unit (each bedroom has a bathroom and two walk-in closets). A large living room/kitchen area is shared by the occupants.

An application for housing or housing waiver **must be completed by all applicants** for admission (*see* Housing and Residence Life online).

Students should reference the *Railsplitter Community Standards Guide* for information, rules, and regulations applicable to students living in LMU housing.

All undergraduate students living in the residence halls, with the exception of married students, are required to participate in one of the LMU Meal Plans.

Completed housing application forms, along with the required $200.00 reservation and damage deposit, should be submitted to the Director of Residential Housing. The deposit is refundable at the end of a student's residency if the student checks out in good order, cancels his/her room reservation by July 1 (Fall) or January 1 (Spring) and has no charges related to room damages or key loss. Check in and check out procedures are set forth by the Housing and Residence Life Department.

Students may express a roommate preference in housing requests when applying for admission to the University. If the preference is mutually satisfactory with the roommate requested, an effort will be made to accommodate each request.

Room Rates:

Basic room rates effective for Fall Semester 2021 for undergraduate students (Room rates are per year):

Lafrentz-Poole Hall	
Standard Private	$6,200
Deluxe Private	$6,900
Loft, private	$5,900
Liles/West	
Private room	$5,730
2-person room	$3,880 per person
Dishner, Langley, Mitchell, Pope, Shelton	
1-person room	$7,950
The Village:	
2-person room	$6,100 per person

Food Service (Harrogate Campus)

LMU Meal Plans:

Residential Meal Plans-

Unlimited Plan (no flex)	$2,495/semester
Meal plan #2	$2,345/semester
Meal plan #3	$2,195/semester

Commuter Meal Plans-

Block 50	$250/semester
Block 100	$495/semester
Block 150	$1,300/semester

Every effort will be made to accommodate the student's special dietary needs. Any student who must follow a specific diet may supply the Director of Food Services with a prescription diet from the student's physician.

Meals are served in the dining hall according to the schedule found posted at the dining hall. Students wishing to eat during other times may purchase food at Chick-fil-A.

Chartwells Higher Education Dining Services provides food services to LMU students.

Residential Students may select from the following meal plans:

Unlimited Plan - This meal plan is designed for students who wish to eat every meal offered. This all you care to eat meal plan includes unlimited dining in the Dining Hall at any point during operating hours Sunday-Saturday. Participants will need to budget for snack foods desired at times other than normal dining hours.

Meal Plan #2 - This meal plan is designed for students who wish to eat a majority of meals offered. This all you care to eat meal plan includes fourteen (14) meals per week, Sunday-Saturday. This meal plan also includes 150 Flex Dollars to be used throughout the semester for purchases at Chick-fil-A, The Campus Grounds coffee shop, or dining hall. Additionally, this plan includes four (4) Guest Swipes per semester.

Meal Plan #3 – This meal plan is reserved for upper-classmen and is designed to accommodate the schedules of students who spend significant time away from campus during dining hall hours. This all you care to eat meal plan includes ten (10) meals per week. This meal plan also includes 300 Flex Dollars to be used throughout the semester for purchases at Chick-fil-A, The Campus Grounds coffee shop, or dining hall.

Commuter Meal Plans:

Block Meal Plans - This plan is designed for the commuter student with the flexibility to purchase 50, 100 or 150 meals to use throughout the year.

Points - Students may add points to any meal plan during the semester by depositing money in their account at the Student Accounts Office.

In the event that students are interested in changing their meal plans they have approximately a 2 week grace period during the start of the semester to make changes. To change a meal plan, students should visit the Office of Residential Housing. The Office of Residential Housing can also add meal plans for commuter students and campus community members the cost will be posted to the individual's account.

Room and board rates are published each semester at Information and Policies Printables.

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 for dropping one or more classes (found on MyLMU under Academics/Registrar/Forms).

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

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

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

- Through the first official day of classes 100%
- After the first official day of classes and during the first week of the semester 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 at Information and Policies Printables; the Office of Student Services, the Office of the Registrar and the Office of Financial Aid.

Refund schedules pertaining to summer are adjusted to the varying length of the terms.

Official 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. **This process is separate and distinct from a Student Leave of Absence. See page 19 of this catalog for the Student Leave of Absence protocol.** The Registrar uses the date the student communicates in writing his or her intent to withdraw and begins the University's withdrawal process, as the official withdrawal date. The student initiates this process by filling out the Undergrad/Graduate Withdrawal Form and submitting it to the Registrar's Office.

The student must obtain the required signatures: Admissions (for international students or a recipient of veteran's benefits), appropriate School Dean (for graduate

students), Director of Residence Life, Student Accounts, Financial Aid, Student Services, and the Registrar.

The student must also return his/her student identification card, meal card (if applicable) 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.

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 Undergraduate Academic Calendar 2021-2022.

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.

Any completed student withdrawal will be reviewed for the official withdrawal date, set forth by the Registrar (Academic Calendar). The Registrar uses the date the student communicates in writing their intent to withdraw and begins the University's withdrawal process, as the official withdrawal date. If this date falls after the first day of classes, there can be a Return of Title IV (R2T4) calculation to determine financial aid earned. If a withdrawal is completed prior to the Financial Aid disbursement date, and there is aid earned, the aid would be seen as a post-withdrawal disbursement and LMU would obtain permission from the student/parent prior to disbursing earned aid. If a withdrawal is completed on or after the FA disbursement date, the aid is adjusted based on the *pro rata* of the R2T4 calculation by the *FAA Access Return to Title IV Worksheet* provided by the Department of Education (DOE). Adjustments are made and refunds sent back to the appropriate program(s) with the DOE at the time the withdrawal form is processed. If the student is present at the time the withdrawal form is processed, Financial Aid staff conducts a counseling session to explain how the calculation is determined and how it affects the student's responsibility to repay, if applicable. If the student is not present at the time the withdrawal form is processed, the Financial Aid Office notifies the students of the adjustment made and any responsibilities the student has, at that time. It is stated and understood that after the 60% point of the term a student has earned 100% of aid, and in most cases there will not be pending aid at this point; however, an R2T4 calculation is made to determine a post-withdrawal disbursement, if pending aid is present and all conditions are met.

Unofficial Withdrawals

Any student who ceases attending classes before the end of the semester, mini-term, or summer term without completing the official withdrawal from the University, automatically receives the grade "F" for such course(s), so noted on the student's academic transcript. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

Administrative Withdrawals

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

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 assisted 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.

Summer Withdrawals

The official withdrawal process, as set forth by the 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 grades for Unofficial Withdrawals.

Refund of Housing Reservation and Damage Deposit

The housing reservation and damage deposit of $200 is refundable at the end of the student's tenure in campus housing provided no damage or loss has occurred in the student's room, as indicated by a check-out sheet; keys have been returned; and the student has cancelled his/her housing reservation by August 1 for Fall semester and by January 1 for Spring semester.

If a student has an outstanding account balance with the University, any refundable deposit must first be applied against the student's outstanding account.

If the student's outstanding account balance exceeds the refundable deposit, the student will not be entitled to a refund of the deposit. Cancellation of housing by a resident during the semester forfeits the resident's deposit.

A written request for refund must be made to the Director of Residence Life. Once the request is made the process of the refund can take up to 120 days.

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 local 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.

FINANCIAL AID POLICIES AND PROCEDURES

LMU recognizes the challenge of constantly increasing educational costs and thus offers a substantial program of financial aid to help students pay for their education. The University makes every effort to ensure that qualified students are not denied the opportunity to attend LMU due to limited financial resources.

Frequently, it is less expensive to attend a private college than a public university since institutionally funded financial aid is designed to equalize educational costs.

At LMU, more than $100 million is awarded annually to qualified students under federal, state, and institutional financial aid programs. Except for academic, athletic, and certain talent-based scholarships, all financial assistance at LMU is based on financial need. Need is defined as the difference between the cost of attending LMU and the

calculated expected family contribution. After the student submits the necessary application forms, the Financial Aid Office will determine the student's eligibility for student financial assistance.

Each applicant applying for student financial assistance must submit a Free Application for Federal Student Aid (FAFSA). The FAFSA should be submitted to the federal processing center by April 1 for students entering in the following Fall. The priority deadline to apply for financial aid is April 1.

The following policies and procedures relate specifically to Financial Aid requirements.

Financial Aid: Satisfactory Academic Progress

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

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

Students who fail to maintain SAP may not receive the following types of student financial assistance: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Tennessee Student Assistance Awards, Tennessee Education Lottery Scholarships, Lincoln Grant, Federal Work-Study, Federal Direct Loans, Federal PLUS Loans, other aid involving Title IV funds, and/or any other aid for which SAP is a requirement. These policies apply only to those eligible to receive financial aid.

Qualitative: (GPA)

Students enrolled in undergraduate programs must earn a minimum cumulative GPA to maintain financial aid Satisfactory Academic Progress (SAP). For graduate programs, please refer to specific graduate catalogs for GPA requirements.

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

Quantitative: Hours Attempted vs Hours Earned (Completion Rate)

A student is considered to have made satisfactory academic progress provided he/she passes at least 67% of the cumulative credit hours attempted. For instance, a student who attempts 45 credit hours must complete at least 30 of those credit hours to make satisfactory academic progress.

Quantitative: Maximum Time Frame

No student will be eligible to receive financial aid for more than 150% of the published length of their declared program. This time is measured by credit hours attempted. For example, a student seeking a baccalaureate degree totaling 128 credit hours cannot receive aid for more than 192 attempted hours (128 x 150% = 192). Failing a class or withdrawing from a class, whether passing or failing, can affect SAP. SAP will be reviewed at the end of each semester..

SAP Notification

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

SAP Appeals

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

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

Regaining Financial Aid Eligibility

Quantitative-Maximum Time Frame

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

Quantitative: Hours Attempted vs. Hours Earned (Completion Rate)

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

Qualitative: Maintaining Financial Aid Academic Progress (GPA)

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

Both qualitative and quantitative measures must be met before Financial Aid eligibility is regained.

Academic Scholarships

Students who have exhibited academic excellence should be rewarded for their achievements. For this reason, LMU has

established an academic scholarship program dedicated to recognizing and supporting the continued success of outstanding students.

Academic awards for entering freshmen are awarded on a competitive basis based on high school grade point average, ACT or SAT test scores, class rank, and leadership potential. The amount of the award ranges from $4,000 to full-tuition per year. Academic awards for entering transfer students are based on the cumulative transfer grade point average and the number of hours completed. A limited number of scholarships are awarded to members of the Phi Theta Kappa honor society. Transfer Student Awards range from $2,000 to full tuition per year.

All scholarships are renewable for three additional years provided the student maintains a cumulative 2.0 GPA. Academic awards must be applied toward tuition, books, fees, and on-campus room and board expenses.

All federal, state, and local 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 will be made.

All students receiving any institutional aid are expected to take an active part in student life by becoming involved in at least one of the University's recognized student organizations (for which he/she is not receiving scholarship money) each semester (*see* Organizations). Recipients are also required to complete 10 hours of campus/community service each semester.

Tuition Exchange

LMU has tuition exchange opportunities with several organizations including the Council of Independent Colleges (www.cic.org) and The Tuition Exchange (www.tuitionexchange.org).
For more information, please contact the organization directly or contact the LMU Human Resources Office.

Annual and Endowed Scholarships

The Annual and Endowed Scholarship application opens in November and must be completed by January 31. Awards are made in April for distribution during the following fall semester. Annual scholarships are awarded pending availability of funds each year.

A.E. York Memorial Scholarship Fund
Ada Apperson Endowed Scholarship
Afton Tara Sanders Memorial Endowed Scholarship
Algernon Sydney Sullivan Endowed Scholarship
Alisha Hicks Memorial PA Scholarship
Alpha Lambda Zeta Annual Scholarship
Ann Shumate Bowling Endowed Scholarship in Secondary Education
Anna and Matt J. Modrcin, Jr. Memorial Endowed Scholarship
Appalachian Children's Home Endowed Scholarship for Social Work
Appalachian CVM Scholarship
Arvilla Reproductive Memorial (ARM) Scholarship
Athletics Annual Scholarship
Baird Brown Memorial Scholarship
Barnes and Noble Scholarship
Bayer CVM Large Animal Award
Ben and Nancy Sergent Endowed Scholarship for the J. Frank White Academy
Bernice Cantwell Stevens Memorial Scholarship
Bessie and Sanford Headley Scholarship
Betty Mason Grubb Memorial Scholarship
Bill Engle, Sr. Award of Academic Excellence in Medical Laboratory Science
Bobby and Charlotte McConnell Endowed Scholarship
Bobby Harber Annual Scholarship
Bobby L. and James F. Collier Endowed Memorial Scholarship in memory of Ruth Longmire and in Honor of Katherine DePersio
Bost Endowed Scholarship
Brad Greer Memorial Endowed Scholarship
Branstetter Endowed Scholarship
Browning Endowed Scholarship
Bruce and Lavenia Mitchell Endowed Scholarship
C. Bascom Slemp Endowed Scholarship
C.A. Maxie Memorial Scholarship
C.T. McDonald Scholarship Fund
C.W. and Gladys T. Bradley Memorial Scholarship
Carl W. Schaefer Endowed Scholarship
Cecil L. Bellamy Endowed Scholarship
Centennial Endowed Scholarship
Chamberlain Endowed Scholarship
Charles and Mary Covey Endowed Scholarship
Charles M. Hubbard Endowed Scholarship in History
Charles T. King and Professor Janet C. King Family Endowed Scholarship
Chloe Madison Lamb Memorial Annual Scholarship
Claiborne County Alumni Association Annual Scholarship
Class of 1936 Endowed Scholarship
Class of 1967 Annual Scholarship
Cmdr. L. Robert Langley Endowed Scholarship
Companion Animal CVM Scholarship
Conard and Ruth Ritter Grabeel Endowed Scholarship
Conrad Daniels Endowed Scholarship
Cora A. Cupp Endowed Scholarship
Cornie and Jerry Harber, Sr. Endowed Scholarship
Cottrell Family Endowed Scholarship
Courtney Beryl Owens Memorial Scholarship
Criminal Justice Dean's Award
Criminal Justice Department Award
CVM Annual Scholarship
Croushorn Business Scholarship
D.A.R. Carpenter Mountain Endowed Scholarship
Daisy and J.V. Carter Endowed Scholarship in Education
Dames of Loyal Legion Endowed Scholarship
David McDonald Memorial Fund
DCOM Annual Award and Scholarship
Dellinger-Aulton History Scholarship
Delta Theta Sigma Endowed Scholarship
Dennis Lee Peters Education Scholarship in Education
Donald E. and Mary Lou Pope Endowed Scholarship
Donald W. and George F. Parker Endowed Scholarship
Dorothy G. Neely Endowed Scholarship
Dorothy Roark Russ Endowed Scholarship
Dorothy Teague Bruce Memorial Endowed Scholarship
Dr. Charlotte A. Bauer and Nannine Clay Wallis History Award
Dr. Edwin Robertson Memorial CVM Scholarship
Dr. Estle Pershing Muncy and Dr. Jean Hayter Muncy Endowed Scholarship
Dr. G.W. Stone Fund
Dr. Gary Vroegindewey One Health Scholarship
Dr. H.Y. Livesay Memorial Scholarship
Dr. J. Frank Pierce and Dr. Joan U. Pierce Endowed Foundation Scholarship
Dr. Jerry C. Bishop Endowed Education Scholarship for Athletes
Dr. Jerry D. Westerfield Endowed Scholarship
Dr. John Copeland and George Mears Wildlife and Fisheries Society Scholarship
Dr. John Wesley Hill Endowed Scholarship
Dr. Judy Edds RN-BSN Scholarship
Dr. Louis Lutz Memorial Scholarship
Dr. Nancy B. and Mr. Tom F. Moody Endowed Scholarship
Dr. Orkin Garton Scholarship
Dr. Owen S. Genevieve M. Hendren Science Scholarship
Dr. Quinton Wacks Psychology Faculty Scholarship
Dr. Ray Stowers Endowed DCOM Scholarship
Dr. Robert Henry Veterinary Anatomy Scholarship
Dr. Rober Lee Kincaid Endowed Scholarship
Dr. Shermaine Lee Memorial Scholarship
Dr. Thomas G. England Memorial Scholarship
Dr. Warner S. and Ruth McIntosh Business Scholarship
Drs. Jason W. and Jennifer Johnson Rural Appalachian Region Veterinary Scholarship
Duncan School of Law Endowed Scholarship
Duncan Legacy Endowed Scholarship
E. Cecil Sumpter Endowed Scholarship
E.L. Bullard Memorial Scholarship

Earl Hobson Smith Endowed Scholarship
Ed Baney Memorial Endowed Scholarship
Edgar A. Anchors Trust
Elery and Jamie Lay Endowed Scholarship
Elizabeth B. Ridenour Endowed Scholarship
Elizabeth Yeary Nursing Scholarship
Enterprise Holdings Foundation Annual Scholarship
Equine CVM Scholarship
Erika Rains Annual Scholarship
Erika Todd Memorial Scholarship
Ernest W. Fields Endowed Nursing Scholarship
Estate of Lelia M. Weaver Endowed Scholarship
Ethos Veterinary Scholarship
Evelyn and Harold Honious Memorial Endowed Nursing Scholarship
F.W. Welch, Jr. Memorial Scholarship Fund
Fay G. Keck Memorial Endowed Scholarship in Elementary Education
Flora-Sargeant Schultis Scholarship
Food Animal CVM Scholarship
Fortner-Diffenderfer Endowed Scholarship
Francis W. Upham Scholarship
Frank Carter Annual Education Scholarship
Frank Turner Endowed Nursing Scholarship
Franklin A. Sr. and Loretto Gulledge Memorial Endowed Scholarship
Gail Davidson Pendleton Memorial Scholarship in Education
Gary J. Burchett Endowed Scholarship in Business
Gary R. Wade Endowed Scholarship for the Duncan School of Law
George and Birdie Morton Endowed Scholarship
George and Gloria Longmire Endowed Scholarship
George I. Alden Trust Endowed Scholarship
George W. Ogden Scholarship
George White and Stanley Thompson Endowed Scholarship
Georgia S. Baker Endowed Scholarship
Geraldine (Jerre) McCulley Endowed Scholarship for a Girl from Campbell County, Tennessee
Gertrude B. Shoun Endowed Scholarship
Glen Hoffsis Annual CVM Scholarship
Glenn M. Bowling Endowed Memorial Scholarship
Glyn R. Phillips Scholarship
Golden Scalpel Endowed Scholarship
Grace Nettleton Foundation Endowed Scholarship
Guy L. Taylor Scholarship
H.A. Whiton Memorial Endowed Scholarship for Girls
H.G. Loy Scholarship Fund
Hanks Endowed Scholarship
Harland B. Sanders Memorial Kentucky Colonels Scholarship
Harley and Annie Headley Scholarship for the J. Frank White Academy
Harold M. Finley Memorial Endowed Scholarship
Harris Family Endowed Scholarship
Harvey and Lois Schell Endowed Scholarship
Henry Friend Davis Endowed Scholarship
Henry Spencer Endowed Scholarship
Herbert McCampbell Endowed Scholarship
Herman Matthews Endowed Scholarship
Hetty McEwen Endowed Scholarship
Howard Peterson Endowed Scholarship
Hugh Trent and Helen Ramsey Endowed Scholarship
J. Frank White Academy Endowed Scholarship
J. Kermit Bailey Award of Leadership in Medical Laboratory Science
J.P. and M.G. Bradshaw Scholarship
J. S. Fearing Memorial Scholarship
Jack and Myrtle Ailor Endowed Scholarship
Jack R. and Margaret Lomax Kirstein Endowed Scholarship
James B. and Inez Stiner Endowed Scholarship in Memory of Mr. and Mrs. H. Clay Stiner and G.S. Stiner
James H. McCune Endowed Vocal Scholarship
Janet Barnard Memorial Scholarship
James R. Niedergeses Memorial Endowed Scholarship
James Simmons Annual Scholarship
Janice E. and Kenneth W. Haley Annual Scholarship
Jay Mujumdar Endowed Scholarship
Jeffrey and Charles Woods Family Scholarship
Jess and Rachel Edds Endowed Scholarship
Jim and Janet Jordan Endowed Scholarship for Academically Gifted Athletes
Jim Byrd Golf Scholarship
Jim Whitt Annual CVM Scholarship
Jim Whitt Scholarship for Spanish and Latin American Studies
Jimmie Charles Whitt Memorial Scholarship at LMU-DCOM
Jody and Ashley Goins Family Scholarship
Joe Ed and Nell Carr Scholarship in Athletics
John and Evelyn Bumbarner Endowed Scholarship in Memory of Professor LeRoy Johnson
John and Sue Ivey Endowed Scholarship
John Howard and Mary Bryan Payne Endowed Scholarship
John Newell Endowed Scholarship
John W. Laningham Memorial Endowed Scholarship
John Youell Jr. Scholarship
Joseph Stanifer Endowed Scholarship
Joyce Cope Wyatt Annual Scholarship
Juanita Collins Latiff Memorial Scholarship
Judith Scholarship Fund
Judy Baker Johnson Endowed Scholarship
Juliaette and Jane Jones Scholarship
Kaitlyn DeVries Endowed Memorial Scholarship for the LMU College of Veterinary Medicine Created by the Bluegrass Animal Hospital and Kaitlyn's Family and Friends
Kappa Pi Omega and Gamma Lambda Sigma Alumni Scholarship
Kathleen Burchett and Wandaleen McNeil Endowed Memorial Scholarship
Kelli Atkins Memorial Scholarship
Kenneth and Christine Edds Endowed Scholarship
Kenneth and Constance Loftice Student Work Scholarship
Kentucky 5th District Gateway Scholarship
Kermit Bailey Scholarship Fund
Knoxville Academy of Medicine Alliance Annual Scholarship
Kristie Rae Surber Endowed Scholarship
L.G. and Carroll Caylor Annual Nursing Scholarship
L.N. Foster Scholarship Fund

Lakeway Alumni Chapter Endowed Scholarship
Lambdin Family Endowed Scholarship
Larry and Linda Davis Endowed Scholarship
Larry Stephen Rosenbalm Endowed Scholarship
Leabow Family Endowed Memorial Scholarship
LeConte Rural Medicine PA Scholarship
LeRoy Johnson Endowed Scholarship
Lillian A. Ralston Art Award
Lillian Porterfield Scholarship
Lillian Rowlette Fugate Memorial Scholarship
LMU Alumni Association Endowed Scholarship
Lorraine D. Peters Endowed Nursing Scholarship
Lowell M. Bond Memorial Scholarship
Lu Anne Ingersoll Music Scholarship
Luke Copeland Annual Memorial Music Scholarship
Lynn Hughes Memorial Scholarship
M.O. and Lena Worthington Scholarship
Mabel Dunkirk Smith Endowed Music Scholarship
Madeline S. Brundage Endowed Scholarship
Margaret Ann Nicholson Scholarship
Margaret T. Leary Endowed Scholarship
Marguerite Sundback Endowed Scholarship
Marie Estes Houston Memorial Endowed Scholarship for the J. Frank White Academy
Marion Stopinski Memorial Endowed Scholarship
Married with College Annual Scholarship
Martin and Lorraine Peters Endowed Scholarship
Marty and Sheliah Cosby Annual Education Scholarships
Mary Frances Gray Lundy Endowed Scholarship for the LMU DeBusk College of Osteopathic Medicine in memory of James Charles Gray, Sr.
Mary Lee Brashears Memorial Endowed Scholarship
Mary Logan Endowed Scholarship
Mary Mildred Sullivan Endowed Scholarship
Mary Wilcox Endowed Scholarship
Maurine Allen Memorial Annual Scholarship
Mayme Woodson Brown Music Scholarship
Meyers Y. Cooper Endowed Scholarship
Mike Reece Family Endowed Scholarship in Business
Mildred A. Murray Endowed Scholarship
Mildred H. and Bobbie E. Williamson Memorial Endowed Scholarship
Mildred Headley and Jo DeLong Endowed Scholarship
Milton and Vina Ray Endowed Scholarship
Milton Ratner Endowed Scholarship
Mission of Hope Endowed Scholarship in Memory of Dedrick Andrew Courtney
Monte Vista-Scott Engle Memorial Scholarship
Moore Endowed Scholarship
Morris F. Wiener Endowed Scholarship
Moses Kimball Memorial Scholarship
Mrs. Gene Hessler Endowed Scholarship
Myra S. Young Memorial Scholarship
Nancy Rogers Leach Memorial Scholarship
Naomi Ruth Welch Memorial Scholarship
Nathan Hale Snider Memorial Scholarship
National Society Daughters of the Union, 1861-1865, Inc. Endowed Scholarship
National Society Daughters of the Union, 1861-1865, Inc. Endowed Scholarship in Memory of Carrie H. Crowell
Neal Cross Award and Scholarship
Nicely-Grainger Endowed Scholarship
Nora Mullens Endowed Scholarship
Onilee Wells Lawless Annual Scholarship
Owenby Memorial Endowed Scholarship
Patsy Ann Yates Robinette Endowed Scholarship
Patsy Buckner Cruse and Max Cruse Scholarship in Business
Paul F. Dishner Endowed Scholarship
Paul Woodson and Family Annual Scholarship
Pembroke Welsh Corgi Club of America (PWCCA) Charitable Trust
Pete Vires Memorial Scholarship
PetSmart CVM Scholarship
Phil and Mary Comer Endowed Nursing Scholarship
Philip Kingsland Tompkins Endowed Scholarship
Pilot Corporation Annual Scholarship
Powell Valley Bank Annual CVM Scholarship
Professor LeRoy Johnson Endowed Scholarship
Professor Roy F. Floyd Endowed Memorial Scholarship
R.P. Chesney Memorial Scholarship
R.R. Evans Endowed Scholarship for LMU-DCOM
Ralph U. Butler Endowed Scholarship
Ramsey Award of Clinical Excellence in Medical Laboratory Science
Ramsey-Schemel /Class of 1960 Endowed Scholarship
Ray Flanary Endowed Scholarship
Rebecca Dagley Fersner Memorial Scholarship
Rector Greene Memorial Endowed Scholarship
Reggie Morton Memorial Scholarship
Reginald K. and Lyndell S. Davis Endowed Scholarship
Regional Education Center Annual Scholarship, in Cooperation with the LMU Women of Service Organization
Research CVM Scholarship
Richard M. Weaver Endowed Scholarship
Roberson-Cannon Annual Scholarship
Robert A. and Beryl Fox Sadler Endowed Scholarship
Robertson Endowed Scholarship for the J. Frank White Academy
Robert A. and Beryl Fox Sadler Endowed Scholarship
Ronald J. and Elizabeth D. Chinnock Memorial Endowed Scholarship for Music
Ronda Clayton LeBoeuf Scholarship Fund for Homeschoolers at LMU
Roop Annual Scholarship
Rosanna Goforth Cavin Endowed Scholarship
Rosebud Stickley Smiddy Endowed Scholarship
Ross Carter Achievement Award in Creative Writing
Ross Carter Achievement Award in Literature
Rowe Family CVM Anatomy Scholarship
Rowland and Brantley Endowed Scholarship
Roy and Anna Burchfield Annual Scholarship
Roy F. Floyd Memorial Scholarship
Ruby Miller Baker Memorial Scholarship
Russell and Belinda Lloyd Endowed Scholarship
Ruth Rogers O'Dell Endowed Scholarship
Sam and Libby McCollough Annual Scholarship

Sam and Mary Lou Spencer Endowed Scholarship
Samuel David and Vergie Robinette Carter Memorial Scholarship
Samuel P. Avery Endowed Scholarship
Schadler Family Veterinary Scholarship
Scoggins Family Endowed Scholarship in Chemistry in Memory of Wilson (‘44) and Bob (‘54) Scoggins
Second Chance Annual Scholarship
Shirley Garrett Fields Memorial Endowed Scholarship
Simmons Education Fund CVM Scholarship
Snider-Whitaker Endowed Scholarship
Sonny Simerly Annual Scholarship
Southwest Virginia Alumni Chapter Scholarship
Staff Senate Annual Scholarship
Stooksbury, Meredith, & Meredith Endowed Scholarship
Stuart L. and Eric K. Watson Endowed Scholarship
Stuart McClelland Endowed Scholarship
Student Scholarship Fund
Student Services Annual Scholarship
Sumpter - Caylor Endowed Nursing Scholarship
T.A. Frick/Class of 1957 Endowed Scholarship
Ted and Avis Phillips Endowed Nursing Scholarship
Tennessee Association of Broadcasters / Jill Green Memorial Scholarship
Teri Siemen Coffey Annual Scholarship
Timacuan Golf Club Scholarship in Honor of Sommy Simerly, LMU Class of 1975
Tom and Carol Myers JFWA Annual Scholarship
Tracy Gibson Posey Endowed Nursing Scholarship
Turner-Jefferies Endowed Scholarship
V. Clifford Lowdenback Endowed Scholarship
Vernon and Nancy Roark Endowed Scholarship
Virginia Hill Memorial Annual Scholarship
Virginia Housholder Memorial Art Scholarship
W.L. Spencer Endowed Scholarship
Walter S. Hogg Endowed Scholarship
Wayne Wells Memorial Communications Scholarship
West Virginia Veterinary Medical Foundation Scholarship
Whitaker Lawson and Margaret Chumley Orr Memorial Endowed Scholarship
William and Anna Rhea Memorial Endowed Scholarship
William C. Davis and Janet Dallwig Davis Endowed Scholarship for Social Work
William O. Pointer Endowed Scholarship
Williams Edward and Mary Covington Crane Endowed Scholarship
William Randolph Hearst Endowed Scholarship
Willie H. Cushman Scholarship
Willie S. Gordon Scholarship
Women of Service Annual Scholarship
Women’s Relief Corps Endowed Scholarship
Woods-Jones Endowed Scholarship
Zeta Tau Kappa Alumnae Endowed Scholarship

ACADEMIC POLICIES AND INFORMATION

Undergraduate degree information, policies, and procedures detailed in the following pages provide a comprehensive view of the way academic life, the center of the LMU experience, is governed. For information on graduate and professional degree programs, refer to the applicable catalog. Please be aware that academic policies are subject to change. When such changes occur, students are notified by announcement and course schedule updates, including updates on the LMU website and MyLMU.

Summary of Degrees and Programs

BACCALAUREATE DEGREES

Bachelor of Arts (BA)/Business Administration (BBA)/ Bachelor of Science (BS)

MAJORS/Concentrations(BBA):

Accounting (BBA)
Art *(BA)
Biology *(BS)
Business *(BA)
Chemistry *(BS)
Chemical Physics* (BS)
Criminology and Criminal Justice (BS)
Computer Science (BS)
Conservation Biology (BS)
English *(BA)
Exercise Science (BS)
Exercise and Rehabilitation Science (BS)
Finance (BBA)
General Studies (BA)
General Studies (BS)
History* (BA)
Interdisciplinary Studies in
Human Learning & Development* (BS)
Management (BBA)
Marketing (BBA)
Mathematics *(BS)
Communications and Media (BS)
Medical Laboratory Science (BS)
Nursing (BS)
Physical Education *(BS)
Political Science (BA)
Psychology (BS)
Sport Management (BBA)
Social Work (BS)
Special Education (BS)
Veterinary Animal Science (BS)
Veterinary Health Industry (BS)
Veterinary Health Science (BS)
Veterinary Medical Technology (BS)
Bachelor of Science in Nursing (BSN)
RN to BSN Completion Program
* Teacher Certification Program

MINORS:*

Appalachian Studies	Geography
Art	Health
Biology	History
Information Systems	Chemistry
Mathematics	Computer Science
Conservation Biology	Communications and Media
Criminal Justice	English
Environmental Science	Exercise Science
General Business	Philosophy
Political Science	Psychology
Sport Coaching	Sport Therapy
Strength and Conditioning	Theatre

Note: adding a minor may entail exceeding the minimum 122 credit hours required for the degree.

ASSOCIATE DEGREES

Associate of Arts (AA) - General Studies
Associate of Business Administration (ABA)
Associate of Science (AS) - General Studies
Associate of Science (AS)-Veterinary Health Science
Associate of Science (AS) -Veterinary Medical Technology
Associate of Science (ASN) -Nursing

Basic Requirements for Undergraduate Degrees

All candidates for baccalaureate and associate degrees must fulfill the requirements in this catalog. The basic requirements are as follows:

Completing a minimum of 122 semester credit hours (**unless stated otherwise under a given program**; most programs of study require 128 credits) for the baccalaureate degree, comprised of courses in the major program, General Education Core Curriculum, and electives and/or minor program.

1. Completing a minimum of 60 semester credit hours for the associate degree. Some specific associate degree programs may require 65-75 semester credit hours.
2. Completing the Associate or General Education Core Curriculum requirements appropriate to the degree.
3. Completing all course requirements of the declared baccalaureate major or associate degree program.
4. Completing the last 16 semester credit hours for the associate degree and the last 32 semester credit hours for the baccalaureate degree at LMU.
5. Twenty-five percent (25%) of any undergraduate degree awarded by LMU must be earned through instruction at LMU.
6. Completing, for the baccalaureate degree, a minimum of 42 semester credit hours of 300/400-level courses. Lower division courses will not equate to 300/400 level (upper division) courses.
7. Baccalaureate degree requires completion of the junior and the senior level writing requirements. Completion is noted on the transcript.
8. Achieving a minimum 2.0 cumulative grade point average (GPA) for all coursework, a 2.0 cumulative GPA for General Education Program courses, and a 2.0 cumulative GPA for all courses earned at LMU.
9. Achieving a minimum 2.0 GPA for coursework within the declared baccalaureate major or associate degree program, unless more stringent requirements are stated in this catalog under the academic department head note or

program notes in the sections "Undergraduate Academic Programs" and "Undergraduate Course Descriptions."

10. Obtaining official certification for graduation verified by the assigned academic advisor, chair of the appropriate academic department, and the University Registrar.
11. Participating in the commencement ceremony following the completion of all degree requirements.
12. Participating in all outcomes assessment testing (e.g., general education assessment, major field assessment, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation. Unless required in a particular program, no minimum score or level of achievement is required for graduation or type of degree awarded. Participation may be required of all students, students in certain programs, or those selected on a sample basis. Additional requirements may appear explicitly or implicitly in policy, procedural, and program statements throughout this and other sections of the catalog and on the website.

Writing Requirement:
Sequential Enhancement of Writing Skills (SEWS)

LMU requires that each student demonstrate minimum competency in writing and information literacy each year of his/her degree program. The freshman year requirement is met by satisfactory completion of ENGL 101. The sophomore requirement is met by satisfactory completion of ENGL102. Thereafter, selected courses at the 300 and 400 levels in each major program include source-based writing assignments that must be successfully completed in order to satisfy SEWS requirements. The student must pass the writing assignment not the course alone to receive SEWS credit. All SEWS requirements must be completed in order to graduate with a baccalaureate degree.

Language Requirement (Bachelor of Arts (BA) Degrees only)

The following standards should be met (or actions taken):

A. Students enrolled in a BA program will complete 2 semester-long courses (6 credits minimum) in the same foreign language or demonstrate equivalent proficiency.
B. The courses currently offered that will be accepted in fulfillment of this requirement are Spanish 111 & 112 (Beginning Spanish I & II); Spanish 211 & 212 (Intermediate Spanish I & II); and French 111 & 112 (Beginning French I & II). Other foreign languages may be offered and approved by the VPAA to fulfill this requirement.
C. Students may demonstrate an equivalent proficiency to satisfy this requirement through the completion of an approved dual credit course, a passing grade on a CLEP exam, or an acceptable AP exam score (a score of three for exemption from three hours of the requirement, or a score of four for exemption of 6 hours of the requirement).
D. Final approval of foreign language proficiency will be approved by the Chair of the Department of Literature and Language , and the Dean of the Paul V. Hamilton School of Arts, Humanities, and Social Sciences.

Majors and Minors

The LMU major, minor, or concentration is defined as a coherent program of study comprised of the following semester credit hour allocations:

Minor:	15-18 semester hours of coursework
Concentration:	24-27 semester hours of coursework
Major:	30-68 semester hours of coursework

The term "major" refers to a chosen **primary** field of study within a baccalaureate degree; the term "minor" refers to a chosen **secondary** field of study within a baccalaureate degree. As previously summarized, LMU offers a large variety of major and minor programs. For details of those programs, see Undergraduate Academic Programs and Course Descriptions.

Several major and minor programs, especially those interdisciplinary in nature, include courses found in academic departments other than that which houses the program.

The student pursuing a baccalaureate degree must eventually choose and declare a major and fulfill all course requirements for that program, in addition to the General Education Core Curriculum requirements.

It is not necessary that the student declare his or her major in the earliest phase of college study; however, it is strongly encouraged that a major and/or minor be declared before achieving junior classification. The following double major combinations are **not** permitted:

Biology, Pre-Med; and Chemistry, Pre-Med
Biology and Medical Laboratory Science
Biology and Conservation Biology
Medical Laboratory Science and Conservation Biology
Psychology and Social Work

Any chosen major or minor must be formally declared (and updated in the event of any change) using *the Undergraduate Declaration of Major Form* and remain in the student's official advisement file.

A change of major or minor is at the discretion of the student, but the student is encouraged to consult his/her academic advisor before making such change. The student's major and minor are noted on the student's official academic transcript upon completion of the degree.

Restricted Programs

Professional Education, Medical Laboratory Science, Nursing, Social Work, Veterinary Health Science, and Veterinary Medical Technology are restricted programs. Students must seek and receive formal admission to the restricted program before enrolling in courses prefixed:

EDUC (400-level)	SOCW (340, 400 level)
MEDT	VHS
NURS	VMT

Consult the program director or department chair for details regarding application procedures.

Catalog Used to Meet Graduation Requirements

Traditionally, most baccalaureate degree programs are designed so that a full-time student may complete all requirements and graduate by the end of the fourth year following initial enrollment. Associate degree programs

traditionally are designed for completion by the end of the second year. Most students graduate according to those time frames.

However, a variety of personal, job-related, or academic circumstances may cause others to plan for or need a longer period of time to graduate.

A student will seek to fulfill graduation requirements for the chosen degree program as outlined in the catalog published for the year in which he or she first enrolled. However, degree and program requirements are subject to change from the publication of one catalog to the next. The LMU policy on "graduation catalog" is:

If the student does not graduate within six years of initial enrollment, he or she must meet the requirements of any single catalog in effect within the six years preceding graduation.

Academic Advisement

The student bears ultimate responsibility for effective planning, progression, and completion of all requirements for the chosen degree. However, good academic advisement may make the difference between just going to college and obtaining a sound, well-rounded education. Therefore, each student is assigned an academic advisor. Students should take full advantage of the knowledge, counsel, and personal concern available from academic advisors.

More than one Major

All degree requirements must be completed for each major, including research and seminars for each major.

Personal Counseling and Advising

LMU recognizes that academic problems often interrelate with psychological, emotional, and social experiences of the student. A variety of programs, people, and services are available to meet the needs of students. Any one office may serve as a referral point for services outside the expertise of that particular office. The academic advisor, the Tagge Center for Academic Support, and the Office of Student Services serve as an initial contact for the student. The Office of Mental Health Counseling is available for students experiencing mental or emotional distress.

Student Course load

A full-time student is one who carries at least 12 credit hours per semester. The normal course load for a full-time student is 15-17 credit hours per semester. A student should average 16 semester credit hours per semester in order to complete the baccalaureate degree within the traditional 4-year period. Students registering for more than 17 credit hours in a semester must have a 3.00 cumulative grade-point average, approval of the Dean of the applicable school, and complete a *Schedule Overload Approval Form* (located on MyLMU/ Academics/Registrar/ Forms).

Students on academic probation may register for 12 to 16 hours during their probationary period with schedules approved in the Office of Academic Support.

Class Attendance

Students must comply with the class attendance policy as stated in the syllabus for each course. This requirement applies to all courses regardless of the delivery method, i.e., traditional, blended (hybrid), and online.

Student Classifications

Classifications are determined by the number of semester credit hours completed:

Freshman-	0-29	Junior-	60-89
Sophomore-	30-59	Senior-	90-graduation

The Grading System

Grades and quality points represent the instructor's final assessment of the student's performance in a course.

The "C" grade is the instructor's certification that the student has demonstrated average mastery of the material. The grade of "B" signifies that the student has gained a significantly more effective command of the material. The grade of "A" is interpreted to mean that the instructor recognizes exceptionally high performance. A student is graded "D" when a grasp of the course is minimal. The "F" grade indicates failure to achieve the minimal level required and the necessity for successful repeating of the course before credit will be awarded.

A quality point is the value assigned to a letter grade. LMU uses a plus/minus grading system for its undergraduate curriculum.

A	=	4.0 quality points per semester credit hour
A-	=	3.67 quality points per semester credit hour
B+	=	3.33 quality points per semester credit hour
B	=	3.0 quality points per semester credit hour
B-	=	2.67 quality points per semester credit hour
C+	=	2.33 quality points per semester credit hour
C	=	2.0 quality points per semester credit hour
C-	=	1.67 quality points per semester credit hour
D+	=	1.33 quality points per semester credit hour
D	=	1.0 quality point per semester credit hour
D-	=	0.67 quality point per semester credit hour
F	=	no quality points earned

Other possible grades or transcript notations include:

I	=	Incomplete. If the request for an "I" grade is approved, the work must be completed within the first six weeks of the following semester (excluding summer terms); otherwise the grade automatically becomes "F." The grade of I is calculated in the grade point average with zero points. A student may not repeat (re-enroll) in a course to resolve an Incomplete grade.
P	=	Passing. Given for credit hours but not for quality points. Not computed in grade-point average (GPA).
IP	=	In Progress. Work is progressing, but student must register again for the course the following semester or the next semester of attendance in order to complete the required work for the course. The IP grade is restricted to specific courses in the curriculum.
NC	=	No Credit. No credit assigned for the course. Not computed in the GPA.
SC	=	Special credit. Not computed in the GPA.
CE	=	Credit by Examination. Not computed in the GPA.
AU	=	Audit. Denotes official audit of course; no credit

awarded nor grade assigned. To be designated by the Drop/Add Deadline.

WD = Withdrew. Denotes official withdrawal from the course.

Pass/Fail Grade Option

A student with junior or senior classification may take up to twelve semester credit hours of 300-level and/or 400-level courses to be graded simply pass/fail, applicable to degree requirements but outside the major program requirements. This option must be declared prior to mid-term on the official form available in the Office of the Registrar.

Repeating Courses

With program director approval, a student may repeat a course a maximum of three times in an effort to improve her/his grade point average. A repeated course requires registration and payment of standard tuition and fees.

A repeated course does not increase the total credit hours earned, but does increase the grade point average if a higher grade is earned. The lowest grades are not included in the revised calculation of GPA. However, all course registrations maintained beyond the fifth week of classes of the given semester (prorated summer terms) and resulting grade notations remain a part of the student's permanent record and appear on his/her academic transcript.

Official Academic Records

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

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and final 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. Electronic transcripts can be transmitted for a fee of $6.00. The cost of each physical transcript is $4.00. The student's account with the Student Accounts 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.

Standards of Academic Progress

With the exception of freshmen (students with < 30 credit hours earned), students must have a 2.00 cumulative grade point average to maintain good academic standing. Freshmen who fail to achieve a 2.00 GPA will be placed on Academic Warning for one semester. If a student fails to maintain the following Standards of Academic Progress, he/she will be notified in a letter from the Office of Academic Affairs.

Academic Warning— When, for any one semester, the GPA for an undergraduate student in good academic standing falls below 2.0, while the student's cumulative GPA remains above a 2.0.

Procedures: The student will be required to meet with his/her Academic Advisor and an Academic Support counselor. During this meeting, a plan will be developed which will include academic counseling, referral to tutoring services, and possible referral to other resources as needed. The Office of Academic Support will monitor the student's progress throughout the semester. A student who fails to achieve a minimum semester GPA of 2.0 for two consecutive semesters will be placed on Academic Probation.

Academic Probation— When an undergraduate student's cumulative GPA falls below a 2.0; or when an undergraduate student has a semester GPA below a 2.0 for two consecutive semesters, but does not meet criteria for Academic Suspension.

Procedures: The student will be required to meet with his/her Academic Advisor and an Academic Support counselor. During this meeting a plan will be developed which will include academic counseling, referral to tutoring services, and possible referral to other resources as needed. An Academic Probation Contract is developed, which stipulates that the student will attend tutoring and meet up to once a week with an Academic Support Counselor. The Office of Academic Support will monitor the student's progress throughout the semester. Students on probation may register for 12 to 17 hours during their probationary period with schedules approved by the Office of Academic Support.

Special conditions: Should a student enter a third consecutive semester with a semester GPA below 2.0, but the cumulative GPA remains above the scale (see below) for Academic Suspension, the role of Academic Advisor for that student will be transferred to a member of the Office of Academic Support. This, in addition to the aforementioned criteria, will assist the student in identifying strategies for improving his/her academic performance.

Academic Suspension— When an undergraduate student is on Academic Probation for at least one semester and fails to meet the minimum GPA requirements listed below (these students are subject to suspension for a period of one regular semester); or when a full-time undergraduate student fails all courses in any given semester.

Scale: GPA Required to Avoid Suspension

Hours Attempted	Cumulative GPA
0-29	1.5 GPA

30-45	1.75 GPA
46-59	1.90 GPA
60+Hours	2.00 GPA

Procedures: A student who is academically suspended has the opportunity to submit a written appeal to the Director of Academic Support, if the student feels there are extenuating circumstances to be considered. The Office of Academic Support will receive all academic appeals. A student who is academically suspended from the University may apply for re-admission after the elapsed suspension period by submitting a written request to the Academic Affairs Office a minimum of 30 days prior to the beginning of the semester for which the student is requesting re-admission. A second academic suspension will result in suspension for a full calendar year. A third academic suspension will result in permanent dismissal from the University.

Honors

Students carrying a course load of twelve or more semester credit hours (beyond any declarations under the "Pass/Fail Grade Option") with LMU earning a semester GPA of 3.5, with no grades of I, IP, D, F, or NC, are named to the Dean's List for that semester.

Upon completion of the undergraduate degree requirements, students receiving the associate degree who have earned 30 semester hours at LMU, as well as students receiving the baccalaureate degree with 60 semester hours earned at LMU, will be considered for graduation with the following honors:

Cumulative GPA	**Honor**
3.50 through 3.74	cum laude
3.75 through 3.94	magna cum laude
3.95 through 4.00	summa cum laude

The valedictorian and salutatorian are selected from those students receiving a baccalaureate degree with at least 100 semester hours at LMU.

Honors recognized at graduation are based on a student's cumulative average at the end of the semester preceding the graduation semester, and are therefore unofficial. Official LMU honors on the diploma and transcript will include the final semester's grades.

Diplomas

Diplomas will be mailed approximately 4 – 6 weeks after commencement to students who complete all degree requirements.

Change of Schedule

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 (withdrawing from) one or more classes. Such changes should not be made, however, without consulting the academic advisor. Such changes can be made only by using the official *Change of Schedule Form* (located on MyLMU /Academics/Registrar/Forms) and fully processing the change through the Office of the Registrar and the Financial Aid Office.

The student may add courses to her/his schedule through the "last day to complete registration" as announced in the *Undergraduate Academic Calendar 2021-2022*, and after that date there is a $15 per- course fee for adding or dropping courses.

With regard to dropped courses, there are important deadlines which affect the grade or notation that will appear on the student's academic transcript. See the *Undergraduate Academic Calendar 2021-2022* and take special note of:

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 University 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 preregistration for classes and registration confirmation by arranging for payment for classes.

The final step in registration is the payment of fees or arranging for alternate forms of payment. Until this step is completed, the student is **not officially registered** and is not eligible to attend classes. Students who attend class without completing registration may not receive academic credit for attendance or work completed.

Students should carefully plan and register for a schedule on the published registration dates for each term. However, students may register through the published late-registration period.

Students must complete registration by the published "last day to complete registration/add courses" deadline of each semester, and financial accounts must be reconciled by the last day of the semester to receive any transcript credit for the semester. Late registrants must make up missed work and are assessed a late fee.

Transfer Credits from Other Institutions

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

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

World Education Services
P. O. Box 745
Old Chelsea Station

New York, NY 10113-0745
212.966.6311
www.wes.org

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

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

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

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

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

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

1. Developmental or remedial courses are recorded but do not apply to the degree.
2. All other equated courses or approved elective credit courses and grades are recorded and calculated in attempted hours, hours earned and cumulative academic GPA.
3. Transfer courses with the grade of "D" cannot be used to complete a major course requirement. If the course is required for the major it must be repeated.
4. Transfer courses with the grade of "D" cannot be used to satisfy a General Education Core requirement. If the course is part of an earned Associate of Arts or Associate of Science from a Tennessee or Kentucky community college and awarded after January 1, 2010, the course will not have to be repeated. In all other cases the course must be repeated.
5. Transfer students who have earned an Associate of Arts (AA) degree or an Associate of Science (AS) degree awarded after January 1, 2010, in a university parallel program (typically consisting of 41-48 semester credit hours of general education coursework in the liberal arts disciplines) from a Tennessee, Kentucky, or Virginia community college shall be deemed to have met LMU's General Education Core, except for the mission specific courses LNCN 100 and CIVX 300. Students who have earned an AA or AS degree from an approved institution in Florida following the State of Florida general education requirements shall be deemed to have met LMU's BSN General Education Core, except for the mission specific courses LNCN 100 and CIVX 300. The student may be required to complete additional general education coursework in order to meet the University's expected learning outcomes, core licensure, or certification requirements in professional programs.
6. Transfer students must meet all degree or program requirements for graduation as outlined in this catalog.
7. Technical or non-university parallel courses are considered for transfer credit on a course by course basis.

Approval to Apply for Coursework at another Institution

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

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

Distance Education and Online Coursework

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

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

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

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

Evidence of documented college-level prior learning may be presented in portfolio format in pursuit of SC. The student seeking SC receives assistance from the office of the dean of the applicable school in the preparation of an application

portfolio. The portfolio must include, among other documents, an expanded resume with detailed descriptions of academic goals, and verification of learning. The completed portfolio is evaluated for academic merit and credit by a faculty expert or an expert consultant in the field selected by the dean of the applicable school. The evaluation process measures the experiential learning through any or all of the following approaches: 1) product assessment, 2) oral interview, 3) written examination, and 4) skills assessment.

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

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

Advanced Placement examinations are recognized for credit in specific academic areas. The following table indicates academic credit that will be awarded based on specific AP scores as approved by the University faculty.

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

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

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

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

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

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

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

Attendance Policy

To maximize the learning experience at LMU, students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog https://www.lmunet.edu/academics/catalogs.php.

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Academic Integrity

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

Cheating - Cheating may be active or passive. Active cheating is when one decides and pursues behavior which is dishonest. Passive cheating is when one decides to do nothing to prevent cheating or fails to notify the academic authority (i.e. the instructor) of cheating. Dishonesty of any kind on academic assignments is cheating. Academic assignments are diverse but usually include: quizzes, exams, problem sets, essays, research papers, analysis papers, book reviews, creative objects, performances, speeches, and presentations. Unauthorized possession of examination questions or answers, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat (collusion), altering grade records, or illegally entering an office are instances of cheating. These violations may be in person or via technology. Faking an illness in order to take a test at a different time, failure to report others who are violating academic integrity, bullying/intimidating others to prevent reporting of a violation, and falsifying an attendance sheet are also forms of cheating. In addition, forgery, falsification, fabrication, and misrepresentation are cheating. Copyright infringement is stealing and cheating the creator of recognition or compensation for intellectual property.

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

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

Cancellation Notification Due To Weather or Other Emergencies

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

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

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

Addressing Concerns for Undergraduate Programs

LMU provides a number of avenues through which students can address issues and concerns. Grievances and appeals also have specific processes with steps to follow in pursuing resolution. The Formal Complaint process is available to have an internal committee review the handling of appeals/grievances.

Students should express their concerns as quickly as possible through the appropriate channels. Undergraduate students requiring assistance with these processes may contact the Dean of Students or Associate Dean of Students in the Office of Student Services (located in DAR Hall) at (423) 869-7166. Students are encouraged to address their concerns on the following topics by using information provided in the resources identified in parentheses:

- Grades (*Undergraduate Catalog*)
- Academic Issues (*Undergraduate Catalog*)
- Academic Appeals (Undergraduate *Catalog*)
- Non-Academic Appeals (*Student Handbook*)
- Financial Aid (*Student Handbook*; *Undergraduate 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 (*Student Handbook*)
- ADA/504 (*Student Handbook*)

Academic Grievance/Appeal Procedure

Grievances concerning any aspect of a course should first be taken to the instructor of the course. If a student thinks the matter has not been resolved with the course instructor, the matter should be taken to the chair of the department offering the course immediately but no later than two weeks following the first day of classes for the next semester (including summer terms). The next appeal step is the Dean of the applicable school delivering the course in question. All academic and grade appeals must be submitted in writing.

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

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

Formal Complaint Process

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

The Formal Student Complaint Form may be downloaded at:

https://www.lmunet.edu/public/uploads/pdf/Formal_Student_Complaint_Policy_Form_11514.pdf

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

For proper processing, all information must be completed and delivered to Office of Institutional Compliance, 210 DAR, 6965 Cumberland Gap Parkway, Harrogate, TN 37752

Off -Campus Authorities

All Locations

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

Tennessee Locations

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

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

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

Corbin, Kentucky Location

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).

Tampa, Florida Location

Complaints related to the application of state laws or rules related to approval to operate or licensure of a particular professional program within a postsecondary institution shall be referred to the appropriate State Board (i.e., State Boards of Health, State Board of Education, and so on) within the Florida State Government and shall be reviewed and handled by that licensing board (http://floridasnursing.gov/licensing/, and then search for the appropriate division);

For students attending programs in Florida, complaints related to state consumer protection laws (e.g., laws related to fraud or false advertising) shall be referred to the Florida Office of the Attorney General and shall be reviewed and handled by that Unit (http://myfloridalegal.com/consumer).

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:

https://www.lmunet.edu/academics/registrar/ferpa

Identification Verification Policies

It is the policy of LMU to ensure that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives credit. LMU will ensure this by verifying each student's identity. In compliance with Federal Requirement 4.8.1, verification of a student's identity shall be accomplished either by: (a) use of a secure login and pass code; (b) proctored examinations; or (c) use of new or other technologies and/or best practices that are commonly and widely accepted within higher education as being effective in verifying student identity in a distance education environment.

Procedure for Verification of Identity

At LMU the primary and preferred method of verification of a student's identity for distance education purposes shall be option (a) of the policy, use of a secure login and pass code. Options (b) proctored examinations and/or (c) new technologies, may be used to verify the identity of a student when approved through appropriate university approval processes; to include, vote by Department and Academic School faculty and Academic Council. The method(s) for verification of a student's identity for each distance education course will be included in each course syllabus. Course syllabi will be distributed to enrolled students prior to, or during, the first class session in which the student participates. All distance education course syllabi must be reviewed by the Dean of the Academic School from which the course originates prior to distribution to students. The Academic School Dean's review of course syllabi must ensure that each distance education course syllabus contains the method of verification of student identity.

Distance Education Policy and Procedures for Protecting Student Privacy

It is the policy of LMU to ensure that the privacy of students enrolled in distance education courses or programs shall be protected. Procedures 1. Privacy of student records will be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). LMU will ensure that it is in compliance with all FERPA guidelines. Should the University use any service provider for the delivery of online courses, that provider will be contractually obligated to meet FERPA guidelines. 2. Students will submit course assignments within the password-protected learning management system designated for the course in which they are enrolled. 3. Student postings to discussion boards, chat rooms, and class forums shall be accessible only to members of the class, the course instructor(s), and anyone specifically authorized by a course instructor if such authorization is for pedagogical/assessment purposes. (The President, a Vice President, Academic School Deans and Program Directors may access discussion boards, chat rooms, and class forums for evaluation/assessment purposes.) 4. Grades for discussion board participation and written assignments are confidential, and are only accessible by the individual student and the course instructor(s), and anyone specifically authorized by a course instructor if such authorization is for pedagogical/assessment purposes. (The President, a Vice President, Academic School Deans and Program Directors may access discussion boards and written assignments for evaluation/assessment purposes.) 5. Online student examinations shall be accessible only to course instructor(s) and anyone specifically authorized by a course instructor if such authorization is for pedagogical purposes. (The President, a Vice President, Academic School Deans and Program Directors may access examinations for evaluation/assessment purposes.) 6. Material from online courses used for curriculum/course/program assessment/evaluation purposes will be reviewed by course instructors and Academic School Deans to ensure that it does not include the identity of individual students. 7. Personally identifying information of student, regardless of whether it is kept by LMU or a service provider, shall be kept in an encrypted format with at least 128kb encryption methods.

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

To comply with SACSCOC Standard 10.6a, it is the policy of LMU to ensure that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program, and receives credit. (LMU Distance Education Policy and Procedure for Verification of Identity) In compliance with SACACOC Standard 10.6a, it is also the policy of LMU that advance notice will be provided to distance education students of any additional student charges associated with verification of student identity.

Procedure When Additional Student Cost Is Involved

At LMU, the primary and preferred method for verification of student identity, for distance education purposes, is the use of a secure login and pass code. In addition to being an effective and accepted means of verification of student identity, this option does not require that a student be burdened with any additional charges related to verification of identity. However, (a) if it becomes necessary to adopt another means to verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program, and receives credit for it; and (b) if such new verification method involves an additional cost which is to be passed on to the student; then (c) adequate advance notice of the additional cost related to verification of identity will be provided to the student either at the time of registration or enrollment. Notification methods, at minimum, will include; identifying the additional charges in registration materials published for each semester, including notice of the additional charges in distance education course syllabi, and notifying distance education students by Email.

Public Notice Designating Directory Information

LMU designates the following information contained in students' education records as "directory information." Directory information may be disclosed by the University without the student's prior consent pursuant to the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). However, the University is not required to disclose directory information and, therefore, carefully evaluates requests for information. At LMU, directory information includes the student's name, address, telephone number, email

address, date and place of birth, photographs, major and minor field(s) of study, dates of attendance, class (freshman, sophomore, etc.), enrollment status (undergraduate or graduate; full or part-time), participation in officially recognized activities or sports, height and weight of student-athletes, degrees, honors (including Dean's List) and awards received, and the most recent educational agency or institution attended.

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

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

Criminal Background Check Policy

If a student is assigned for clinical experiences/practicum at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information.

Students are allowed in the facility at the discretion of the clinical affiliates, other affiliate agency, organization, or school. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/ practicum/field experience and will be withdrawn from the program.

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

Pursuant to the Fair Credit Reporting Act, LMU provides each student with the proper notices and forms at the time of application to the University with regard to background checks.

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

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

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

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.

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.

Application for Graduation

Each candidate for graduation must make a formal application to the Registrar (complete Intent to Graduate Form located at the end of your Program Evaluation in WebAdvisor) no later than the last day of the semester prior to the semester of graduation.

Students completing requirements during May summer term participate in the following December commencement ceremony.

If six or less credits are needed to graduate in May, a student may petition the Vice President for Academic Affairs to participate in the commencement ceremony, but will not receive a diploma until graduation requirements are met.

A graduation fee of $50 is assessed for associate degree candidates and a fee of $75 is assessed for baccalaureate degree candidates. This fee covers the cost of the degree audit (i.e., determining that all academic requirements have been met), the cost of the diploma, and academic regalia.

Participation in the Commencement ceremony is a requirement for undergraduate degrees. Any request for

exceptions must be communicated in writing and approved by the Vice President of Academic Affairs.

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.

Communication from the University

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.

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 available 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.

UNDERGRADUATE ACADEMIC PROGRAMS

This section includes important university undergraduate academic information and academic policies listed by department. Each academic department section enumerates programs, including course and credit requirements, occasionally followed by important notes. The student is cautioned that the order in which the course requirements appear is **not necessarily the order in which the courses should or must be taken**; for assistance contact the appropriate academic advisor. The academic degree to which a major program applies is noted parenthetically following the title of the program.

Descriptions of undergraduate courses by department are located in the final section of this catalog (*see Course Descriptions*). It is LMU's policy that any established academic course within the undergraduate curriculum which is not offered within a given three-year period may be removed from the curriculum and the *Undergraduate Catalog*.

For information on graduate degree programs refer to the applicable catalog.

Course Numbering System

Courses carry a prefix designating a particular academic discipline, and a three-digit number. The digits and numerals represent the following:

First digit	1 = Freshman level 2 = Sophomore and capable Freshman level 3 = Junior and capable Sophomore level 4 = Senior and capable Junior level
Second digit	0-9 = specific areas within the discipline; perhaps, but not necessarily reflecting the comparative difficulty or sophistication
Third digit	0 = single semester course, **not** repeatable for additional credit 1 = first course of a **sequence, not** repeatable for additional credit 2 = second course of a **sequence, not** repeatable for additional credit 3 = course that **may** be repeated for additional (though limited) credit 4-8 = single semester course **not** repeatable for additional credit 9 = reserved for recording approved transfer credit from another institution; or for approved credit awarded for other prior learning

These three-digit numbers are **reserved** as indicated:

195, 295, 395, 495- Special topic

196, 296, 396, 496- Independent Study

497	Culminating Study/Project/Experience (*e.g.*: Senior Exhibition, Senior Research Project, Senior Seminar, Student Teaching, etc.)
498	Internship

When the course numbers for a sequence appear on the same line, separated by a **hyphen** (-), that signals the first course of the sequence is **prerequisite** to the second. Otherwise, the first course is **not** prerequisite to the second.

Special Topic, Independent Study, and Directed Study

These course numbers and titles do not appear among the course descriptions that follow, but are available under each prefix:

195, 295, 395, 495 - Special Topic

196, 296, 396, 496 - Independent Study

A **Special Topic** course may be designed and offered by a member of the faculty. Independent study courses must be research oriented. A syllabus of the Special Topic course must be approved by the chair of the appropriate academic department prior to the course offering. An **Independent Study** course may be designed by a student in conjunction with a supervising faculty member. A completed Independent Study Request Contract form, detailing the study requirements, materials, and evaluation procedures, must be approved by the faculty member, the chair of the academic department offering the course, and finally by the Dean of the applicable school prior to registration for the course. Special Topic and Independent Study courses are intended to enrich the regular course offerings and expand formal learning experiences for the student. A **Directed Study** course is available in a limited number of subject areas. A directed study is a regular LMU course offering taught to a student on an individual faculty/student basis, which must be approved by the faculty member, the chair of the academic department offering the course, and the Dean of the applicable school. In a directed study, the directing faculty member sets forth the objectives, requirements and guidelines for earning credit in a course in the Directed Study Contract. A directed study syllabus for each course stating established meeting times with a faculty member, examination, readings and a general outline of what is to be learned is provided. A directed study course may be denied if the course is available that same semester. **Directed Study** and **Independent Study** courses combined are limited to a maximum total of 15 semester credit hours.

Definition of Course Description Terms

The following terms may be used in the descriptions of courses and/or in programs of study.

- Prerequisite: A course that a student must pass *prior* to enrolling in a more advanced course.
- Corequisite: Course in which the student must be enrolled concurrently with another course.
- Recommended prerequisite: A course that is *recommended* (but not required) prior to enrolling in a more advanced course.
- Collateral: A required course outside the program of study.

HONORS SCHOLARS PROGRAM

Mission Statement

The LMU Honors Scholars Program exists to promote undergraduate scholarship and encourage intellectual dialogue among students. It deepens values through an approach of critical reading and writing in courses reinforced with service learning and increased social and cultural collaboration. The LMU Honors Scholars program is marked by its

interdisciplinary nature and course objectives that focus on analysis, integration, and application. A service ethic is reinforced by activities and responsibilities throughout the program where Honors students reach out to fellow students and to the broader community.

Program Admission

Incoming freshman students may apply to be members of the Honors Scholars Program with at least a 26 ACT composite score and a minimum 3.2 high school GPA. Transfer and current students may apply to be members of the Honors Scholars Program with a minimum cumulative college GPA of 3.00. All applicants are required to attend a formal interview and provide a writing sample as part of the application process.

Program Design

This program is intended to function like a "minor" and will include special recognition at commencement and on the student's transcript. Many honors courses will fulfill General Education or academic major requirements. Departmental and contract honors courses may fulfill the minimum required credit hours for recognition at graduation.

Honors students completing at least 23 honors course credits including the Honors Thesis project will receive recognition as University Honors Scholars. Students completing at least 18 honors course credits including the Honors Thesis project will receive recognition as Honors Scholars on their transcript. Transfer students who have completed all or part of the requirements of an honors program at another academic institution may have some of these requirements waived with the approval of the Honors Council, but they must complete, as a minimum, HNRS 203, HNRS 303, and the Honors Thesis.

The required honors courses are:	cr hrs
HNRS 100 Honors Perspective and Skills	1
HNRS 203 Honors Seminar	1
HNRS 303 Honors Seminar	1

University Honors Scholars will also engage in scholarship under the mentorship of a faculty member. The new Honors student will be introduced to the culture and expectations of the Honors program, strategies for college success, and the nature of scholarship and processes of research in HNRS 100. The student will develop and hone research skills in HNRS 203 and 303. As a capstone experience, the student will contract with his/her faculty mentor to propose, research, present, and defend a scholarly work in a 400-level course in his/her major department (See **Honors Thesis**). This course will also serve as the place for completing an institutional assessment of the program.

The Honors Council has policy and oversight responsibility for this academic program. The Honors Council is composed of representative faculty members and honors students. The Honors Council makes recommendations to the Vice President for Academic Affairs regarding criteria for honors courses and approves specific honors courses.

General Criteria for Honors Courses:

- Analysis
- Synthesis
- Critical reading
- Critical writing
- Documentation and attribution excellence for source materials
- Relevant and current application of knowledge and analysis
- Evidence of learning approach(es) such as debate, presentations, instructional travel
- Service/experiential learning

Note: Each course is expected to meet many of the above objectives but not every item above. Courses are expected to be designed appropriately for the academic level.

General Criteria for Faculty teaching honors courses:

- Proven ability to provide intellectual leadership and mentoring of students in and out of the classroom
- Support for the overall mission and objectives of the Honors Scholars Program
- Understanding of the differential educational approach of honors courses
- Exceptional teaching skills which include fostering inclusive discussion, thoughtful learning activities, selection of relevant and current readings, use of scholarly documentation and attribution, meaningful assessment instruments, and timely feedback to students.
- Engages peer evaluation process of classroom observation, feedback, and reflection.

Honors Thesis

Each honors scholar will complete an Honors Thesis project. Students will contract with a faculty mentor to plan, research, and write a scholarly thesis or produce a creative project. The student must present a written proposal for the thesis or creative project to, and receive approval from, the Honors Council before commencing work on the thesis or creative project. The student will give a public presentation of the thesis or project and give an oral defense of it to an Honors Thesis Committee comprised of the student's faculty mentor, one member of the Honors Council, and a third faculty member of the student's choosing. For students whose major departments require a senior thesis/project, the honors thesis or creative project will be completed as part of the required departmental thesis/project course. For students whose major departments do not require a senior thesis/project, the honors thesis or creative project will be completed as part of any 400-level course in the student's major department approved by the student's faculty mentor.

Honors Point System

LMU Honors Scholars shall be required to participate in an Honors Program Point System. This system is designed to encourage active participation in the Honors community, the LMU community, and the local, national, and international

communities to which we belong. Each Honors Scholar is expected to earn at least 10 points each semester by participating in activities and events in the areas of Academics, Culture, and Service. The specific activities for which points may be earned and their point values are indicated on an official Honors Point System Form. It shall be the responsibility of each Honors Scholar to track and record each semester the points he/she earns on the Honors Point System Form and have the form certified by his/her academic advisor and the Honors Program Director. The Honors Program Director shall keep certified Point System Forms on file.

Honors Scholars who fail to earn at least 10 points in a given semester shall be placed on probation and expected to make up the point deficiency in the next semester. If an Honors Scholar fails to earn the required number of points for two consecutive semesters (including failure to make up a previous semester's point deficiency), that Honors Scholar will be dismissed from the program. Any Honors Scholar who fails to obtain the required number of points in his/her last semester will not graduate with honors. An Honors Scholar who is dismissed from the program (or fails to obtain the required number of points in his/her last semester) may appeal his/her dismissal to the Honors Council.

GENERAL EDUCATION CORE CURRICULUM

The faculty of LMU have created The Lincoln Liberal Arts Core Curriculum to help fulfill the mission of LMU by developing and fostering agreed upon competencies in graduates of associate and baccalaureate degree programs.

Student learning outcomes for students completing the General Education Core Curriculum program are:

All students:

- Students demonstrate a basic understanding of Abraham Lincoln's life and legacy
- Students demonstrate the ability to communicate effectively in both oral and written forms
- Students demonstrate the ability to use mathematical skills and analyses to solve quantitative reasoning problems in everyday life and work
- Students demonstrate the ability to use principles and knowledge of the social sciences to make informed decisions in everyday life and work
- Students demonstrate the ability to use various forms of scientific data to make informed decisions in everyday life and work
- Students demonstrate a fundamental level of knowledge of the humanities that supports their understanding of the development of societies and cultures for the purpose of decision making for everyday life and work
- Students demonstrate the knowledge and skills necessary to function as successful college students in academic and interpersonal pursuits
- Students demonstrate knowledge and skills in using common software and hardware to accomplish or enhance college-level learning activities

Additional Student Learning Outcomes for graduates of Baccalaureate programs:

- Students demonstrate understanding of American citizenship
- Students are able to apply fundamental principles of aesthetic and cultural analysis to visual and performing arts
- Students demonstrate the ability to critically read, analyze, and synthesize historical evidence

General Education Policies

1. Students should carefully review **The Lincoln Liberal Arts Core Curriculum** requirements outlined and monitor their progress toward meeting them.
2. Students should meet with their academic advisors each semester to help ensure adequate progress toward completion of the Core Curriculum requirements.
3. As soon as possible after enrolling at the University, students who have completed general education coursework elsewhere should, with the help of their academic advisors, formally request appropriate substitutions for specific Core Curriculum requirements.
4. Some courses listed in the categories of **The Lincoln Liberal Arts Core Curriculum** may be prerequisites to more advanced coursework in specific major programs. Students can meet the Core Curriculum requirements by completing any of the courses listed in each category. However, students who choose courses other than those prerequisites must complete additional coursework to prepare for their major program requirements.
5. Some courses listed in the categories of **The Lincoln Liberal Arts Core Curriculum** may also satisfy licensure requirements in professional programs. Students can meet the Core Curriculum requirements by completing any of the courses listed in each category. However, students who choose courses other than their licensure requirements will be required to enroll in additional coursework in order to complete their professional programs.
6. A maximum of three courses may count concurrently toward **The Lincoln Liberal Arts Core Curriculum** and the student's major program of study.
7. LMU courses with a grade of "D-" may be counted for the university's general education requirement. A cumulative general education program GPA of 2.0 is required for graduation.
8. The same course cannot be used to meet two different General Education requirements.
9. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of **The Lincoln Liberal Arts Core Curriculum** at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

   Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of $20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that

achievement is successfully demonstrated the student will have a grade of No Credit (N.C.) assigned for LNCN300.

The expected levels to demonstrate achievement of **The Lincoln Liberal Arts Core Curriculum are:**

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Scores from repeated exams are not included in this average calculation.

Associate of Arts (AA) General Studies
Degree Requirements

These requirements are applicable to a General Studies AA degree and do not apply to other associate degree programs. Elective courses in this degree plan may be used to complete collateral requirements for a bachelor's degree program or to create a more cohesive area of study in an academic discipline with the help of an academic advisor. A maximum of 15 transfer credits may be applied to a General Studies Associate degree earned at LMU. The last 30 credits of a General Studies Associate degree must be earned at LMU.

Course	**cr hrs**
UACT 100	1*
LNCN 100	1
ENGL 101, 102	6
COMM 200	3
Fine Arts Elective	3
Humanities, Fine Arts or Ethics Elective	3
Behavioral/Social Sciences Elective	3
History Sequence (HIST 121/122 or 131/132)	6
Mathematics Elective (MATH 105 or higher)	3
Natural Science elective	4
Foreign Language	6
Computer Literacy (ISYS 100 or EDUC 210)	2
General Electives	20
Total credit hours for degree	**60-61**

***LMU requires all first-time freshmen students with less than 15 credits of college credit to complete UACT 100. This credit does not include AP, CLEP, or Dual-enrollment credit.**

Associate of Science (AS) General Studies
Degree Requirements

These requirements are applicable to a general A.S. degree and do not apply to other associate degree programs. Elective courses in this degree plan may be used to complete collateral requirements for a bachelor's degree program or to create a more cohesive area of study in an academic discipline with the help of an academic advisor. A maximum of 15 transfer credits may be applied to an Associate degree earned at LMU. The last 30 credits of an Associate degree must be earned at LMU.

Course	**cr hrs**
UACT 100	1*
LNCN 100	1
ENGL 101, 102	6
COMM 200	3
Fine Arts Elective	3
Behavioral/Social Sciences Elective	3
History Sequence (HIST 121/122 or 131/132)	6
Mathematics Elective (MATH 105 or higher)	3
Mathematics or Behavioral/Social Sciences Elective	3
Natural Science electives	8
Computer Literacy (ISYS 100 or EDUC 210)	2
General Electives	22
Total credit hours for degree	**60-61**

***LMU requires all first-time freshmen students with less than 15 credits of college credit to complete UACT 100. This credit does not include AP, CLEP, or Dual-enrollment credit.**

Fine Arts Electives

ART 100	Art Appreciation
ART 381	Survey of Art History I
ART 382	Survey of Art History II
MUSC 100	Music Appreciation
MUSC 468	Survey of World Music
THEA 100	Introduction to Theatre
THEA 340	Survey of Dramatic Literature

Behavioral/Social Sciences Electives

BSCI 100	Human Potential
BUSN 380	Personal Finance
CRIM 105	Introduction to Criminal Justice
ECON 212	Principles of Microeconomics
ECON 213	Principles of Macroeconomics
GEOG 100	Introduction to Geography
GEOG 110	World Regional Geography
GEOG 211	Introduction to Human Geography
GEOG 300	Environmental Geography
POLS 100	American National Government
POLS 240	Introduction to Political Ideas
POLS 250	Introduction to International Relations
PSYC 100	Introduction to Psychology
PSYC 221	Child and Adolescent Development
PSYC 222	Adult Development
SOCI 100	Introduction to Sociology
SOCI 330	Cultural Diversity

Mathematics Electives

(See MATHEMATICS PLACEMENT below)

MATH 110	Reasoning and Problem Solving
MATH 115	College Algebra
MATH 120	Trigonometry
MATH 150	Calculus I

Natural Sciences Electives

BIOL 100	Introduction to Biology
BIOL 111	General Biology I
BIOL 230	Microbiology
BIOL 261	Human Anatomy and Physiology I
BIOL 262	Human Anatomy and Physiology II
CHEM 100	Introduction to Chemistry
CHEM 111	General Chemistry I
ENVS 100	Introduction to Environmental Science
GEOG 120	Introduction to Physical Geography
PHYS 100	Introduction to Physics
PHYS 211	General Physics I

Core Curriculum Requirements for ASN, VHS or VMT Associate Degree Programs:

I. LMU Specific Courses 2 **cr hrs**

UACT 100	Strategies for College Success*	1
LNCN 100	Lincoln's Life and Legacy	1

II. Communication **6 cr hrs**

COMM 200	Fundamentals of Speech Communication	3
ENGL 101	Composition I	3

III. Ethics, Fine Arts, History, or Humanities **3 cr hrs**

Choose **one** course from the following:

ART 100	Art Appreciation
ART 381	Survey of Art History I
ART 382	Survey of Art History II
BUSN 250	Social and Ethical Environment of Business
ENGL 102	Composition II
ENGL 350	Narrative, Healing, and the Body
HIST 121	World History to 1500
HIST 122	World History since 1500
HIST 131	American History to 1877
HIST 132	American History since 1877
MCOM 410	Media Law and Ethics
MUSC 100	Music Appreciation
MUSC 468	Survey of World Music
PHIL 100	The Meaning of Life
PHIL 200	Introduction to Philosophy
PHIL 210	Logic and Critical Thinking
PHIL 330	Ethics
PHIL 430	Medical Ethics
REL 210	Survey of the Old Testament
REL 220	Survey of the New Testament
REL 310	Comparative World Religions
REL 315	Comparative Christianity
THEA 100	Introduction to Theatre

IV. Behavioral/Social Sciences **3 cr hrs**

Choose **one** course from the following:

BSCI 100	Human Potential
BUSN 380	Personal Finance
CRIM 105	Introduction to Criminal Justice
ECON 212	Principles of Microeconomics
ECON 213	Principles of Macroeconomics
GEOG 100	Introduction to Geography
GEOG 110	World Regional Geography
GEOG 211	Introduction to Human Geography
GEOG 300	Environmental Geography
POLS 100	American National Government
POLS 240	Introduction to Political Ideas
POLS 250	Introduction to International Relations
[1]PSYC 100	Introduction to Psychology
[1]PSYC 221	Child and Adolescent Development
PSYC 222	Adult Development
SOCI 100	Introduction to Sociology
SOCI 330	Cultural Diversity

V. Mathematics **3 cr hrs**

Choose **one** course from the following:

(see MATHEMATICS PLACEMENT page below)

MATH 105	Transitional College Mathematics
MATH 110	Reasoning and Problem Solving
MATH 115	College Algebra
MATH 120	Trigonometry
MATH 150	Calculus I

VI. Natural Sciences **4 cr hrs**

Choose **one** course from the following:

BIOL 100	Introduction to Biology
BIOL 111	General Biology I
[2] BIOL 230	Microbiology
[1]BIOL 261	Human Anatomy and Physiology I
[1]BIOL 262	Human Anatomy and Physiology II
CHEM 100	Introduction to Chemistry
CHEM 111	General Chemistry I
ENVS 100	Introduction to Environmental Science
GEOG 120	Introduction to Physical Geography
PHYS 100	Introduction to Physics
PHYS 211	General Physics I

Note: LMU requires all students to demonstrate computer proficiency by either credit by exam or by taking ISYS 100 or EDUC 210.

***LMU requires all first-time freshmen students with less than 15 credits of college credit to complete UACT 100. This credit does not include AP, CLEP, or Dual-enrollment credit.**

Total Associate Degree General Education Credit Hours 20-21
Associate of Science (ASN or VMT)
Program-specific general education course requirements:

[1]**PSYC 221** counts concurrently toward LMU's social science general education requirement and highly recommended for ASN students. Other courses in the disciplines of Economics, Geography, Government, Psychology, and Sociology will also meet LMU's general education requirements in the social sciences. However, students who have completed one of these courses for their social science requirement would still be required to take PSYC 100 or 221 as a nursing licensure requirement.

[1]**BIOL 261, 262** are nursing licensure requirements. Any laboratory science course in Biology, Chemistry, Environmental Science, or Physics meets LMU's natural science general education requirement for associate degrees. Any one of the courses listed above will count concurrently toward general education and the nursing program requirements.

Associate of Business Administration (ABA):

To see ABA degree plan of study and requirements, see **Associate of Business Administration (ABA)**.

Bachelor of Arts (BA) General Studies
Degree Requirements

These requirements are applicable to a General Studies BA degree and do not apply to other baccalaureate degree programs. Students enrolled in the General Studies BA

program will complete 2 semester-long (6 credits minimum) foreign language courses or demonstrate equivalent proficiency. Fulfillment of the General Studies BA degree requires completion of a minimum of 122 credit hours, completion of the Lincoln Liberal Arts Core Curriculum, and completion of required cognates. Students may select two cognate areas of 18 credit hours each, with at least 9 upper-level credits in each cognate, or three cognate areas of 12 credit hours each, with at least 6 upper-level credits in each cognate. The junior and senior writing requirements must be completed within one selected cognate. Selection of Directed Study courses is not permitted; no more than 3 credit hours of Independent Study are permitted. Practicum or internship courses are limited to 3 credit hours and must be completed in the same cognate as the junior and senior writing requirement.

Bachelor of Science (BS) General Studies
Degree Requirements
These requirements are applicable to a General Studies BS degree and do not apply to other baccalaureate degree programs. Fulfillment of the General Studies BS degree requires completion of a minimum of 122 credit hours, completion of the Lincoln Liberal Arts Core Curriculum, and completion of required cognates. Students may select two cognate areas of 18 credit hours each, with at least 9 upper-level credits in each cognate, or three cognate areas of 12 credit hours each, with at least 6 upper-level credits in each cognate. The junior and senior writing requirements must be completed within one selected cognate. Selection of Directed Study courses is not permitted; no more than 3 credit hours of Independent Study are permitted. Practicum or internship courses are limited to 3 credit hours and must be completed in the same cognate as the junior and senior writing requirement.

Cognates may consist of 12 credit hours or 18 credit hours. A course may not be used to complete more than one cognate (no course will be double counted) and collateral courses may not be used on a cognate. Cognate areas may contain courses contained within the Lincoln Liberal Arts Core Curriculum.

Cognate Areas
The following cognate areas are available:

Cognates within the Bachelor of Arts Degree (BA)
Art (BA)
Business Administration (BA)
English (BA)
History (BA)
Political Science (BA)
Cognates within the Bachelor of Sciences Degree (BS)
Biology (BS)
Chemistry (BS)
Criminology and Criminal Justice (BS)
Computer Science (BS)
Conservation Biology (BS)
Mathematics (BS)
One Health (BS)
Psychology (BS)
Veterinary Science (BS)

Students enrolled in the General Studies (GSTU) major will be assigned an advisor in the School of Arts, Humanities, and Social Sciences (BA) or the School of Mathematics and Sciences (BS) based on the cognates selected . If two 18-hour cognates are selected and one is BA and one is BS, then the student must declare BA or BS at time of enrollment. If three 12-hour cognates are selected, then the degree designation (BA or BS) is set by the designation in which most of the hours are taken. One exception is the choice of Psychology and Criminology and Criminal Justice cognates. In that case, the student will be assigned to an advisor in AHSS. Students must consult their assigned academic advisor for course selection within cognates.

Click this link for more information on these cognates.

Core Curriculum Requirements for
Baccalaureate Degree Programs:

I. LMU Specific Courses		**cr hrs**
UACT 100	Strategies for College Success*	1
Click to view the LNCN 100 Course Description.		
LNCN 100	Lincoln's Life and Legacy	1
CIVX 300	American Civics	2
Click to view the CIVX 300 Course Description.		

II. Communication		**11 cr hrs**
COMM 200	Fundamentals of Speech Communication	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
ISYS 100	Computer Literacy	2
or		
EDUC 210	Instructional Technology & Learning Resources	

III. Fine Arts, Humanities, and Ethics		**9 cr hrs**
Choose **one** of the following:		3
ENGL 240	Literary Forms	
ENGL 250	Literary History and Culture	

Fine Arts - Choose **one** of the following:		3
ART 100	Art Appreciation	
ART 381	Survey of Art History I	
ART 382	Survey of Art History II	
MUSC 100	Music Appreciation	
MUSC 468	Survey of World Music	
THEA 100	Introduction to Theatre	
THEA 340	Survey of Dramatic Literature	

Fine Arts, Humanities, and Ethics Choose **one** of the following:		3
ART 100	Art Appreciation	
ART 381	Survey of Art History I	
ART 382	Survey of Art History II	
ENGL 350	Narrative, Healing, and the Body	

MUSC 100	Music Appreciation
MUSC 468	Survey of World Music
MCOM 410	Media Law and Ethics
THEA 100	Introduction to Theatre
THEA 340	Survey of Dramatic Literature
BUSN 250	Social and Ethical Environment of Business
GEOG 350	Geography of Religion
PHIL 100	The Meaning of Life
PHIL 200	Introduction of Philosophy
PHIL 210	Logic and Critical Thinking
PHIL 330	Ethics
PHIL 430	Medical Ethics
REL 210	Survey of the Old Testament
REL 220	Survey of the New Testament
REL 310	Comparative World Religions
REL 315	Comparative Christianity

IV. Behavioral/Social Sciences **6 cr hrs**

Choose **two** of the following:

BSCI 100	Human Potential
BUSN 380	Personal Finance
CRIM 105	Introduction to Criminal Justice
ECON 212	Principles of Microeconomics
ECON 213	Principles of Macroeconomics
GEOG 100	Introduction to Geography
GEOG 110	World Regional Geography
GEOG 211	Introduction to Human Geography
GEOG 300	Environmental Geography
POLS 100	American National Government:
POLS 240	Introduction to Political Ideas
POLS 250	Introduction to International Relations
PSYC 100	Introduction to Psychology
PSYC 221	Child and Adolescent Development
PSYC 222	Adult Development
SOCI 100	Introduction to Sociology
SOCI 330	Cultural Diversity

V. History **6 cr hrs**

Click to view HIST Course Descriptions.

Choose a **sequence** from the following:

HIST 121	World History to 1500	3
HIST 122	World History since to 1500	3
	or	
HIST 131	American History to 1870	3
HIST 132	American History since 1870	3

VI. Mathematics **3 cr hrs**

(*see* **Mathematics Placement**)

Choose **one** of the following:

Click to view MATH Course Descriptions.

MATH 110	Reasoning and Problem Solving
MATH 115	College Algebra
MATH 120	Trigonometry
MATH 150	Calculus I

VII. Natural/Physical Sciences
(Select A&B or Select C)

A. Life Sciences **4 cr hrs**

Choose **one** of the flowing:

BIOL 100	Introduction to Biology
BIOL 111	General Biology I
BIOL 230	Microbiology
BIOL 261	Human Anatomy and Physiology I
BIOL 262	Human Anatomy and Physiology II
ENVS 100	Introduction to Environmental Science

B. Physical Sciences **4 cr hrs**

Choose **one** of the following:

CHEM 100	Introduction to Chemistry
CHEM 111	General Chemistry I
GEOG 120	Introduction to Physical Geography
PHYS 100	Introduction to Physics
PHYS 211	General Physics I

C. Life/Physical Sciences **8 cr hrs**

Choose **one sequence** from the following:

BIOL 111-112	General Biology I, II
BIOL 261-262	Human Anatomy & Physiology I, II
CHEM 111-112	General Chemistry I, II
PHYS 211-212	General Physics I, II

***LMU requires all first-time freshmen students with less than 15 credits of college credit to complete UACT 100. This credit does not include AP, CLEP, or Dual-enrollment credit.**

Total Baccalaureate General Education Credit Hours 46-47

English Placement

ENGL 099 Basic Reading and Composition

Any student with an *English* ACT of 17 (or less) or SAT verbal or writing exam score of 460 (or less) must pass ENGL 099 before enrolling in ENGL 101.

ENGL 101 Composition I

- Students who have successfully completed ENGL 099 with a grade of "C-" or higher may enroll in ENGL 101.
- Students scoring between 18 and 25 on the ACT English exam may enroll in ENGL 101.
- Students scoring between 470 and 660 on the SAT verbal or writing exam may enroll in ENGL 101.

ENGL 102 Composition II

- Students who have successfully completed ENGL 101 with a grade of "C-" or higher may enroll in ENGL 102.
- Students who have successfully completed one (1) dual enrollment composition course with a grade of "C-" or higher may enroll in ENGL 102.
- Students scoring 26 or higher on the ACT English exam may enroll in ENGL 102.
- Students scoring 4 or higher on the AP English Language and Composition exam may enroll in ENGL 102.
- Students scoring 670 or higher on the SAT verbal or written exam may enroll in ENGL 102.

ENGL 240 Literary Forms; ENGL 250 Literary History and Culture

- Students who have successfully completed ENGL 102 with a grade of "C-" or higher may enroll in ENGL 240 or 250.
- Students who have successfully completed two (2) dual enrollment composition courses with a grade of "C-" or higher may enroll in ENGL 240 or 250.
- Students scoring 4 or higher on the AP English Literature and Composition exam may enroll in ENGL 240 or 250.

Foreign Language Requirement
(for Bachelor of Arts (BA) Degree)

Six (6) hours of LMU credit in Spanish or French or appropriate AP score on Foreign Language test (see table at Special Credit by Exam) or six (6) hours of dual credit with a minimum grade of C, or a CLEP score of at least 50 on the Spanish World Language exam (valued at 6 hours of credit) or a CLEP score of at least 50 on the French Language exam (valued at six (6) hours of credit).

Mathematics Placement

Any student with a *Math* ACT of less than 19 or SAT of less than 510 must pass MATH 099 before continuing in MATH 105.

Student with a *Math* score of at least	May enroll in MATH
ACT 19 or SAT 510	**105 (or below)**
ACT 21 or SAT 530	**115, 110, or below**
ACT 23 or SAT 560	**120 or below**
ACT 26 or SAT 610	**150* or below**

* Any student with an AP Calculus AB score of 4 or higher *or* an AP Calculus BC score of 3 may receive credit for MATH 150. An AP Calculus BC score of 4 or higher may receive credit for MATH 150 and MATH 250.

ALLIED HEALTH SCIENCES

Mission Statement

The School of Allied Health Sciences is committed to providing a values-based quality educational experience for skilled, entry-level health professionals in the fields of exercise science, veterinary medical technology, and veterinary health science. Our graduates will be eligible for licensure, certification, and advanced education in graduate and professional programs. They are aptly prepared to enter the health professions workforce.

The school strives to fulfill the principles of Abraham Lincoln's life through one school, one health, and one community.

Please be aware that in certain academic programs requiring internship or placement, a criminal background check, or another drug screen, may be required by affiliate agencies and organizations. If required, these tests would be at the student's expense.

The grading scale for the School of Allied Health Sciences is as follows:

A	94-100	C	74-76.99
A-	90-93.99	C-	70-73.99
B+	87-89.99	D+	67-69.99
B	84-86.99	D	64-66.99
B-	80-83.99	D-	60-63.99
C+	77-79.99	F	below 60

DEPARTMENT OF SPORT AND EXERCISE SCIENCE

Mission Statement

The Department of Sport and Exercise Science is a values-based professional studies learning program. The program strives to fulfill the principles of Abraham Lincoln's life by service to humanity and the community, the promotion of public health and the advancement of coaching education, exercise science, and sports therapy. The commitment of the faculty is based on the belief that graduates must be able to communicate clearly and effectively. The Department of Sport and Exercise Science will challenge and prepare each student for the future professions in coaching, exercise physiology, and sports therapy. Lastly, through diverse educational and research experiences, it is our mission to provide students with the knowledge, skills, and values that a graduate of LMU must possess.

Students are required to earn a grade of "C" or better in all courses applied to the major program.

Major Programs

General Exercise Science (BS)

Click to view PEXS Course Descriptions. **cr hrs**

Exercise Science Core Courses

***If a course has a corequisite laboratory course the laboratory course MUST be taken*

HLTH 120	Safety, First Aid and CPR	2
HLTH 210	Nutrition	3
HLTH 425	Sport and Exercise Nutrition	3
PEXS 200	Introduction to Sport and Exercise Science	2
PEXS 265	Injury Prevention & Emergency Management	3
PEXS 275	Technology for Sport and Exercise Science	2
PEXS 300	Exercise Physiology	3
PEXS 310	Measurement & Evaluation for Sport and Exercise Science	3
PEXS 344	Human Learning & Psychomotor Development	3
PEXS 350	Sport and Exercise Psychology	3
PEXS 372	Kinesiology & Biomechanics	3
PEXS 400	Exercise Physiology II	3
PEXS 430	Organization and Administration	3
PEXS 435	Exercise Prescription	3
PEXS 485	Research Methods	3
PEXS 493A	Practicum in Exercise Science	3
	Total 45	

Required Collateral Classes

The following collateral courses are required for completion of the General Exercise Science degree.

***If a course has a corequisite laboratory course the laboratory course MUST be taken*

BIOL 261	Human A & P I	4
BIOL 262	Human A & P II	4
CHEM 100	Intro to Chemistry	4
PHYS 100	Intro to Physics	4
PSYC 100	Intro to Psychology	3
PSYC 221	Child & Adolescent Development	3
	Total	**22**

General Exercise Science-pre OTD option (BS)

The following courses will fulfill the Exercise Science degree for students seeking a route to the LMU Occupational Therapy Doctorate (OTD) program.

General Exercise Science -OTD Core Courses

cr hrs

***If a course has a corequisite laboratory course the laboratory course MUST be taken*

PRS 185	Fresh. Seminar in Rehab Science	1
PRS 285	Soph. Seminar in Rehab Science	1
HLTH 120	First Aid & CPR	2
PEXS 265	Injury Prev. & Emerg Mgmt	3
PEXS 300	Exercise Physiology I	3
PEXS 310	Measurement & Evaluation	3
PEXS 372	Kinesiology & Biomechanics	3
PEXS 344	Learning & Psychomotor Development	3
PEXS 350	Sports & Exercise Psychology	3
PEXS 430	Organization & Admin	3
PEXS 434	Foundations & Administration	3
PEXS 435	Exercise Prescription	3
PEXS 474	Injury Evaluation of Extremities	3
PEXS 476	Evidence Based Practice	3
PEXS 485	Research Methods	3
PEXS 487	Therapeutic Modalities	3

PEXS 488	Rehabilitation & Therapeutic Exercise	3
PEXS 493A	Practicum in Exercise Science	3
PEXS 494	General Medical Considerations	3
PEXS 497	Senior Seminar	3
		Total 55

Required Collateral Classes

The following collateral courses are required for completion of the General Exercise Science OTD option.

AHSC 300	Medical Terminology	3
BIOL 261	Human A & P I	4
BIOL 262	Human A & P II	4
CHEM 100	Intro to Chemistry	4
MATH 270	Probability & Statistics	3
PHIL 200	Intro to Philosophy	3
PHYS 100	Intro to Physics	4
PSYC 221	Child & Adolescent Development	3
PSYC 222	Adult Development	3
PSYC 255	Intro to Social Psychology	3
PSYC 340	Abnormal Psychology	3
		Total 37

Exercise and Rehabilitation Science (BS)

Click to view PEXS Course Descriptions. **cr hrs**

ERS Core Courses

***If a course has a corequisite laboratory course the laboratory course MUST be taken*

HLTH 120	Safety, First Aid & CPR	2
PEXS 265	Injury Prevent & Emerg Mgmt	3
PEXS 300	Exercise Physiology	3
PEXS 303	Application of Exercise Physiology I	3
PEXS 372	Kinesiology & Biomechanics	3
PEXS 435	Exercise Prescription	3
PEXS 493A	Practicum in Exercise Science	3
PEXS 434	Foundations and Administration	3
PEXS 444	Advanced Sport Emerg. Care	3
PEXS 474	Injury Evaluation	3
PEXS 476	Evidence Based Practice	3
PEXS 487	Therapeutic Modalities	3
PEXS 488	Rehab of Athletic Injuries	3
PEXS 494	General Medical Conditions	3
PEXS 497	Senior Seminar	3
		Total 37

Required Collateral Courses

The following collateral math, science, and humanities courses are required for completion of the Exercise and Rehabilitation Science pre-professional BS degree.

AHSC 300	Medical Terminology	3
BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
PHYS 211	General Physics I	4
PHYS 212	General Physics II	4
BIOL 311	Integrated Vertebrate A&P I	4
BIOL 312	Integrated Vertebrate A&P II	4
MATH 270	Probability & Statistics	3
PHIL 430	Medical Ethics	3
PSYC 100	Intro to Psychology	3
PSYC 221	Child & Adolescent Development	3
		Total 47

Pre-Rehabilitation Science courses

The following courses are required for satisfaction of the Exercise and Rehabilitation Science BS degree curriculum requirements.

PRS 185	Freshman Seminar in Rehabilitation Sciences 1
PRS 285	Sophomore Seminar in Rehabilitation Sciences 1
PRS 385	Principles of Teaching and Learning for Rehabilitation Sciences 1

The Exercise and Rehabilitation Science BS is designed to prepare graduates to apply to most professional programs in rehabilitation sciences, including, but not limited to, Physical Therapy, Occupational Therapy, and Athletic Training. The courses in the degree program represent common entrance requirements, but students must verify pre-requisites at all selected professional programs.

Sport and Exercise Science Concentrations

Sport Coaching Concentration **cr hrs**

Click to view PEXS Course Descriptions.

HLTH 360	Drug Awareness	3
HLTH 414	Contemp. Issues in Health and Fitness	3
PEXS 313	Issues in Sport- Youth thru Young Adult	3
PEXS 320	Legal Aspects of Sports	3
PEXS 354	Techniques and Coaching	3
PEXS 386	Practice and Application of Strength and Conditioning	3
PEXS 450	Leadership in Coaching	3
PEXS 493B	Practicum in Coaching	3
		Total 24

Sport Therapy Concentration **cr hrs**

Click to view PEXS Course Descriptions

PEXS 434	Foundations and Administration	3
PEXS 444	Advanced Sports Emergency Care	3
PEXS 474	Injury Evaluation	3
PEXS 476	Evidence Based Practice & Research Methods	3
PEXS 487	Therapeutic Modalities	3
PEXS 488	Rehabilitation of Ath Injuries	3
PEXS 494	General Medical Conditions	3
PEXS 497	Senior Seminar	3
		Total 24

Strength and Conditioning Concentration **cr hrs**

Click to view PEXS Course Descriptions.

PEXS 354	Techniques in Coaching	3
PEXS 385	Scientific Foundations of Strength & Conditioning	3
PEXS 386	Practice & Application of Strength & Conditioning	3
PEXS 420	Ergogenic Aids in Sports	3
PEXS 450	Leadership in Sports & Coaching	3

PEXS 474	Injury Evaluation of Extremities	3
PEXS 493C	Practicum in Strength & Conditioning	3
	Total	**24**

Health Concentration

HLTH 230	Family Living	3
HLTH 320	Public Health	3
HLTH 330	Consumer and Environmental Health	3
HLTH 340	School Health Programs and Services	3
HLTH 360	Drug Awareness	3
HLTH 370	Health Disparities	3
HLTH 470	Health of the Elderly	3
HLTH 493	Practicum in Health	3
	Total	**24**

DEPARTMENT OF VETERINARY HEALTH SCIENCE AND TECHOLOGY

The Veterinary Health Science & Technology Department offers programs to students that wish to enter the veterinary profession upon graduation. The mission of the department is three fold:

1. Provide quality education to prepare entry level veterinary technicians in patient assessment, evaluation, client communication, and clinical nursing skill development in preparation for and passing the VTNE licensing exam and obtaining entry level positions as veterinary technicians.
2. Provide veterinary technologists with advanced technician courses that will
   a. enhance the associate level educational foundation to foster quality clinical skill development
   b. provide an advanced level of education to obtain positions in veterinary technology education, business management, and industry positions that require a bachelor's degree to apply
   c. benefit those that desire to pursue specialization as a credential technician
3. Provide a quality education for those that wish to apply to veterinary college, advance studies at the graduate level, and/or prepare graduates to work in the industry of veterinary medicine.

Note: For all courses offered by the VHS&T Department, travel may be required to off-campus area/regions, facilities, and farms. Transportation and expenses incurred for travel are the responsibility of the student.

VETERINARY MEDICAL TECHNOLOGY

Associate of Science Degree Program

Admission to the University does not guarantee admission to the Associate of Science Veterinary Medical Technology Program. Applications received prior to March 15 will receive priority consideration in the selection process. Admission to the two-year program is highly competitive and subject to the following:

1. Admission to LMU (visit LMU admission office/website for application)
2. Formal application for admission to the AS Veterinary Medical Technology Program
   - Application may be found online at http://www.lmunet.edu/academics/undergraduate/associate-degrees/associate-of-science-as/veterinary-medical-technology
   - Twenty hours of experience in a veterinary facility (LMU form must be used for verification)
   - Evaluator forms from two sources (one academic, one veterinary professional)
   - Personal statement of professional goals
3. Scores on the ACT, (minimum of 18, with a 19 or higher in math) or SAT (minimum 870 for critical reading & math composite, or minimum 1290 for critical reading, math, & writing composite)
4. Competitive GPA, (high school GPA of 3.0 or college GPA of 2.5 to be considered)

Students that may be deficient in the ACT/SAT scores or GPA, may elect to apply for admissions into the program via the three-year track academic plan. Veterinary Medical Technology Program faculty members will advise students accordingly.

For applications submitted after the deadline or submitted at LMU Orientation/Registration days, dates for submission of observations hours and evaluator forms will be posted. At Orientation, students will be allowed to register for classes but for full consideration of admittance into the program, all requirements will need to be submitted by the posted due dates. Accepted students will also be asked to verify that they meet all program technical standards.

Additional program information can be viewed via the student handbook: https://www.lmunet.edu/school-of-allied-health-sciences/associates/veterinary-medical-technology.php

Transfer Students

Students previously admitted to a veterinary technology program at another AVMA accredited institution must submit a letter of reference from the head of that program for consideration of admission into the AS VMT program. The VMT faculty will evaluate the veterinary technology courses from and give appropriate credit. LMU will decide transferability of courses/credits.

Accredited Program

The Associate of Science (AS) in Veterinary Medical Technology is fully accredited by the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA). The program is designed to develop knowledge, understanding, and development of critical thinking skills and technical skills and abilities required of credentialed technicians who work as a veterinary health care team member in clinical practice, biological research, educational facilities, zoos, diagnostic laboratories, pharmaceutical companies, and government agencies such as USDA and APHIS, in addition to other veterinary areas. Careers of the technician parallel those of veterinarians.

Veterinary Medical Technology (AS) Program Goals:

As a member of Allied Health Sciences, the Veterinary Medical Technology Program seeks to fulfill the following goals:

- Provide an Associate of Science Degree in Veterinary Medical Technology that meets the academic standards of

the American Veterinary Medical Association, the State of Tennessee, and LMU.

- Provide conscientious, caring, and highly skilled veterinary technicians who are equipped with critical thinking and clinical skills to practice the science of veterinary technology within the veterinary profession.
- Provide an educational background that enables graduates to become integral members of the veterinary health-care team.

Program Objectives:

1. Properly assess and evaluate needs of patients as they relate to pathophysiology of disease and disease prevention. (Advanced Medical Knowledge)
2. Administer quality medical care involving companion, food, and laboratory animals. (Advanced Medical Knowledge)
3. Demonstrate and apply laboratory procedures essential to diagnostic veterinary medicine. (Advanced Medical Knowledge)
4. Demonstrate understanding of disease processes and subsequent therapeutic procedures. (Promote Public Health)
5. Demonstrate therapeutic interpersonal communication skills in the client-technician-doctor relationship. (Service to Humanity)
6. Understand the human-animal bond and how the bond impacts society. (Promote Animal Welfare)

Technical and performance standards are necessary in a competent veterinary technician. These standards are necessary to protect the technician, client, and patient as well as other members of the veterinary health care team. Please refer to The Veterinary Medical Technology Student Handbook for a detailed description of technical standards; http://www.lmunet.edu/academics/undergraduate/associate-degrees/associate-of-science-as/veterinary-medical-technology

The VTNE:

The AS degree in Veterinary Medical Technology prepares graduates for eligibility to take the Veterinary Technician National Examination (VTNE). For information about the VTNE, visit www.aavsb.org. The state board of veterinary medicine has the right to deny licensure to practice veterinary technology to individuals guilty of crime, unprofessional conduct, or incompetence. Direct any questions regarding eligibility to take the VTNE to the board of veterinary medicine in the state which the student wishes to be registered.

Successful Completion:

PROGRESSION POLICIES OF THE VETERINARY MEDICAL TECHNOLOGY PROGRAM

1. A student must complete all VMT prefixed courses with a grade of 80 (B-) or better.
2. A student may earn one course grade of 70-79 (C- to C+) in a VMT prefixed course at any time in the VMT program. A student that earns one grade of 70-79 (C- to C+) will be placed on VMT academic probation.
3. If a student earns a second course grade of 70-79 (C- to C+) in a VMT prefixed course, the student will be automatically academically dismissed from the VMT program. The student may reapply for admission into the program but it is clearly understood that readmission is not guaranteed. If readmitted, the student must repeat the entire academic year from which he/she was dismissed, beginning with the Fall semester. If the student fails to earn a minimum grade of 80 (B-) or better in any VMT prefixed course following readmission, he/she will be dismissed from the program and is not eligible for readmission.
4. Any student who fails to earn the minimum grade of B- in *two* or more VMT prefixed courses during the first semester will be dismissed and is not eligible for readmission to the Veterinary Medical Technology Program.
5. Any student who earns any grade below a 70 (D-, D, D+, F) in a VMT prefixed course at any point in the curriculum will be dismissed and is not eligible for readmission to the Veterinary Medical Technology Program.
6. No student will be readmitted into the VMT Program more than once.
7. In order to progress in the program, students must successfully complete the Veterinary Medical Technology courses in sequence as specified in the program handbook.
8. If the student chooses to interrupt their VMT course sequence for any reason (withdrawal from any VMT course, withdrawal from LMU, failure to enroll in the next VMT course sequence, etc.), the student may be readmitted to the program at the point in which he/she withdrew. In this case, the student must be in good academic standing with the VMT program and the University.
9. Any student with an incomplete "I" in any VMT prefixed course(s) will not be allowed to enroll in subsequent VMT courses until the "I" has been removed from the student's transcript. If a student receives an incomplete, all of the required course work must be completed no later than 30 days after the conclusion of the current academic term. If the student fails to complete the requirements of the particular course, the student will receive zeros on all missed assignments and the final grade will be calculated accordingly.

(AS) Veterinary Medical Technology

VMT Courses		**cr hrs**
***if the course has a corequisite laboratory course, the laboratory course MUST be taken*		
Click to view VMT Course Descriptions.		
VMT 100	Introduction to Veterinary Technology	1
VMT 111	Domestic Animal Anatomy & Physiology I	4
VMT 112	Domestic Animal Anatomy & Physiology II	4

VMT 120	Animal Husbandry/Nutrition & Breeds	3
VMT 180	Laboratory & Zoo Animals	2
VMT 210	Small Animal Clinical Procedures & Techniques	3
VMT 220	Large Animal Clinical Procedures & Techniques	3
VMT 230	Veterinary Dental Procedures & Techniques	2
VMT 231	Diagnostic Lab Procedures I	2
VMT 232	Diagnostic Lab Procedures II	2
VMT 240	Emergency & Critical Care Procedures & Techniques	2
VMT 241	Pharmacology & Anesthesia for Veterinary Technicians I	2
VMT 242	Pharmacology & Anesthesia for Veterinary Technicians II	2
VMT 251	Surgical Nursing & Anesthesia I	3
VMT 252	Surgical Nursing & Anesthesia II	3
VMT 260	Animal Diseases & Zoonoses	3
VMT 270	Imaging & Ultrasound for Veterinary Technicians	2
VMT 297	Veterinary Technology Clinical Review	1
VMT 291	Veterinary Technician Practicum I	3
VMT 292	Veterinary Technician Practicum II	3
		Total 50

Preventive Health Measures

1. Vaccination for rabies is mandatory. Students requiring medical exemption from rabies vaccination must provide written documentation of medical necessity from a licensed physician or medical provider. Students enrolled in VMT 120 must pay a $1,000.00 course fee to cover the cost of purchase and administration of rabies vaccine. The vaccine will be administered at a local pharmacy or healthcare provider during the initial few weeks of the fall semester.
2. Students that provide written documentation of rabies vaccination prior to entry into the program will have the $1,000.00 course fee waived.
3. All students must provide written documentation of current tetanus vaccination status (within the previous 5 years).
4. Female students are encouraged to sign a pregnancy declaration form to be exempt from participation in some courses such as anesthesia, parasitology, and diagnostic imaging where participation could put the unborn fetus at risk.
5. Students are encouraged to obtain health insurance.

VETERINARY MEDICAL TECHNOLOGY

Bachelor of Science Degree Program

The BS degree in Veterinary Medical Technology is designed for individuals that have graduated from an AVMA accredited Veterinary Medical Technology Program with an AS degree. Students must have obtained credentialing or be eligible for credentialing as a veterinary technician.

The BS VMT degree is designed to enhance the knowledge base, skill development, and critical thinking skills that will enable graduates to obtain entry level positions as a veterinary technologist. The BS VMT degree allows graduates to gain access to broader knowledge and experience in business related topics to better prepare them for competitive employment opportunities. Careers of veterinary technologists parallel those of the veterinarian. Veterinary technologists pursue careers in practice management, industry such as pharmaceutical sales and regulatory agencies, teaching, and specialized facilities.

Program Objectives:

1. Properly assess and evaluate needs of patients as they relate to pathophysiology of disease and disease prevention.
2. Deliver and supervise quality medical care involving companion, food, and laboratory animals.
3. Perform and supervise laboratory procedures essential to diagnostic veterinary medicine.
4. Develop in depth understanding of disease processes and importance of administering therapeutic procedures associated with disease.
5. Enhance client communication skills to increase owner compliance.
6. Become an integral part of interdisciplinary teams that understand the human-animal bond and how the bond impacts society.

Admissions Requirements:

- Successful completion of a two year AVMA CVTEA accredited Veterinary Technology or Veterinary Nursing Program
- Verification of credentialing as a veterinary technician or verification of credentialing application
- Students must obtain credentials by passing the VTNE within two testing windows from date of admission to LMU. Students that do not pass the VTNE in allotted time frame may not continue in the BS VMT program.

Veterinary Medical Technology (BS)

VMT Courses		cr hrs
Click to view VMT Course Descriptions		
VMT 370	Advanced Anesthesia for Veterinary Technologists	3
VMT 450	Communication and Ethics in Veterinary Technology	3
VHS 300	Veterinary Parasitology & Entomology	4
VHS 320	Veterinary Science Junior Seminar	3
VHS 497	Veterinary Senior Seminar	3
Additional VMT or VHS electives		12
		Total 28

VETERINARY HEALTH SCIENCE PROGRAM
AS and BS Major Options

Veterinary Health Science (AS)
Pre-Veterinary Medicine:

The AS in VHS is designed especially for the student that wishes to pursue application to an AVMA accredited veterinary college. After completion of the AS degree, a student will have fulfilled major requirements for application to select AVMA accredited veterinary colleges. This program offers students limited veterinary experience and education using lectures and labs with animal models and cadavers.

Veterinary Health Science (BS)

The BS in VHS is designed to prepare graduates to apply to select AVMA accredited veterinary colleges, graduate programs, as well as to gain employment in related fields, including pharmaceutical sales, animal health management, government agencies, national organization, and education, in addition to applying to graduate school in fields of animal science, public health or other biological sciences.

Veterinary Health Science – LMU-CVM GPA Program

The GPA Program in VHS is designed to prepare students for early entry into LMU-CVM. Enrollment is restricted to those applicants accepted into the LMU GPA Program.

Students accepted into the VHS – LMU-CVM GPA Program must meet academic requirements in order to remain in the GPA Program.

- Maintain a minimum cumulative GPA of 3.35 or higher (3.35 in science & major courses)
- Complete the CASPer exam
- Complete 400 hours (or more) in veterinary experience or animal research
- Complete the Veterinary Medical College Application System (VMCAS) application for the admissions cycle that is applicable to the student's desired start date in LMU-CVM

Veterinary Health Science Program Goals:

As a division of the Veterinary Health Science & Technology Department, the VHS Program seeks to fulfill the following goals:

- Provide an Associate of Science and a Bachelor of Science degree in Veterinary Health Science which meets academic standards necessary for entrance into veterinary college or other graduate degree programs.
- Provide an educational background that enables graduates to become integral members of scientific or veterinary healthcare teams.
- Provide students with academic advisement and knowledge regarding entrance requirements of nationally accredited veterinary colleges.

Veterinary Health Science Program Objectives:

1. Demonstrate knowledge and understanding of biology, chemistry, and physics as requirements for entrance into veterinary school (AS and BS).
2. Demonstrate knowledge and understanding of basic veterinary sciences (AS and BS).
3. Demonstrate knowledge and understanding of veterinary medicine and the global impact veterinary medicine has on our world today (BS).
4. Understand the human animal bond (HAB) and its impact on society.
5. Understand relationship between veterinarians, licensed veterinary technicians and technologists, veterinary assistants, and other members of the veterinary health care team.
6. Recognize the importance of each individual in the veterinary health care team and understand the process required to grow positive relationships with all members of the veterinary health care team (Interdisciplinary approach).

Veterinary Health Science Program Requirements

Veterinary Health Science (AS)

VHS Courses		**cr hrs**
***If the course has a corequisite laboratory course, the laboratory course MUST be taken*		
Click to view VHS Course Descriptions.		
VHS 101	Introduction to Veterinary Medicine	1
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4
VHS 300	Veterinary Parasitology & Entomology	4
VHS 320	Veterinary Science Junior Seminar	3

The following collateral science courses are required for completion of the AS degree in Veterinary Health Science. These courses also represent common entrance requirements for AVMA accredited veterinary colleges. Completion of courses listed below does not guarantee that a student will be eligible for admission to veterinary school. Students should consult http://www.aavmc.org for more information.

BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
BIOL 315	Molecular Genetics	4
BIOL 441	Biochemistry I	4
BIOL	Upper Level Elective (300 or 400)	4
PHYS 211	General Physics I	4
MATH 120 Trigonometry **OR** MATH 150 Calculus I		3

Veterinary Health Science (BS)

VHS Core Courses		**cr hrs**
***If the course has a corequisite laboratory course, the laboratory course MUST be taken*		
Click to view VHS Course Descriptions.		
VHS 101	Introduction to Veterinary Medicine	1
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4

VHS 230	Companion & Rural Animal Husbandry & Handling	4
VHS 300	Veterinary Parasitology and Entomology	4
VHS 320	Veterinary Science Junior Seminar	3
VHS 360	Advanced Animal Anatomy	4
VHS 370	Animal Nutrition	3
VHS 497	Veterinary Senior Seminar	3
	Total	**30**

VHS Elective Courses (select a minimum of 15 hours)

VHS 310	Wildlife Diseases	3
VHS 330	One Health	3
VHS 390	Human Animal Bond	3
VHS 400	Zoonotic Disease of Veterinary and Public Health Importance	3
VHS 410	Equine Management	3
VHS 450	Livestock Health and Management	3
VHS 480	Companion Animal Management	3

Up to 4 hours of 300 or 400 BIOL may be used to satisfy VHS elective requirements with approval of Department Chair

Total 15

Required Collateral Math and Science Courses

The following collateral science courses are required for completion of the AS degree in Veterinary Health Science. These courses also represent common entrance requirements for AVMA accredited veterinary colleges. Completion of courses listed below does not guarantee that a student will be eligible for admission to veterinary school. Students should consult http://www.aavmc.org for more information.

BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
BIOL 315	Molecular Genetics	4
BIOL 441	Biochemistry I	4
BIOL	Upper Level Elective (300 or 400)	4
PHYS 211	General Physics I	4
MATH 120 Trigonometry **OR** MATH 150 Calculus I		3

Veterinary Health Science – LMU CVM GPA Pathway

***If the course has a corequisite laboratory course, the laboratory course MUST be taken*

Click to view VHS Course Descriptions.

VHS Core Courses

VHS 194	Pre-Vet Career Seminar	2
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4
VHS 230	Companion and Rural Animal Husbandry & Handling	4
VHS 240	Pre-Vet Experience I	1
VHS 300	Veterinary Parasitology and Entomology	4
VHS 320	Veterinary Science Junior Seminar (Junior Writing Requirement)	3
VHS 340	Pre-Vet Experience II	1
VHS 360	Advanced Animal Anatomy	4
	Total	**27**

Required Collateral Math and Science Courses

The following collateral science courses are required for completion of the Veterinary Health Science LMU-CVM Pathway.

BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
BIOL 315	Molecular Genetics	4
BIOL 441	Biochemistry I	3
BIOL	Upper Level Elective (300 or 400)	4
PHYS 211	General Physics I	4
MATH 120 Trigonometry **OR** MATH 150 Calculus I		3

Veterinary Animal Science (BS)

The BS in VAS is designed to prepare graduates to apply to graduate programs, as well as to gain employment in a related field, including livestock management, animal nutrition, or animal education, in addition to applying to graduate school in the fields of reproductive physiology, agriculture, or animal law.

Veterinary Animal Science Program Goals:

As a division of the Veterinary Health Science & Technology Department, the VAS Program seeks to fulfill the following goals:

- Provide a Bachelor of Science degree in Veterinary Animal Science which meets the academic standards necessary to prepare students for entrance to graduate programs or animal related industry positions.
- Provide an educational background that will expose students to key concepts of veterinary animal science and overall strives to provide students with a foundational education in animal science to ensure success in future career endeavors, whether that be in livestock management, animal nutrition, or animal education positions.
- Provide students with appropriate academic advisement and aid students in obtaining connections with animal or veterinary related industry contacts for internship and future employment opportunities.

Veterinary Animal Science Program Objectives:

1. Demonstrate basic knowledge and understanding of Veterinary Animal sciences.

2. Apply biological and chemical principles and quantitative reasoning to concepts presented in core subject areas in Animal Science such as physiology, nutrition, genetics, and reproduction.
3. Acquire skills for handling and caring for companion animals and livestock species as well as understanding the principles of animal welfare and ethical animal treatment.
4. Understand the human animal bond (HAB) and its impact on society.
5. Develop critical thinking skills to identify scientific questions and devise solutions including, designing experiments, analyzing and interpreting research data, and summarizing findings.
6. Develop oral and written communication skills to effectively deliver scientific and technical information to scientists as well as the public.

VAS Core Courses

***If the course has a corequisite laboratory course, the laboratory course MUST be taken*

VHS 101	Introduction to Veterinary Medicine	1
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4
VHS 230	Companion and Rural Animal Husbandry & Handling	4
VHS 300	Veterinary Parasitology and Entomology	4
VHS 320	Veterinary Science Junior Seminar (Junior Writing Requirement)	3
VHS 380	Animal Reproductive Anatomy and Physiology	4
VHS 370	Animal Nutrition	3
VHS 410	Equine Health and Management	3
VHS 450	Livestock Health and Management	3
VHS 497	Veterinary Senior Research and Writing Seminar (Senior Writing Requirement)	3
		Total 36

Required Collateral Math and Science Courses

BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
CHEM 222	Organic Chemistry II	4
BIOL 315	Molecular Genetics	4
MATH 270	Probability and Statistics	3
BIOL **OR** VHS	Upper Level Elective (300 or 400)	15-20

Veterinary Health Industry (BS)

The BS in VHI is designed to prepare graduates to apply to graduate programs, as well as to gain employment in related fields, including pharmaceutical sales, animal health management, government agencies, and national organizations, in addition to applying to graduate school in fields of business administration, marketing, finance, as well as public health.

Veterinary Health Industry Program Goals:

As a division of the Veterinary Health Science & Technology Department, the VHI Program seeks to fulfill the following goals:

- Provide a Bachelor of Science degree in Veterinary Health Industry which meets the academic standards necessary for students to earn a minor in business and prepare them for animal and veterinary related industry positions.
- Provide an educational background that will expose students to key concepts of veterinary health science and overall strive to provide students with a foundational education in science, veterinary health science, as well as appropriate business courses to ensure success in their future career endeavors, whether that be in sales or management positions.
- Provide students with appropriate academic advisement and aid students in obtaining connections with animal or veterinary related industry contacts for internship and future employment opportunities.

Veterinary Health Industry Program Objectives:

1. Demonstrate basic knowledge and understanding of biological and chemical sciences and apply this competency to subject areas in veterinary health science such as anatomy, physiology, and nutrition.
2. Demonstrate basic knowledge and understanding of veterinary health science courses.
3. Demonstrate basic knowledge and understanding of applicable and important concepts in business and marketing.
4. Understand the impact of the human animal bond (HAB) on society and how this relates to animal or veterinary related industry positions.
5. Acquire skills for safe and humane handling and care of companion and livestock species as well as an understanding of the principles of animal welfare and ethical treatment of animals.
6. Develop oral and written communication skills to effectively deliver scientific and business information to the general public.

VHI Core Courses

***If the course has a corequisite laboratory course, the laboratory course MUST be taken*

Click to view VHS Course Descriptions.

VHS 101	Introduction to Veterinary Medicine	1
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4
VHS 230	Companion and Rural Animal Husbandry & Handling	4
VHS 300	Veterinary Parasitology and Entomology	4
VHS 320	Veterinary Science Junior Seminar (Junior Writing Requirement)	3
VHS 370	Animal Nutrition	3
VHS 390	Human Animal Bond	3
VHS 400	Zoonotic Disease	3
VHS 497	Veterinary Senior Research and Writing Seminar (Senior Writing Requirement)	3
		Total 32

VHI Elective Courses (Select a minimum of 9 hours)

VHS 330	One Health	3
VHS 360	Advanced Animal Anatomy	4
VHS 380	Animal Reproductive Anatomy &	4

	Physiology	
VHS 410	Equine Management	3
VHS 450	Livestock Health and Management	3
VHS 480	Companion Animal Management	3

Up to 4 hours of 300 or 400 BIOL may be used to satisfy VHS elective requirements with approval of Department Chair

Total 20

General Business Minor

ACCT 210	Financial Accounting	3
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
FIN 360	Corporate Finance	3
MGMT 300	Principles of Management	3
MKTG 300	Principles of Marketing	3

Total 18

Required Collateral Math and Science Courses

BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4

MATH 270 Probability and Statistics **OR** BUSN 270 Business Statistics 3

Veterinary Health Science Minor
Required Course:

VHS 101 Introduction to Veterinary Medicine 1

Elective Courses (select a minimum of 17 hours):
***If the course has a corequisite laboratory course, the laboratory course MUST be taken*

VHS 211	Domestic Animal Anatomy & Physiology	4
VHS 212	Domestic Animal Anatomy & Physiology	4
VHS 300	Veterinary Parasitology & Entomology	4
VHS 310	Wildlife Diseases	3
VHS 330	One Health	3
VHS 370	Animal Nutrition	3
VHS 390	Human Animal Bond	3
VHS 400	Zoonotic Diseases of Vet and Public Health Importance	3
VHS 410	Equine Health and Management	3
VHS 450	Livestock Health and Management	3
VHS 480	Companion Animal Health and Management	3

Total 18

General Studies (BS) Cognates
The following cognates are available to students pursuing the General Studies BS degree: One Health and Veterinary Health Science.

One Health Cognate
The One Health Cognate is an 18 hour cognate with the following course requirements:

VHS 330	One Health	3
VHS 400	Zoonotic Disease of Vet and Public Health Importance	3
VHS 497	Veterinary Senior Research and Writing Seminar (Sr. Writing Requirement)	3
SOCW 315	Family Grief and Loss	3
SOCW 395	Medical Social Work	3
HLTH 320	Public Health	3

Total 18

Veterinary Science Cognate
Students can select either a 12 or 18 hour cognate in Veterinary Health Science. 12 and 18 hour cognates must contain a minimum of 9 hours of upper level courses from the following:

VHS 101	Introduction to Veterinary Medicine	1
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4
VHS 230	Companion & Rural Animal Husbandry & Handling	4
VHS 300	Veterinary Parasitology and Entomology	4
VHS 310	Wildlife Diseases	3
VHS 330	One Health	3
VHS 350	Livestock Health and Management	3
VHS 370	Animal Nutrition	3
VHS 390	Human Animal Bond	3
VHS 400	Zoonotic Diseases of Vet and Public Health Importance	3
VHS 410	Equine Health and Management	3
VHS 450	Livestock Health and Management	3
VHS 480	Companion Animal Health and Management	3
VHS 497	Veterinary Senior Research and Writing Seminar (Sr. Writing Requirement)	3

Total 12 or 18

PAUL V. HAMILTON SCHOOL OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Mission Statement

The mission of the School of Arts, Humanities, and Social Sciences is to provide academic programs and General Education courses that cultivate the values, skills, and perspectives essential for preparing university students for productive participation and leadership in a rapidly changing world. Inspired by the enduring principles of Abraham Lincoln's life and legacy, the Paul V. Hamilton School of Arts, Humanities, and Social Sciences strives to promote research, innovation, scholarship, and creative expression. At the heart of the LMU liberal arts experience is a commitment to a tradition and standards of excellence that foster 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 FINE ARTS AND COMMUNICATION

Mission Statement

The Department of Fine Arts and Media Communication promotes the mission of LMU by teaching courses that emphasize mastery of content area; effectiveness in written, oral, and visual communication; and the development of humanistic sensibilities and perspectives. The department also provides cultural leadership for the University community and the Cumberland Gap region by sponsoring art exhibits, theater productions, and music recitals and concerts.

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Art (BA)

Click to view ART Course Descriptions.

		cr hrs
Painting/Drawing (2D) Track		
ART 105	Design I: 2D	3
ART 110	Drawing I	3
ART 205	Design II: 3D	3
ART 210	Drawing II	3
ART 220	Painting I	3
ART 310	Drawing III	3
ART 320	Painting II	3
ART 381	Survey Art History I	3
ART 382	Survey Art History II	3
ART 497	Senior Seminar	3
	Total	**30**
Ceramics (3D) Track		
ART 105	Design I: 2D	3
ART 110	Drawing I	3
ART 140	Ceramics I	3
ART 205	Design II: 3D	3
ART 220	Painting I	3
ART 243	Ceramics II	3
ART 343	Ceramics III	3
ART 381	Survey Art History I	3
ART 382	Survey Art History II	3
ART 497	Senior Seminar	3
	Total	**30**

Art Electives (9 hrs): Choose three courses from the following; at least one must be 400-level, OR, repeat Art 343 and Art 443 for additional 3 credits each

Course		**Cr Hrs.**
ART 210	Drawing II	3
ART 230	Photography I	3
ART 270	Watercolor	3
ART 290	Introduction to Studio Art	3
ART 310	Drawing III	3
ART 330	Photography II	3
ART 343	Ceramics II/III	3
ART 350	Printmaking	3
ART 395	Special Topics	3
ART 400	Appalachian Art	3
ART 410	Drawing IV	3
ART 423	Painting III/IV	3
ART 443	Ceramics IV	3
ART 471	Art and the Child	3
ART 472	Art and the Adolescent	3

Art (BA) with Teacher Licensure

Note: Students preparing for teacher licensure in Art must complete ART 471 and 472. Consult the chair of the department of undergraduate Education regarding other requirements.

Art Therapy

Click to view Art Therapy in the Pre-Professional section.

Students who intend to pursue graduate study in Art Therapy should consult their academic advisor regarding additional coursework.

Communication and Media (BS)

Click to view MCOM Course Descriptions.

Course		cr hrs
MCOM 110	Intro to Mass Media	3
MCOM 203	Production Practicum (1 hour, repeated 3 times)	3
MCOM 261	Newswriting for Digital Media	3
MCOM 271	Audio Production	3
MCOM 281	Single Camera Production	3
MCOM 320	Media Theory	3
MCOM 370	Television News Production	3
MCOM 410	Media Law and Ethics	3
MCOM 485	Senior Seminar	3
MCOM 498	Internship	3
	Total	**30**

Communication and Media Electives (6 hrs) Choose two courses from the following:

Course		cr hrs
MCOM 100	Intro to Film	3
MCOM 260	Copywriting for Digital Media	3

MCOM 280	Multi-Cam Production	3
MCOM 333	Film Genre	3
MCOM 335	Video Performing	3
MCOM 372	Digital Editing	3
MCOM 420	Media Sales, Mktg, and Production	3
MCOM 498	Internship	3

Minor Programs

Art		**cr hrs**
ART 105	Design I: 2-d or	
ART 205	Design II:3-d	3
ART 110	Drawing I	3
ART 220	Painting I	3
ART140	Ceramics I	3
ART 381	Survey of Art History I **or**	
ART 382	Survey of Art History II	3
Elective hours in Art		3
	Total	**18**

Communication and Media		**cr hrs**
MCOM 110	Introduction to Media	3
MCOM260	Copywriting for Digital Media	3
MCOM 280	Multi Camera Production	3
MCOM 372	Digital Editing	3
MCOM 410	Media Law and Ethics	3
THEA 230	Fundamentals of Acting	3
	Total	**18**

Theatre Arts		**cr hrs**
MCOM 333	Film Genre	3
THEA 100	Introduction to Theatre	3
THEA 250	Fundamentals of Stage Lighting	3
THEA 330	Acting for the Camera	3
THEA 340	Survey of Dramatic Literature	3
THEA 350	Production Design	3
		Total 18

Note: Students taking the major in Communications and Media may declare the minor in Theatre Arts only if at least 9 credit hours applied to the minor program are not currently applied to the major program.

DEPARTMENT OF HUMANITIES

Mission Statement

The Department of Humanities promotes the mission of the LMU by offering a major in History and minors in History, Appalachian Studies, Philosophy and Geography. In addition, the department also supports the Lincoln Pre-Law program. The majority of law schools do not require a particular major. Prospective law students are encouraged to enroll in courses that develop and refine reading, writing, and critical thinking skills, such as the courses listed in the Pre-Law Curriculum or other majors. The major programs in the department emphasize mastery of content area; effectiveness in written, oral, and visual communication; and the development of humanistic sensibilities and perspectives. Students completing these programs typically pursue careers in government, public service, teaching and various professional fields. Others pursue further study at the graduate level.

Major Program

History

The History Program seeks to prepare students to understand the American past and the history of the world around them, to create a global awareness of the diverse people with whom they share the Earth, and to foster an awareness of how cultures have interacted to create world history. Moreover, the History Program is committed to training students to think in historical terms, to understand history from a humanities-based perspective, to appreciate historical methodology, and to become capable of critically processing and using historical information in their coursework and post-graduate careers.

The History Program's mission supports the university's effort to provide students with in-depth study of a field of knowledge. Through research and writing essays and papers, the program supports the University's effort to teach students effective communication, and its course content supports the University's goal of providing students with an understanding of the development of human societies over time. The program's course offerings in the life and career of Abraham Lincoln serve as a cornerstone of the University's effort to highlight the president's premier role among American statesmen and the values he represented in its mission.

History (BA)- General Track

Click to view HIST Course Descriptions.		**cr hrs**
HIST 121	World History to 1500	3
HIST 122	World History since 1500	3
HIST 131	American History to 1877	3
HIST 132	American History since 1877	3
HIST 300	Introduction to Historical Studies	3
HIST 480	Historical Methods	3

Electives in History ***18***

At least 6 credit hours must be in upper level American History, at least 6 credit hours must be in upper level European History, at least 3 credit hours must be in upper level non-western History, and 3 credit hours of any HIST 300/400 level elective.

Total 36

History (BA) - Pre-Law Track

Click to view HIST Course Descriptions.		**cr hrs**
HIST 121	World History to 1500	3
HIST 122	World History since 1500	3
HIST 131	American History to 1877	3
HIST 132	American History since 1877	3
HIST 300	Introduction to Historical Studies	3
HIST 424	Early Western Legal Tradition	3
HIST 434	US Constitutional History	3
HIST 480	Historical Methods	3

Electives in History for the Pre-Law Track 12

At least 3 credit hours must be in upper level American History, at least 3 credit hours must be in upper level European History, at least 3 credit hours must be in upper level non-western History, and 3 credit hours of any

HIST 300/400 level elective.

Total 36

Recommended electives

CRIM 105	Introduction to Criminal Justice	3
CRIM 210	Criminal Law	3
CRIM 220	Introduction to Courts	3
CRIM 405	Police Administration	3
POLS 322	Introduction to Public Policy	3
POLS 325	State and Local Government	3
HIST 344*	British History to 1688	3
HIST 345*	British History Since 1688	3

**may be used for required electives in History*

History (BA) - Public History Track

Click to view HIST Course Descriptions.

		cr hrs
HIST 121	World History to 1500	3
HIST 122	World History since 1500	3
HIST 131	American History to 1877	3
HIST 132	American History since 1877	3
HIST 250	Introduction to Public History	3
HIST 300	Introduction to Historical Studies	3
HIST 393	Topics in Public History	3
HIST 394	Museum Studies	3
HIST 480	Historical Methods	3
HIST 498	Internship in Public History	3

Electives in History for the Public History Track **6**

Students taking the Public History track should choose two of the following courses.

HIST 310	Colonial History	3
HIST 344	British History to 1688	3
HIST 345	British History since 1688	3
HIST 370	History of Appalachia	3
HIST 420	American Westward Expansion	3
HIST 470	American Civil War	3

Total 36

Note: Students are required to earn a "C-" or better in all courses applied to the major or minor program in History. Students must complete HIST 300 with the required grade in two attempts or less to continue in the History program.

History (BA) with Teacher Licensure

Note: In addition to the requirements of the major program in History, students seeking secondary school teacher licensure in history should consult the chair of the department of undergraduate Education regarding other licensure requirements.

Minor Programs

Appalachian Studies

		cr hrs
ART 400	Appalachian Art	3
ENGL 330	Appalachian Literature	3
HIST 370	History of Appalachia	3
ENVS 410	Environmental Issues in Appalachia	3
GEOG 440	Geography of Appalachia	3
MUSC 467	Music of Appalachia	3

Total 18

Geography **cr hrs**

Click to view GEOG Course Descriptions.

Select eighteen (18) credit hours from the following:

GEOG 100	Introduction to Geography	3
GEOG 110	World Regional Geography	3
GEOG 120	Introduction to Physical Geography: Planet Earth	4
GEOG 211	Introduction to Human Geography	3
GEOG 300	Environmental Geography	3
GEOG 350	Geography of Religion	3
GEOG 440	Geography of Appalachia	3
GEOG 498	Internship	1-3

Total 18

Philosophy

Click to view PHIL Course Descriptions. **cr hrs**

PHIL 200 Intro to Philosophy	3
PHIL 210 Logic & Critical Thinking	3
PHIL 311 Ancient & Medieval Philosophy	3
PHIL 312 Modern & Contemporary Philosophy	3
Choose one of the following:	3
PHIL 330 Ethics	
PHIL 340 Philosophy of Religion	
PHIL 395/495 Special Topics	
Total	15

History **cr hrs**

HIST 121	World History to 1500	3
HIST 122	World History since 1500	3
HIST 131	American History to 1877	3
HIST 132	American History since 1877	3
Electives in History (must be 300/400 level)		6

Total 18

DEPARTMENT OF LITERATURE and LANGUAGE

Mission Statement

The Department of Literature and Language commits to graduate well-read, articulate students who are capable of scholarly research; who understand literature contextually, internally, and experientially; and whose studies in the program make them suitable for teaching or further studies in English, law, or corporate training.

Major Program

English (BA)

English Major Program Core
(33 credit hours total)

I. English Major Program Core cr hrs

Click to view ENGL Course Descriptions.

ENGL 300	Literary Research and Criticism	3
ENGL 311	Survey of British Literature I	3
ENGL 312	Survey of British Literature II	3
ENGL 321	Survey of American Literature I	3
ENGL 322	Survey of American Literature II	3
ENGL 433	Literary Periods	3
ENGL 443	Literary Genres	3

Total 21

II. English Major Program Electives (12 Credit Hours)

Choose four of the following classes (ENGL 360 and ENGL 410 are required courses for English Majors who are seeking teacher licensure):

ENGL 330	Appalachian Literature
ENGL 350	Narrative, Healing, and the Body
ENGL 360	The English Language
*ENGL 363	Fiction Writing
*ENGL 373	Poetry Writing
*ENGL 383	Creative Non-Fiction
ENGL 384	Workplace Writing
ENGL 410	Shakespeare
ENGL 420	Modern and Contemporary Poetry
ENGL 433	Literary Periods (with different content)
ENGL 443	Literary Genres (with different content)
ENGL 395/495	Special Topics (with literature focus)
*ENGL 453	Advanced Creative Writing
ENGL 498	Creative Writing Internship

Program Electives Total: 12

*A maximum of six credit hours of writing courses may be counted toward the B.A. in English.

Up to six credit hours at the 200 level from another institution may count toward the B. A. Major Program in English. Up to six credit hours of writing courses may count concurrently toward the B.A. in English and the Writing Minor.

English (BA) with Teacher Licensure

Note: In addition to the requirements of the major program in English, students seeking secondary school teacher licensure in English should consult the chair of the department of undergraduate Education regarding other licensure requirements.

Minor Programs

English Literature cr hrs

Fifteen credits from the following (ENGL 433 and 443 may be repeated for credit):

ENGL 300	Literary Research and Criticism	3
ENGL 311	Survey of British Literature I	3
ENGL 312	Survey of British Literature II	3
ENGL 321	Survey of American Literature I	3
ENGL 322	Survey of American Literature II	3
ENGL 330	Appalachian Literature	3
ENGL 350	Narrative, Healing, and the Body	3
ENGL 360	The English Language	3
ENGL 384	Workplace Writing	3
ENGL 410	Shakespeare	3
ENGL 420	Modern and Contemporary Poetry	3
ENGL 433	Literary Periods	3
ENGL 443	Literary Genres	3

Total 15

Writing **cr hrs**

Fifteen credits from the following ENGL 363, 373, 383, and 453 may be repeated for credit):

ENGL 453	Advanced Creative Writing	3
ENGL 363	Fiction Writing	3
ENGL 373	Poetry Writing	3
ENGL 383	Creative Non-fiction	3
ENGL 384	Workplace Writing	3
ENGL 498	Creative Writing Internship	3
	Total	**15**

Note: Six credits of writing classes may also be counted toward the major.

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.

The Department of Social Sciences contributes to the general education and development of students, prepares students for entry level careers, and provides solid foundation for graduate study. The department offers major programs in criminal justice, political science, and psychology, and minor programs in criminal justice, political science, and psychology. Students must earn a grade of "C-" or better in courses applied to major programs in the department of Social Sciences. A student will not be allowed to continue in a major program in the department of Social Sciences after making below a "C" in three major required courses, with the understanding that a student can repeat a major required course only once.

Major Programs

Criminology and Criminal Justice

The Criminology and Criminal Justice major emphasizes theory, research, policy and practice of criminal justice that prepares students to pursue careers in the field of Criminal Justice and/or enter progressive degree programs including graduate and law school. The program offers Internships with professional agencies. Students may participate in the Criminal Justice Society. Students who are contemplating going to law school are encouraged to consider completing the pre-law additional curriculum located on page "Pre-Professional Curriculum Section" of the catalog.

Criminology and Criminal Justice (BS) **cr hrs**

Click to view CRIM Course Descriptions.

CRIM 105	Introduction to Criminal Justice	3
CRIM 210	Criminal Law	3
CRIM 300	Issues and Ethics in Criminal Justice	3
CRIM 310	Introduction to Criminology	3
CRIM 325	Rights and Liberties	3
CRIM 380	Research in Criminal Justice (SEWS)	3
CRIM 480	Criminal Justice Capstone	

	Seminar (SEWS)	3

Collateral Course Requirements

SOCI 100	Introduction to Sociology	3
PSYC 100	Introduction to Psychology	3
POLS 100	American Government: National	3

One of the following:

PSYC 280	Statistical Methods for the Social Sciences	3
MATH 270	Probability and Statistics	3

Select 6 hours from the following electives:

Recommended Electives

CRIM 497	Practicum in Criminal Justice	1-4
PHIL 210	Logic and Critical Thinking	3
SPAN 111	Beginning Spanish I	3
SPAN 112	Beginning Spanish II	3

Other Electives

CRIM 205	Introduction to Law Enforcement	3
CRIM 220	Introduction to Courts	3
CRIM 315	Introduction to Corrections	3
CRIM 320	Juvenile Justice	3
CRIM 330	Drugs and Society	3
CRIM 350	Investigations	3
CRIM 360	Homeland Security	3
CRIM 395/495	Special Topics	3
CRIM 405	Police Administration	3
CRIM 420	Race, Gender and Crime	3
CRIM 450	Political Violence and Terrorism	3
POLS 100	American Government: National	3
POLS 324	Law and the Judicial System	3
POLS 331	Constitutional Law	3
PSYC 255	Introduction to Social Psychology	3
SOCI 330	Cultural Diversity	3
SOCW 320	Child and Family Welfare	3
SOCW 330	Human Diversity and Social Justice	3
		Total 39

Psychology

The Bachelor of Science in Psychology program emphasizes research, theory, practice, and academic rigor to prepare students for further training at the graduate level and/or employment. The program offers a senior research project or a senior internship, depending upon which concentration the student selects. The BS in Psychology requires 122 total credit hours, including all general education requirements, upper-level (300/400) courses, and program-specific courses detailed below. Students can choose from four different concentrations of study in the psychology program: General, Counseling & Practice, Research/Cognitive, or Psychology/Pre-Medical.

Psychology (BS) General Track	**cr hrs**
Click to view PSYC Course Descriptions.	
Required courses:	**21**
PSYC 100 Introduction to Psychology	3
PSYC 280 Statistical Methods for the Social Sciences	3
PSYC 314 History and Systems in Psychology	3
PSYC 314X Junior Writing Requirement (SEWS)	0
PSYC 380 Research in Psychology	3
PSYC 394 Cognitive Psychology	3
PSYC 475 Neuropsychology	3
PSYC 480 Experimental Psychology	3
PSYC 480Z Senior Writing Requirement (SEWS)	0
Sociocultural: Choose **one** course	**3**
PSYC 255 Introduction to Social Psychology	
PSYC 315 Theories of Personality	
PSYC 340 Abnormal Psychology	
Developmental: Choose **one** course	**3**
PSYC 221 Child & Adolescent Development	
PSYC 222 Adult Development	
Applied Psychology: Choose **one** course	**3**
PSYC 370 Educational Psychology	
PSYC 450 Health Psychology	
PSYC 470 Psychological Tests and Measurements	
Electives in Psychology	**6**
Total	**36**

Psychology (BS) Clinical Practice Track	**cr hrs**
PSYC 100 Introduction to Psychology	3
PSYC 221 Child & Adolescent Development	3
PSYC 222 Adult Development	3
PSYC 255 Introduction to Social Psychology	3
PSYC 280 Statistical Methods for the Social Sciences	3
PSYC 314 History and Systems of Psychology	3
PSYC 314X Junior Writing Requirement (SEWS)	0
PSYC 315 Theories of Personality	3
PSYC 340 Abnormal Psychology	3
PSYC 380 Research in Psychology	3
PSYC 450 Health Psychology	3
PSYC 460 Theories of Psychotherapy	3
PSYC 470 Psychological Tests and Measurements	3
PSYC 475 Neuropsychology	3
PSYC 498 Seminar/Internship in Psychological Services	6
PSYC 498Z Senior Writing Requirement (SEWS)	0
Total	**45**

Psychology (BS) Research/Cognitive Track	**cr hrs**
PSYC 100 Introduction to Psychology	3
PSYC 221 Child & Adolescent Development	3
PSYC 222 Adult Development	3
PSYC 255 Introduction to Social Psychology	3
PSYC 280 Statistical Methods for the Social Sciences	3
PSYC 314 History and Systems of Psychology	3
PSYC 314X Junior Writing Requirement (SEWS)	0
PSYC 315 Theories of Personality	3
PSYC 340 Abnormal Psychology	3
PSYC 380 Research in Psychology	3
PSYC 394 Cognitive Psychology	3
PSYC 450 Health Psychology	3
PSYC 470 Psychological Tests and Measurements	3
PSYC 475 Neuropsychology	3
PSYC 480 Experimental Psychology	3

PSYC 480Z Senior Writing Requirement (SEWS)	0
Total	**42**

Psychology (BS) Pre-Medical Track

Students interested in the Pre-Medical track in psychology will complete degree requirements for the Psychology program, along with specific collateral courses in Biology, Chemistry, Mathematics, and Physics. Eligible students should discuss this concentration with their academic advisor(s) to review specific curriculum requirements, academic rigor, and admission to this concentration of study.

Psychology (BS) Pre-Medical Track

PSYC 100 Introduction to Psychology	3
PSYC 221 Child & Adolescent Development	3
PSYC 222 Adult Development	3
PSYC 280 Statistical Methods for the Social Sciences	3
PSYC 314 History and Systems of Psychology	3
PSYC 314X Junior Writing Requirement (SEWS)	0
PSYC 315 Theories of Personality	3
PSYC 340 Abnormal Psychology	3
PSYC 380 Research in Psychology	3
PSYC 394 Cognitive Psychology	3
PSYC 450 Health Psychology	3
PSYC 475 Neuropsychology	3
PSYC 480 Experimental Psychology	3
PSYC 480Z Senior Writing Requirement (SEWS)	0
Total	**36**

Psychology / Pre-Medical Required Collateral courses:
BIOL 194 Pre-Med Seminar
BIOL 111 General Biology I & Lab
BIOL 112 General Biology II & Lab
BIOL 310 Comp. Vert. Anatomy & Lab
BIOL 315 Molecular Genetics & Lab
BIOL 441 Biochemistry I
CHEM 111 General Chemistry I & Lab
CHEM 112 General Chemistry II & Lab
CHEM 221 Organic Chemistry I & Lab
CHEM 222 Organic Chemistry II & Lab
MATH 120 Trigonometry
PHIL 430 Medical Ethics
PHYS 211 General Physics I & Lab
SOCI 100 Introduction to Sociology

Political Science

The Political Science major examines American political institutions, constitutional law, the dynamics of international politics, and the perennial normative questions of political life. The Political Science major provides students with a wider range of employment opportunities and prepares them for entering law and other professional schools and graduate programs. Political Science is a gateway into federal and state government employment and many degree recipients move into the workforce of large institutions such as healthcare systems, education, transportation, state and local governments and nongovernmental organizations (NGOs).

Political Science (BA)		**cr hrs**
Click to view POLS Course Descriptions.		
Required of all Political Science majors:		*15*
POLS 100	American Government: National	3
POLS 220:	Introduction to Public Administration	3
POLS 240	Introduction to Political Ideas	3
POLS 250	Introduction to International Relations	3
POLS 497	Political Science Seminar	3
Collateral Requirement:		
PSYC 280	Statistical Methods for the social Science	3
Electives		**15**
Choose **five** of the following:		
POLS 320	Comparative Politics	3
POLS 322	Introduction to Public Policy	3
POLS 324	Law and the Judicial System	3
POLS 325	State and Local Government	3
POLS 331	Introduction to Constitutional Law	3
POLS 332	Politics and the Legislative Process	3
POLS 335	The Presidency	3
POLS 350	American Foreign and Security Policy	3
POLS 441	Liberal Democracy and its Critics	3
POLS 395	Special Topics in Political Science	3
POLS 495	Special Topics in Political Science	3
POLS 498	Internship	1-3
		Total 33

Minor Programs

Criminal Justice		**cr hrs**
CRIM 105	Introduction to Criminal Justice	3
CRIM 210	Criminal Law	3
CRIM 310	Introduction to Criminology	3
Electives in Criminal Justice		9
		Total 18

Political Science		**cr hrs**
POLS 100	American Government: National	3
Choose **two** of the following:		
POLS 220	Introduction to Public Administration	3
POLS 240	Introduction to Political Ideas	3
POLS 250	Introduction to International Relations	3
Choose **at least three** of the following:		
POLS 300/400 Electives		9
		Total 18

Psychology		**cr hrs**
PSYC 100	Introduction to Psychology	3
Electives in Psychology (any level)		6
Upper-level (300/400) Electives in Psychology		9
		Total 18

DEPARTMENT OF SOCIAL WORK

Mission Statement

The Department of Social Work is committed to providing quality educational experiences for entry-level generalist practice which promotes individual, family, and community well- being, and social/economic justice.

Department Information

The Department of Social Work offers the major in Social Work that emphasizes development of generalist practice skills based on academic and experiential knowledge, preparing the student for entry-level employment in a wide variety of practice settings and/or graduate education. The program requires senior year field experiences with professional agencies. The Social Work major is accredited by the Council on Social Work Education. Graduates of the program are eligible for licensure as baccalaureate social workers. Students may participate in the SHARE Club and may be selected to Phi Alpha, the National Honor Society in Social Work. Students must earn a grade of "C" or better in required courses applied to the Social Work major. If two grades below a "C" are earned in SOCW courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the social work program. Any student with an Incomplete (grade of "I") in any SOCW course (s) will not be allowed to enroll in subsequent SOCW courses until the Incomplete has been removed from the transcript.

The Social Work Program requires the completion of an admission process. Phase I Admission to the Social Work Program allows the student to participate in the first practice course (SOCW 340). Phase I Admission is based on completion of nine hours in SOCW courses at LMU with grades of "C" or higher, a cumulative GPA of 2.00 or higher, three letters of recommendation, a professional philosophy statement, and an interview with the Admissions Committee. Phase II Admission to Field Experience and the senior 400 level courses is contingent upon successful completion of all the 200 and 300 level Social Work courses with grades of "C" or better, completion of all except 6 semester hours of general studies and elective requirements, and no less than 94 semester credit hours completed before enrolling in SOCW 497.

A minimum cumulative GPA of 2.00 allows the student to apply for Phase II Admission to Field Experience and the senior 400 level course.

Social Work (BS)

Click to view SOCW Course Descriptions		cr hrs
SOCW100	Introduction to Social Work	3
SOCW 230	Introduction to Social Welfare	3
SOCW 240	Orientation to Practice	3
SOC 310	Human Behavior in the Social Environment	
SOCW 320	Child and Family Welfare	3
SOCW 330	Human Diversity and Social Justice	3
SOCW 340	Practice with Individuals	3
SOCW 380	Social Work Research: Design and Methodology	3
SOCW 385	Social Work Research: Data Analysis	3
SOCW 450	Practice with Groups and Families	3
SOCW 460	Practice with Communities and Organizations	3
SOCW 470	Social Welfare Policy and Issues	3
SOCW 497	Senior Seminar and Field Experience I	8
SOCW 498	Senior Seminar and Field Experience II	8
		Total 52

General Studies (B.A. and B.S,) Cognates

Students pursuing the General Studies (B.A. or B.S.) degree will: Select 2 cognate areas from the six lists below. Each cognate must total 18 credits with at least 9 upper-level credits in each cognate.

OR

Select 3 cognate areas from the list below. Each cognate must total 12 hours with at least 6 upper-level credits in each cognate.

Click here for the General Studies (GSTU) Bachelor of Arts (BA) and Bachelor of Science (BS) and Cognates section.

Art (B.A.):

ART 100 - Art Appreciation
ART 105 - Design I 2-d
ART 220 - Painting I
ART 230 - Photography I
ART 140 - Ceramics I
ART 270 - Watercolor
ART 290 - Introduction to Studio Art
ART 350 - Printmaking
ART 381 - Survey of Art History I
ART 382 - Survey of Art History II
ART 400 - Appalachian Art
ART 471 - Art and the Child

Criminal Justice (B.S.):

CRIM 105 - Introduction to Criminal Justice
CRIM 205 - Introduction to Law Enforcement
CRIM 210 - Criminal Law
CRIM 220 - Introduction to Courts
CRIM 300 - Issues and Ethics in Criminal Justice
CRIM 310 - Introduction to Criminology
CRIM 315 - Introduction to Corrections
CRIM 320 - Juvenile Justice
CRIM 330– Drugs and Society

English (B.A.):

ENGL 240 - Literary Forms
ENGL 250 - Literary History and Culture
ENGL 300 - Literary Research and Criticism
ENGL 311 - Survey of British Literature I
ENGL 312 - Survey of British Literature II
ENGL 321 - Survey of American Literature I
ENGL 322 - Survey of American Literature II
ENGL 330 - Appalachian Literature
ENGL 350 - Narrative, Healing, Body
ENGL 360 - The English Language
ENGL 410 - Shakespeare
ENGL 420 - Modern and Contemporary Poetry
ENGL 433 - Literary Periods
ENGL 443 - Literary Genres

History (B.A.):

HIST 121 - World History to 1500
HIST 122 - World History since 1500
HIST 131 - American History to 1877

HIST 132 - American History since 1877
HIST 310 - Colonial America
HIST 320 - History of Tennessee
HIST 330 - Native American History
HIST 340 - Medieval History
HIST 344 - British History to 1688
HIST 345 - British History since 1688
HIST 348 - Modern Middle East and North Africa
HIST 350 - America, Asia, and the Pacific
HIST 360 - History of Rome
HIST 370 - History of Appalachia
HIST 380 - Modern South Asia
HIST 410 - American Military History
HIST 414 - Crusades
HIST 420 - American Westward Expansion
HIST 424 - Early Western Legal Tradition
HIST 434 - History of the U.S. Constitution
HIST 450 – America and Europe in the 20th Century
HIST 460 - Lincoln's Life and Times
HIST 470 - American Civil War

Political Science (B.A.):
POLS 100 American Government: National
POLS 220 – Introduction to Public Administration
POLS 240 – Introduction to Political Ideas
POLS 250 – Introduction to International Relations
POLS 320 - Comparative Politics
POLS 322 - Introduction to Public Policy
POLS 325 – State and Local Government
POLS 331 - Introduction to Constitutional Law

Psychology (B.S.):
PSYC 100 - Introduction to Psychology
PSYC 221 - Child & Adolescent Development
PSYC 222 - Adult Development
PSYC 255 - Introduction to Social Psychology
PSYC 314 - History and Systems of Psychology
PSYC 315 - Theories of Personality
PSYC 340 - Abnormal Psychology
PSYC 370 - Educational Psychology

Military Science Studies (ROTC)

Mission Statement

The mission of the LMU Reserve Officers' Training Corps (ROTC) program is to recruit, train, and commission future officers of the United States Army, as well as provide another dimension of study for all LMU students, which will give them a better understanding of the soldierly skills required of a leader in the U.S. Army.

Students should develop in the three-fold aspect as a scholar, leader, and athlete. Students should have a basic understanding of military history. Students should be able to perform the basic soldierly skills required to be a leader in the U.S. Army, which include but are not limited to: first aid and safety, ethics, values, organization, community service, basic rifle marksmanship, land navigation, bush craft skills, and physical fitness.

Students should be able to perform those duties required of an officer in the U.S. Army, which include but are not limited to: military law, management, written and verbal communication, tactics, techniques, and procedures. Students who are contracted should complete all tasks necessary to be commissioned as a U.S. Army officer upon graduation.

Required Classes to Commission in the Army if Joining ROTC as a Freshman or Sophomore		**Cr hrs**
MILS 100	Military History of the US	3
MILS 101	Introduction to ROTC and Leadership I (Fall)	1
MILS 102	Introduction to Leadership II (Spring)	1
MILS 103	Physical Conditioning I (Fall)	1
MILS 104	Physical Conditioning II (Spring)	1
MILS 201	Military Leadership and Management I (Fall)	2
MILS 202	Military Leadership and Management II (Spring)	2
MILS 301	Advanced Leadership and Management I (Fall)	3
MILS 302	Advanced Leadership and Management II (Spring)	3
MILS 303[1]	Leader Development and Assessment Course(Summer)	4
MILS 401	Seminar in Leadership and Management I (Fall)	3
MILS 402	Seminar in Leadership and Management II (Spring)	3

[1] MILS 303 will be taken at Ft. Knox, Kentucky the summer between the Undergraduate Junior and Senior year.

Required Classes to Commission in the Army if Joining ROTC as an Undergraduate Junior or First Year of a Master's Program		
MILS 100	Military History of the US	3
MILS 103	Physical Conditioning I (Fall)	1
MILS 104	Physical Conditioning II (Spring)	1
MILS 300[1]	Leader's Training Course	6
MILS 301	Advanced Leadership and Management I (Fall)	3
MILS 302	Advanced Leadership and Management II (Spring)	3
MILS 303[2]	Leader Development and Assessment Course (Summer)	4
MILS 401	Seminar in Leadership and Management I (Fall)	3
MILS 402	Seminar in Leadership and Management II (Spring)	3

[1] MILS 300 will be taken at Ft. Knox, Kentucky the summer before the start of the Junior Undergraduate year or the summer before the first year of a Master's Program.

[2] MILS 303 will be taken at Ft. Knox, Kentucky the summer between the Undergraduate Junior and Senior year.

SCHOOL OF MATHEMATICS AND SCIENCES

Mission Statement

The mission of the School of Mathematics and Sciences is to provide quality academic programs, majors, minors, concentrations, and pre-professional experiences taught by appropriately credentialed and competent faculty who foster a nurturing, scholarly and committed learning environment. The School of Mathematics and Sciences also contributes to the general education component of the LMU experience emphasizing values-based learning, the principles of Abraham Lincoln's life, and knowledge in support of service to humanity while advancing life in the Appalachian region and beyond.

The School of Mathematics and Sciences hosts not only baccalaureate major and minor programs, but includes specialized courses of study as pre-professional tracks that prepare students for entry into graduate and professional programs. These pre-professional programs include preparation for entry into medical, dental, pharmacy, optometry, or veterinary schools. In collaboration with the Carter and Moyers School of Education, initial teacher licensure is supported in several content areas.

DEPARTMENT OF BIOLOGY

Mission Statement

The Department of Biology at Lincoln Memorial University strives to graduate students who demonstrate a notable command of content knowledge and practical skills in their program area of choice. Degree programs incorporate current methods of scientific inquiry, mastery of terminology, and proficient use of technology in the Life Sciences. Graduates of the Department of Biology are expected to utilize ethical standards in the practice of their profession, to demonstrate an ability to communicate clearly and effectively, and to recognize an appreciation for the value of life-long learning. Department graduates go forward to serve their communities, the region, and humanity as informed voices for the advancement of understanding in the life sciences. Students pursuing a career in medicine, pharmacy, optometry, dentistry, or veterinary medicine should consider taking the pre-med track within the Biology major program.

Department Policy on Course Grades

All students must earn a grade of C– or better in BIOL 111 and lab to enroll in BIOL 112.

All students in a Biology Department major must earn a grade of C– or better in each course required for their major to graduate. This applies to Biology, Biology Pre-Health Professions Track, Biology Professional Secondary Licensure Track, Conservation Biology Research Track, and Conservation Biology Wildlife and Fisheries Management Track.

The grading scale for the Department of Biology is as follows:

A	94.00 – 100	C	73.00 – 76.99
A-	90.00 – 93.99	C-	70.00 – 72.99
B+	87.00 – 89.99	D+	67.00 – 69.99
B	83.00 – 86.99	D	63.00 – 66.99
B-	80.00 – 82.99	D-	60.00 – 62.99
C+	77.00 – 79.99	F	<60.00

Major Programs

Biology (BS)

Click to view BIOL Course Descriptions.		**cr hrs**
BIOL 311	Int. Vert. Anatomy & Physiology I	4
BIOL 315	Molecular Genetics	4
BIOL 320	Principles of Botany	4
BIOL 336	General Microbiology	4
BIOL 370	Ecology	4
BIOL 380	Research Design & Analysis	3
BIOL 397	Junior Science Seminar	1
BIOL 410	Evolution	3
BIOL 483	Research in Biology	2
BIOL 497	Senior Science Seminar	1
Select **one** course from the following:		4
BIOL 340	Invertebrate Zoology	
BIOL 350	Entomology	
VHS 300	Veterinary Parasitology and Entomology	
Select **four** credit hours from the following:		4
BIOL 312	Int. Vert. Anatomy & Physiology II	
BIOL 330	Field Botany	
BIOL 334L	General Histology Lab	
BIOL360	Immunology	
BIOL 441	Biochemistry I	
CBIO 330	Ichthyology	
CBIO 340	Herpetology	
CBIO 350	Ornithology	
CBIO 360	Mammalogy	
CBIO 420	Wetland Ecosystems	
CBIO 430	Terrestrial Ecosystems	
CBIO 440	Freshwater Ecosystems	
		Total 38

Collateral requirements include: BIOL 111-112, CHEM 111-112, 221-222, PHYS 211, BIOL 290 is a prerequisite for BIOL 397, PHIL 330 or 430, MATH 150, MATH 270 is a prerequisite for BIOL 380.

Biology (BS) Pre-health professions Track

Click to view BIOL Course Descriptions.		**cr hrs**
BIOL 194	Pre-med Career Seminar	1
BIOL 310	Comparative Vertebrate Anatomy	4
BIOL 315	Molecular Genetics	4
BIOL 380	Research Design & Analysis	3
BIOL 387	Junior Pre-med Science Seminar	1
BIOL 441	Biochemistry I	4
BIOL 487	Senior Pre-med Science Seminar	1
Complete **23** credits of the following:		23
Select **One** Molecular and Cell course:		
BIOL 360	Immunology	
BIOL 442	Biochemistry II	
BIOL 450	Molecular Cell Biology	

Select **One** Organismic course:
BIOL 336 General Microbiology
BIOL 365 General Physiology
PEXS 300 Physiology of Exercise
VHS 300 Vet Parasitology and Entomology

Select at least **three** of the following courses:
***Note that a course cannot count for the Molecular/Cell or Organismic level and upper level*
***If the course has a corresponding laboratory course, the laboratory course MUST be taken*

AHSC 300 Medical Terminology
BIOL 320 Principles of Botany
BIOL334 General Histology
BIOL 336 General Microbiology
BIOL 360 Immunology
BIOL365 General Physiology
BIOL 370 Ecology
BIOL 410 Evolution
BIOL 411 Advanced Human Anatomy
BIOL 442 Biochemistry II
BIOL450 Molecular Cell Biology
BIOL 460 Developmental Biology
BIOL 483 Research in Biology (max 3)
PEXS 300 Physiology of Exercise
PEXS 372 Kinesiology and Biomechanics
PSYC 475 Neuropsychology
VHS 300 Vet Parasitology and Entomology
VHS 330 One Health
VHS 400 Zoonotic Diseases Vet/Public Health

Total 41

Collateral requirements include: BIOL 111-112**,** CHEM 111-112, 221-222, MATH 120, 270, PHIL 430, PHYS 211-212, PSYC 100, one 300-level PSYC, and SOCI 100.

Biology (BS) Secondary Education Track

Click to view BIOL Course Descriptions.	**cr hrs**
Cellular and Organismal Competency	12
BIOL 310 Comparative Anatomy	
BIOL 315 Molecular Genetics	
Choose **one** of the following:	
BIOL 320 Principles of Botany	
BIOL 336 Microbiology	
BIOL 340 Invertebrate Zoology	
BIOL 365 General Physiology	
Evolution and Ecology Competency	11
BIOL 370 Ecology	
BIOL 410 Evolution	
Choose **four credits** from the following courses:	
BIOL 350 Entomology	
BIOL 483 Research in Biology (1 cr hr)	
CBIO 330 Ichthyology	
CBIO 340 Herpetology	
CBIO 350 Ornithology	
CBIO 360 Mammalogy	
CBIO 420 Wetland Ecosystems	
CBIO 430 Terrestrial Ecosystems	
CBIO 440 Freshwater Ecosystems	
Supporting Competencies	9
BIOL 290 Writing in the Life Sciences	
BIOL 380 Research Design and Analysis	
BIOL 397 Junior Science Seminar	
BIOL 497 Senior Science Seminar	
CBIO 200 Conservation Biology	
Total 32	

***If the course has a corresponding laboratory course, the laboratory course MUST be taken.*

Collateral requirements include: BIOL 111-112, CHEM 111-112, MATH 115 or 120, MATH 270, PHYS 100 or 211, PHIL 330 or 430, and STEM 460

Conservation Biology (BS) Research Track

Click to view CBIO Course description	**cr hrs**
BIOL 194 Pre-conservation Seminar	1
BIOL 290 Writing in the Life Sciences	1
BIOL 315 Molecular Genetics	4
BIOL 370 Ecology	4
BIOL 380 Research Design & Analysis	3
BIOL 410 Evolution	3
CBIO 200 Conservation Biology	3
CBIO 397 Junior Research Seminar	1
CBIO 400 Conservation Biology: Application & Analysis	3
CBIO 421 Geographic Information Systems I	3
CBIO 422 Geographic Information Systems II	3
CBIO 497 Senior Research Seminar	1
Select **two** Vertebrate Biodiversity courses:	8
CBIO 330 Ichthyology	
CBIO 340 Herpetology	
CBIO 350 Ornithology	
CBIO 360 Mammalogy	
Select **one** Invertebrate Biodiversity course:	4
BIOL 340 Invertebrate Zoology	
BIOL 350 Entomology	
Select **one** Plant Biodiversity course:	4
BIOL 320 Principles of Botany	
BIOL 330 Field Botany	
Complete **two** semesters of research experience	2
CBIO 483 Undergraduate Research in Conservation Biology	
Complete **fifteen** credits from the following courses:	15
***If the course has a corresponding laboratory course, the laboratory course MUST be taken*	
BIOL 311 Integrated Vertebrate A&P I	
BIOL 312 Integrated Vertebrate A&P II	
BIOL 336 General Microbiology	
BIOL 360 Immunology	
BIOL 441 Biochemistry I	
BIOL 442 Biochemistry II	
BIOL 450 Molecular Cell Biology	

CBIO 210	Wildlife Management	
CBIO 220	Freshwater Fisheries Management	
CBIO 250	Soils	
CBIO 370	Land Use & Environmental Policy	
CBIO 410	Environmental Issues in Appalachia	
CBIO 420	Wetland Ecosystems	
CBIO 430	Terrestrial Ecosystems	
CBIO 440	Freshwater Aquatic Ecosystems	
CHEM 221	Organic Chemistry I	
CHEM 222	Organic Chemistry II	
CHEM 230	Environmental Chemistry	
GEOG 300	Environmental Geography	
GEOG 440	Geography of Appalachia	
PHYS 211	General Physics I	
PHYS 212	General Physics II	
VHS 300	Vet. Parasitology & Entomology	
VHS 310	Wildlife Diseases	
VHS 330	One Health	
		Total 63

Collateral requirements include:
BIOL 111-112, CHEM 111-112, ECON 212 or 213, MATH 150, 270, PHIL 330 or 430, and SOCI 100 or PSYC 100.

Conservation Biology (BS) Wildlife & Fisheries Management Track

Click to view CBIO Course description		**cr hrs**
BIOL 194	Pre-conservation Seminar	1
BIOL 290	Writing in the Life Sciences	1
BIOL 315	Molecular Genetics	4
BIOL 370	Ecology	4
BIOL 380	Research Design & Analysis	3
CBIO 200	Conservation Biology	3
CBIO 210	Wildlife Management	3
CBIO 250	Soils	4
CBIO 370	Land Use & Environmental Policy	3
CBIO 397	Junior Research Seminar	1
CBIO 400	Conservation Biology: Application & Analysis	3
CBIO 421	Geographic Information Systems I	3
CBIO 422	Geographic Information Systems II	3
CBIO 497	Senior Research Seminar	1
Select **three** Vertebrate Biodiversity courses:		12
CBIO 330	Ichthyology	
CBIO 340	Herpetology	
CBIO 350	Ornithology	
CBIO 360	Mammalogy	
Select **one** Invertebrate Biodiversity course:		4
BIOL 340	Invertebrate Zoology	
BIOL 350	Entomology	
Complete **two** Plant Biodiversity courses:		8
BIOL 320	Principles of Botany	
BIOL 330	Field Botany	
Select **two** Ecosystems courses from the following:		6
CBIO 420	Wetland Ecosystems	
CBIO 430	Terrestrial Ecosystems	
CBIO 440	Freshwater Aquatic Ecosystems	
		Total 66

Collateral requirements include:
BIOL 111-112 with labs, CHEM 111 with lab, ECON 211 or 212, MATH 115, 270, PHIL 330 or PHIL 430, SOCI 100 or PSYC 100, and PHYS 100 with lab or CHEM 112 with lab.

Note: Students wishing to meet The Wildlife Society educational requirements for certification as an Associate Wildlife Biologist or The American Fisheries Society requirements for certification as an Associate Fisheries Professional should consult closely with their advisors.

Minor Programs

Biology		**cr hrs**
Click to view BIOL Course Descriptions.		
BIOL 111,112	General Biology I, II	8
BIOL 315	Molecular Genetics	4
BIOL 320	Principles of Botany	4
BIOL 370	Ecology	4
Select **one** 300/400-level course in Zoology		4
		Total 24

Note: The minor in Biology is not available to students who take the major in Conservation Biology.

Conservation Biology		
Click to view CBIO Course description		**cr hrs**
BIOL 370	Ecology	4
CBIO 200	Conservation Biology	3
CBIO 400	Conservation Biology: Application & Analysis	3
Select **two** Biodiversity Courses from the following:		8
BIOL 330	Field Botany	
BIOL 340	Invertebrate Zoology	
CBIO 330	Ichthyology	
CBIO 340	Herpetology	
CBIO 350	Ornithology	
CBIO 360	Mammalogy	
		Total 18

Note: The minor in Conservation Biology is not available to students who take the major in Biology.

DEPARTMENT OF CHEMISTRY AND PHYSICS

Mission Statement

The Department of Chemistry and Physics at LMU strives to graduate students who demonstrate a notable command of content knowledge and practical skills in their program area of choice. Degree programs incorporate current methods of scientific inquiry, mastery of terminology, and proficient use of technology in the areas of the physical sciences. Graduates of the Department of Chemistry and Physics are expected to utilize ethical standards in the practice of their profession, to demonstrate an ability to communicate clearly and effectively, and to recognize an appreciation for the value of life-long learning. Department graduates go forward to serve their communities, the region, and humanity as informed voices for the advancement of understanding in the areas of the physical

sciences. Students pursuing a career in medicine, pharmacy, optometry, dentistry, or veterinary medicine should consider taking the pre-med track within the Chemistry major program.

Department Policy on Course Grades

All students must earn a grade of C– or better in CHEM 111 and lab to enroll in CHEM 112.

All students must earn a grade of C– or better in CHEM 221 and lab to enroll in CHEM 222.

All students must earn a grade of C– or better in PHYS 211 and lab to enroll in PHYS 212.

Major Programs

Chemistry (BS)

Click to view CHEM Course Descriptions.

		cr hrs
CHEM 221,222	Organic Chemistry I, II	8
CHEM 310	Mathematical Methods in Chemistry	3
CHEM331, 332	Quantitative and Instrumental Analysis I, II	8
CHEM 397	Junior Science Seminar	1
BIOL 441	Biochemistry I	4
CHEM 451, 452	Physical Chemistry I, II	8
CHEM 460	Inorganic Chemistry	3
CHEM 497	Senior Science Seminar	1
		Total 36

Collateral requirements include: CHEM 111-112, MATH 150, MATH 250, and PHYS 211- 212.

Chemistry (BS) Pre-med Track

Click to view CHEM Course Descriptions.

		cr hrs
BIOL 310	Comparative Anatomy with lab	4
BIOL 365	General Physiology with lab	4
BIOL 315	Molecular Genetics	4
BIOL 336	General Microbiology	4
BIOL 441	Biochemistry I	4
CHEM 221, 222	Organic Chemistry I, II	8
CHEM 310	Mathematical Methods in Chemistry	3
CHEM 331, 332	Quantitative and Instrumental Analysis I, II	8
CHEM 397	Junior Science Seminar	1
CHEM 451, 452	Physical Chemistry I, II	8
CHEM 460	Inorganic Chemistry	3
CHEM 497	Senior Science Seminar	1
		Total 52

Collateral requirements include:

BIOL 111-112, MATH 150, MATH 250, MATH 270, PHYS 211-212. CHEM 111-112 are prerequisites for CHEM 221.

Chemistry (BS) Secondary Teacher Licensure Track

Click to view CHEM Course Descriptions.

Click to view PHYS Course Descriptions

		cr hrs
CHEM 112	General Chemistry II	4
CHEM 221, 222	Organic Chemistry I, II	8
CHEM 310	Mathematical Methods in Chemistry	3
CHEM 331, 332	Quantitative and Instrumental Analysis I, II	8
CHEM 397	Junior Science Seminar	1
BIOL 441	Biochemistry I	4
CHEM 451/452	Physical Chemistry I **or** II	4
CHEM 460	Inorganic Chemistry	3
CHEM 497	Senior Science Seminar	1
		Total 36

Collateral requirements include:

CHEM 111, MATH 150, MATH 250, PHYS 211- 212, and STEM 460. Students preparing for initial teacher licensure in Chemistry should consult the chair of the Department of Undergraduate Education regarding other requirements.

Chemical Physics (BS)

Click to view CHEM Course Descriptions.

Click to view PHYS Course Descriptions

		cr hrs
CHEM 111-112	General Chemistry I, II	8
CHEM 221-222	Organic Chemistry I, II	8
MATH/CHEM 310	Math Methods in Chemistry	3
CHEM 331-332	Quantitative and Instrumental Analysis I,II	8
CHEM 397	Junior Science Seminar	1
CHEM 451-452	Physical Chemistry I,II	8
CHEM 460	Inorganic Chemistry	3
CHEM 497	Senior Science Seminar	1
PHYS 211, 215	General Physics I	5
PHYS 212, 216	General Physics II	5
PHYS 320	Modern Physics	3
PHYS 350	Introduction to Electronics	4
		Total Hours 57

Collateral requirements include: MATH 150 and MATH 250

Chemical Physics (BS) Secondary Teacher Licensure Track

Click to view CHEM Course Descriptions.

Click to view PHYS Course Descriptions

		cr hrs
CHEM 111-112	General Chemistry I, II	8
CHEM 221-222	Organic Chemistry I, II	8
CHEM 331	Quantitative and Instrumental Analysis I	4
CHEM 397	Junior Science Seminar	1
CHEM 497	Senior Science Seminar	1
PHYS 320	Modern Physics	3
PHYS 350	Electronics	4
PHYS 211, 215	General Physics I	5
PHYS 212, 216	General Physics II	5
		Total Hours 39

Collateral requirements include: MATH 150 and MATH 250

Students preparing for initial teacher licensure in Chemical Physics should consult the chair of the Undergraduate Department of Education regarding other requirements.

Minor Programs

Chemistry

		cr hrs
CHEM 111, 112	General Chemistry I, II	8
CHEM 221, 222	Organic Chemistry I, II **or**	
CHEM 451, 452	Physical Chemistry I, II	8
CHEM 331	Quantitative and Instrumental Analysis I **or**	
BIOL 441	Biochemistry I	4

Total 20

DEPARTMENT OF MATHEMATICS

Mission Statement

The Department of Mathematics at Lincoln Memorial University strives to graduate students who demonstrate a notable command of content knowledge and practical skills in program area of choice. Degree tracks incorporate the experimental method, proficient use of technology, and mastery of terminology in the field of mathematics. Graduates of the Department of Mathematics are expected to utilize ethical standards in the practice of their profession, to demonstrate an ability to communicate clearly and effectively, and to appreciate the value of life-long learning. Department graduates go forward to serve their communities, the region, and humanity as informed voices for the advancement of understanding in mathematics.

The mathematics program at LMU is designed to provide students mathematical training applicable to careers in mathematics and related fields, and to graduate math majors who are competent in the field. Under the direction of the mathematics faculty, the students are afforded opportunities to: achieve expertise of the real number system; develop mathematical skills, including the ability to recognize problem types within subject areas and apply suitable techniques; enhance their ability to reason, encompassing critical thinking of abstract concepts; and express mathematical ideas orally and in writing, such that explanations are logically correct and clearly understood. Students completing the major may 1) pursue a graduate degree, 2) seek professional employment, or 3) secure Teacher Licensure in Secondary Education.

Major Programs

Computer Science (BS)

COSC 160	Computer Science I	3
COSC 194	Computer Science Career Seminar	2
COSC 240	Computer Science II	3
COSC 244	Data Structures	3
COSC 344	Software Engineering I	3
COSC 346	Operating Systems	3
COSC 348	Principles of Algorithms	3
COSC 350	Programing Language	3
COSC 354	Networks and Data Communications	3
COSC 356	Database Management	3
COSC 358	Artificial Intelligence	3
COSC 440	Network Security	3
COSC 444	Software Engineering II	3
COSC 446	Program Translation	3
COSC 448	Computer Theory	3
COSC 450	Computer Architecture	3
COSC 498	Computer Science Internship	3
		Total Hours 50

Collateral requirements include: MATH 150, 220, 250, 260 and 270; CHEM 111 with lab, PHYS 211, 212 and 350 with labs

Mathematics (BS)

Click to view MATH Course Descriptions.		**cr hrs**
MATH 250	Calculus II	4
MATH 255	Calculus III	4
MATH 260	Elementary Linear Algebra	3
MATH 300	Intro to Advanced Math	3
MATH 350	Differential Equations	3
MATH 365	Linear Algebra	3
MATH 370	Mathematical Prob. w/Stats	3
MATH 450	Intro to Real Analysis	3
MATH 460	Modern Algebra	3
MATH	Elective 300-400 level*	3
MATH	Elective 300-400 level*	3
		Total 35

*Excluding MATH 310 and 470

Collateral requirements include:
MATH 120, 150 as necessary pre-requisites depending on placement scores**,** and COSC 160.

Mathematics (BS) Secondary Teacher Licensure Track

Click to view MATH Course Descriptions.		**cr hrs**
MATH 250	Calculus II	4
MATH 255	Calculus III	4
MATH 260	Elementary Linear Algebra	3
MATH 300	Intro to Advanced Math	3
MATH 320	Discrete Math	3
MATH 370	Mathematical Prob. w/Stats	3
MATH 380	Geometry	3
MATH 390	History of Mathematics	3
MATH 460	Modern Algebra	3
MATH 470	Math in the Secondary Classroom	3
MATH	Elective 300-400 level**	3
		Total 35

**Excluding MATH 310

Collateral requirements include:
MATH 120, 150 as necessary pre-requisites depending on placement scores, and COSC 160, STEM 460. Students should also consult the chair of the Department of Undergraduate Education regarding other requirements.

Minor Programs

Computer Science		**cr hrs**
COSC 160	Computer Science I	3
COSC 240	Computer Science II	3
COSC 244	Data Structures	3
COSC	Electives	9
		Total 18

Mathematics		**cr hrs**
MATH 250	Calculus II	4
MATH 255	Calculus III	4
MATH 260	Elementary Linear Algebra	3
MATH 270	Probability and Statistics	3
	OR	
MATH 370	Mathematical Prob. w/Stats	3
MATH 300	Intro to Advanced Math	3
MATH	Elective 300/400 level*	3
		Total 20

*Excluding MATH 310, 370, and 470.

Collateral requirements include:
MATH 120, 150 as necessary prerequisites depending on

placement scores.

General Studies (BS) Cognates
The following cognates are available to students pursuing the General Studies BS degree. The Conservation Biology and Biology cognates may not be taken together.

Biology Cognate
Choose one:

BIOL 315/315L	Molecular Genetics	4
BIOL 336/336L	General Microbiology	4

Choose one:

BIOL 320/320L	Principles of Botany	4
BIOL 370/370L	Ecology	4

Choose BIOL courses as electives to reach credit hour requirement:

BIOL	Electives 300-400 level*	4-10
		Total 12-18

Collateral requirements: BIOL 111 and 112 with labs and CHEM 111 and 112 with labs.
*Excluding BIOL 387, 397, 487, 497

Chemistry Cognate

CHEM 221/221L	Organic Chemistry I	4
CHEM 222/222L	Organic Chemistry II	4

Choose from the following courses as electives in order to reach credit hour requirement:

CHEM 331/331L	Quantitative & Instrumental Analysis I	4
CHEM 451/451L	Physical Chemistry I	4
CHEM 452/452L	Physical Chemistry II	4
CHEM 460	Inorganic Chemistry	3
		Total 12-18

Collateral requirements: CHEM 111 and 112 with labs and MATH 150 and 250.

Conservation Biology Cognate

CBIO 200	Conservation Biology	3
CBIO 370	Land use & Environmental Policy	3

Select one of the following Biodiversity courses:

BIOL 320/320L	Principles of Botany	4
BIOL 330/330L	Field Botany	4
BIOL 340/340L	Invertebrate Zoology	4
BIOL 350	Entomology	4
CBIO 330/330L	Ichthyology	4
CBIO 340/340L	Herpetology	4
CBIO 350/350L	Ornithology	4
CBIO 360/360L	Mammalogy	4

Select one of the following Ecosystems courses:

CBIO 420	Wetland Ecosystems	3
CBIO 430	Terrestrial Ecosystems	3
CBIO 440	Freshwater Aquatic Ecosystems	3
		Total 12-18

Collateral requirements: BIOL 111 and 112 with labs and CHEM 111 and 112 with labs.

Computer Science Cognate

COSC 160	Computer Science I	3
COSC 240	Computer Science II	3
COSC 244	Data Structures	3

Choose from the following courses as electives in order to reach credit hour requirement:

COSC 344	Software Engineering I	3
COSC 346	Operating Systems	3
COSC 348	Principles of Algorithms	3
COSC 350	Programming Languages	3
COSC 354	Networks & Data Communications	3
COSC 356	Database Management	3
COSC 358	Artificial intelligence	3
COSC 440	Network Security	3
COSC 444	Software Engineering II	3
COSC 446	Program Translation	3
COSC 448	Computer Theory	3
COSC 450	Computer Architecture	3
		Total 12-18

Mathematics Cognate

MATH 260	Elementary Linear Algebra	3
MATH 270	Probability & Statistics	3
	OR	
MATH 370	Mathematical Statistics with Prob.	3
MATH 300	Intro. to Advanced Mathematics	3

Choose MATH courses as electives to reach credit hour requirement.

MATH	Elective 300/400 level*	3
		Total 12-18

*Excluding MATH 310, 370, and 470.

Collateral requirements: MATH 150, MATH 250, and MATH 255.

SCHOOL OF BUSINESS

Undergraduate Business Location & Contact Information
Dean, School of Business……..…423-869-6298
(Room 106, Business/Education Building; Main Campus)
Office of Undergraduate Programs……..423-869-6298
(Room 105, Business/Education Building; Main Campus)

Undergraduate Programs

Mission Statement

The mission of the School of Business is to prepare leaders who are able to meet and exceed the challenges of today's integrated world economy, who can balance ethics and social responsibility with the creation of profits and wealth for the betterment of society.

Strategy

We seek to attract students with high leadership potential to engage in an academically rigorous and continually improving business education that builds upon the knowledge of foundational business concepts. This business education will enable our students to balance ethics and social responsibility and the creation of profits and wealth in a global economy. The School also promotes the balance between teaching excellence and research that impacts our students so that they may engage the world in a meaningful way. We are also committed to providing service to the tristate region of Kentucky, Tennessee, and Virginia through our teaching, research, and service.

Academic Progression Requirement

School of Business students must earn a C or better in all business courses required to complete the degree. A student not earning a C must repeat the course. The course may be repeated only once. A student earning below a C in any four required core or concentration courses will not be allowed to continue in the program of study.

Degrees Offered

The School of Business offers one associate degree and two baccalaureate degrees. A student may take a minimum of eighteen hours of business courses to declare a minor in business.

The **Associate of Business Administration (ABA)** degree requires the completion of the Business Associate Core (30 credit hours). A student must successfully complete a total of 60 credit hours to be eligible for graduation and that includes required credit hours from general education courses and Business Associate Core courses. The ABA degree prepares the student to develop knowledge, understanding, and development of critical thinking and technical skills and abilities required within the realm of business and business studies.

The **Bachelor of Business Administration (BBA)** degree requires the completion of the BBA Core (36 credit hours) and one BBA concentration (24 semester credit hours) from those offered. A student must successfully complete a total of 122 credit hours to be eligible for graduation and includes required credit hours from general education courses, collateral courses, BBA core courses, and BBA concentration courses. This is a degree option for students seeking licensure in secondary business education providing a concentration area.

Three Plus Three Program (Early Entry to Law). Students will complete three years of undergraduate education, complete the BBA Core (36 credit hours), all other LMU graduation requirements, and then, upon completion of the first year of DSOL education, be awarded the Bachelors of Business Administration in Pre-Law (PLAW.BBA). Courses taken during the first year of DSOL will serve as a BBA "Pre-Law" Concentration (24 semester hours).

The **Bachelor of Arts in Business (BA)** degree requires the completion of the BA Program Core (36 credit hours). A student must successfully complete a total of 122 credit hours to be eligible for graduation and includes required credit hours from general education courses, collateral courses, and BA Program Core courses. The BA degree provides a solid foundation of knowledge and skills in general business practices. It is open to students interested in two fields of study and pursuing a dual degree. This is a degree option for students seeking licensure in secondary general business education. It also provides an alternative to the BBA for the student who might discover an interest in business during the later portion of an undergraduate program of study.

Associate of Business Administration (ABA)

I. LMU Specific Courses		**2**
LNCN 100	Lincoln's Life and Legacy	1
UACT 100	Strategies for College Success	1
II. Academic Skills		**14-15**
COMM 200	Fundamentals of Speech Communication	3
ENGL 101	Composition I or Honors English	3
ENGL 102	Composition II	3
ISYS 100	Computer Literacy	2
Choose **one** of the following courses:		
MATH 105	Transitional College Mathematics	3
MATH 110	Reasoning & Problem Solving	3
MATH 115	College Algebra	3
MATH 120	Trigonometry	3
MATH 150	Calculus I	4
MATH 270	Probability and Statistics	3
III. History		**3**
Choose **one** of the following courses:		
HIST 121	World History to 1500	3
HIST 122	World History since 1500	3
HIST 131	American History to 1870	3
HIST 132	American History since 1870	3
IV. Fine Arts, Humanities & Ethics		**3**
BUSN 250	Social and Ethical Environment of Business	3
V. Social/Behavioral Sciences		**3**
Choose **one** of the following courses:		
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
VI. Natural/Physical Sciences		**4**
Choose **one** of the following content and associated lab courses:		

BIOL 100 & Lab	Introduction to Biology	4
BIOL 111 & Lab	General Biology I	4
CHEM 100 & Lab	Introduction to Chemistry	4
CHEM 111 & Lab	General Chemistry I	4
PHYS 100 & Lab	Introduction to Physics	4

Total General Education **30-31**

VII. Business Associate Core

ACCT 210	Financial Accounting	3
ACCT 211	Managerial Accounting	3
BUSN 260	Business Analytical Tools	3
BUSN 270	Business Statistics	3
BUSN 310	International Business	3
FIN 360	Corporate Finance	3
MGMT 300	Principles of Management	3
MKTG 300	Principles of Marketing	3
Business Elective		3
Business Elective		3

Total Business Core 30

Degree Total 59-60

Bachelor of Business Administration (BBA) Degree
Mission Statement

The Bachelor of Business Administration Degree at LMU prepares students with foundational concepts in business. Graduates will have a business foundation in accounting, communications, economics, ethics, finance, information systems, international business, law, management, marketing, quantitative analysis, statistics, and strategy.

Learning Goals

1. Examine basic principles of management and analytical tools for domestic and global business.
2. Apply basic financial and managerial accounting principles.
3. Develop marketing strategies using marketing research, product development, pricing, distribution, and promotion strategies.
4. Apply financial concepts such as capital budgeting, cash flow analysis and stock and bond evaluations for decision making.
5. Devise and communicate business strategies using management theory, legal, and ethical principles for sustainable business operations.

BBA CORE

ACCT 210	Financial Accounting	3
ACCT 211	Managerial Accounting	3
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
BUSN 270	Business Statistics	3
BUSN 310	International Business	3
BUSN 350	Business Communications	3
BUSN 350x	Junior Writing Requirement	0
BUSN 440	Legal Issues in Business	3
BUSN 440z	Senior Writing Requirement	0
BUSN 450	Business Strategy	3
FIN 360	Corporate Finance	3
MGMT 300	Principles of Management	3
MKTG 300	Principles of Marketing	3

Total 36

Note: Collateral requirements include BUSN 100 & BUSN 260

Concentration and Focus **24**

In this option, a student will choose ACCT, BUSN, BSAN, FIN, HCA, MGMT, MIS, MKTG, NHA, PLAW, or SMT. The student and their advisor will then select 24 hours from the concentration, of which at least 6 credit hours must be 300/400 level courses. This does not include business core course requirements. Students who wish to declare multiple concentrations must complete 24 distinct credit hours for each concentration.

Concentration Areas:

1. ACCT (Accounting)
2. BSAN (Business Analytics)
3. FIN (Finance)
4. HCA (Healthcare Administration)
5. MGMT (Management)
6. MIS (Management Information Systems)
7. MKTG (Marketing)
8. NHA (Nursing Home Administration)
9. SMT (Sport Management)
10. PLAW (Early Entry to Law School)
11. BUSN (General Business) (Complete 24 credits from the 300/400-level with 3 separate prefixes. These courses exclude those from the curriculum.)

Note: Collateral requirements include BUSN 100 and BUSN 260.

Note: Students preparing for teacher licensure in General Business should complete the requirements for the Bachelor of Arts in Business degree or if seeking content certification complete the Bachelor of Business Administration with a concentration in General Business. Either degree will require collaborative courses for the Professional Secondary Education Track (**BA** Professional **Secondary Education Track (BA)**. Students are encouraged to work closely with education and business advisors.

Accounting (ACCT) (BBA)
Mission Statement

The mission of the Accounting Concentration is to provide students with a comprehensive foundation in accounting concepts, principles, and ethics by advancing the profession through excellence in accounting education, use of technology, research, and outreach activities. The Concentration prepares students to pursue advanced degrees and for practice in a diverse business setting.

Learning Goals

1. Apply the steps and processes of the accounting cycles using manual and computerized accounting systems.
2. Apply cost accounting principles to service and manufacturing environments.

Accounting (ACCT) Core		cr hrs
Click to view ACCT Course Descriptions.		
ACCT 310	Intermediate Accounting I	3
ACCT 311	Intermediate Accounting II	3
ACCT 330	Federal Income Taxation	3
ACCT 410	Government & Not-for-Profit Account	3
ACCT 430	Accounting Information Systems	3
ACCT 440	Auditing	3
Choose **two** of the following courses:		
ACCT 320	Cost Management	3
ACCT 400	Advanced Accounting	3
ACCT 420	International Accounting	3
ACCT 498	Internship in Accounting	3
Total Accounting Hours		**24**

Business Analytics (BSAN) (BBA)
Mission Statement

The mission of the Business Analytics Concentration is to provide students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. Students will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Learning Goals

1. Students will be critical thinkers and demonstrate skills to select and apply appropriate models, tools, techniques, and frameworks to interpret data and make informed business decisions, recognize trends, detect outliers, and summarize data sets.
2. Students will identify, analyze, and resolve ethical issues in data management, information security, business scenarios involving business decisions, and data modeling.
3. Students will exhibit effective communication using audience appropriate terminology to relay complex data analysis and management decision techniques to stakeholders.

Business Analytics (BSAN) Core		cr hrs
Click to view BSAN Course Descriptions.		
BSAN 300	Fundamentals of Business Analytics	3
BSAN 314	Statistics for Analytics	3
BSAN 340	Business Intelligence and Reporting	3
BSAN 360	Bus. Decision Models & Decision Making	3
BSAN 410	Programming for Data Analytics	3
BSAN 420	Big Data and Data Visualization	3
BSAN 440	Data Modeling and Database Design	3
BSAN 460	Data Mining	3
Total Business Analytics Hours		**24**

Finance (FIN) (BBA)
Mission Statement

The Finance concentration supports the general mission of the School of Business at LMU. The Finance concentration prepares students for careers in general business, investments, commercial banking, small business ownerships and entrepreneurships, financial planning and international institutions. The concentration requires graduates to incorporate comprehensive and relevant financial theories with competencies in economics, statistics, information systems management, and ethics to solve complex problems, make value-added decisions, and mitigate and manage evolving business risks. The concentration meets the general standards used by concentration accrediting bodies in measuring quality programs in higher education.

Learning Goals

1. Solve complex financial and budgeting problems and challenges by combining relevant financial theories and techniques.
2. Apply international accounting and financial principles for domestic and global business environments.

Finance (FIN) Core		cr hrs
Click to view FIN Course Descriptions.		
ACCT 420	International Accounting	3
BUSN 380	Personal Finance	3
BUSN 460	Managerial Finance	3
FIN 350	Bank Management	3
FIN 370	Financial Markets & Institutions	3
FIN 380	Investment Analysis & Portfolio Mgmt.	3
FIN 420	Advanced Financial Management	3
FIN 430	Financial Forecasting & Budgeting	3
Total Finance Hours		**24**

Healthcare Administration (HCA) (BBA)
Mission Statement

The mission of the Healthcare Administration Concentration is designed to give students a knowledge and understanding of business operations within the healthcare industry. Students will be prepared to work in administration within hospitals, doctors' offices, nursing homes, and other healthcare facets.

Learning Goals

1. Demonstrate an understanding of the practices for long-term health care facility management.
2. Employ practices for recruiting, selecting, and maintaining qualified health care employees.
3. Demonstrate an understanding of healthcare organizational models, apply theories of quality improvement, and analyze current issues and topics affecting the U.S. healthcare system.

Healthcare Administration (HCA) Core		cr hrs
Click to view HCA Course Descriptions.		
MGMT 310	Human Resources Management	3
MGMT 420	Fundamentals of Leadership	3
MKTG 430	Marketing Management	3
HCA 300	Intro. to Healthcare Administration	3
HCA 410	Research & Informatics in Healthcare	3
HCA 414	Patient/Resident Care and Quality of Life	3
HCA 415	Phy. Env. & Atmosphere Healthcare Fac.	3
HCA 498	Healthcare Administration Internship	3
Total Healthcare Administration Hours		**24**

Management (MGMT) (BBA)
Mission Statement

The mission of the Management concentration is to prepare students for diverse and innovative managerial and professional positions in the global marketplace. The Management concentration focuses on providing students with the knowledge and skills to analyze problems, communicate solutions, make decisions, and understand the impact of their decisions.

Learning Goals

1. Explain and evaluate human resource strategies to effectively manage and lead organizations.
2. Apply quality control, flow analysis, scheduling, forecasting, and performance improvement processes to manufacturing and service organizations.
3. Evaluate organizational theory and applicability to business situations.

Management (MGMT) Core		**cr hrs**
Click to view MGMT Course Descriptions.		
MGMT 310	Human Resource Management	3
MGMT 330	Operations Management	3
MGMT 420	Fundamentals of Leadership Behavior	3
MGMT 460	Organizational Theory	3
Business Elective (Any Business curriculum course non-BBA core 300/400 level or BUSN 498 Internship up to 9 hours)		12
Total Management Hours		**24**

Marketing (MKTG) (BBA)
Mission Statement

The mission of the Marketing concentration is to provide an environment of excellence in marketing education that serves the diverse needs of our stakeholders. The concentration prepares students by developing specialized skills in the management of communications, customer relationships, and the delivery of value to customers.

Learning Goals

1. Develop strategies to ethically market products and services using research, advertising concepts, and consumer behavior.
2. Apply theories and strategies for building, leveraging, and defending brands.

Marketing BBA Core		**cr hrs**
Click to view MKTG Course Descriptions.		
MKTG 310	Advertising	3
MKTG 330	Consumer Behavior	3
MKTG 340	Brand Management	3
MKTG 430	Marketing Management	3
MKTG 435	Digital and Internet Marketing	3
MKTG 440	Marketing Research	3
BUSN 498 and/or Marketing/Business Curriculum Electives (300/400)		6
Total Marketing Hours		**24**

Management Information Systems (MIS) (BBA)
Mission Statement

The mission of the Management Information Systems Concentration is designed to provide students with the information systems management skills needed in today's business environment with a solid foundation in the primary business areas in which these skills will be applied. Students will learn to build and manage information systems and use technologies to solve business problems. Graduates of the program may qualify for entry-level positions as systems or business analysts, information security specialists, consultants, user support analysts, programmers, or other information management positions.

Learning Goals

1. Students will be critical thinkers and demonstrate skills to select and apply appropriate models, tools, techniques, and frameworks to enable them to render technical and analytically sound business decisions.
2. Students will identify, analyze, and resolve ethical issues in data management, information security, and business scenarios involving IT auditing techniques.
3. Employee effective communication using audience appropriate terminology to relay complex data and management information systems information to stakeholders.

Management Information Systems (MIS) Core		**cr hrs**
Click to view MIS Course Descriptions.		
ISYS 300	Principles of Business Programming	3
ISYS 315	Fundamentals of Information Systems	3
ISYS 320	Data Communications and Networks	3
ISYS 330	Database Management	3
ISYS 400	Information Systems Gov. & Ethics	3
ISYS 430	Information Security	3
ISYS 450	Project Management & Development	3
ISYS 480	Business Systems Analysis & Design	3
Total Management Information Systems Hours		**24**

Nursing Home Administration (NHA) (BBA)
Mission Statement

The mission of the Nursing Home Administration Concentration is designed to give students a knowledge and understanding of business operations within the healthcare industry. Students will be prepared to work in administration within hospitals, doctors' offices, nursing homes, and other healthcare facets.

Learning Goals

1. Demonstrate an understanding of the practices for long-term health care facility management.
2. Employ practices for recruiting, selecting, and maintaining qualified health care employees.
3. Demonstrate professional skills in long-term health care facilities by applying knowledge and skills from the program.

Criminal Background Check Policy (BBA – Nursing Home Administration)

Please be aware that students pursuing the BBA - Nursing

Home Administration concentration are required to submit a comprehensive criminal background check from an LMU School of Business approved vendor one semester prior to their participation within the Administrator in Training internship portion of the program. The chosen vendor must also be one that is approved by the facility at which the student intends to complete their internship. This background check requirement is necessary due to the internship component of the degree. The background check is conducted at the expense of the student.

The results of the submitted background check will be considered on a case-by-case basis by the Dean, Undergraduate Chair, and the affiliate agency or organization through whom the student is pursing an Administrator in Training internship. A student's participation in an Administrator in Training internship is dependent upon the student's ability to meet the desired organization's employment/internship requirements pertaining to background check policies, drug screening policies, and more. If a student cannot obtain an Administrator in Training internship due to criminal activity that is displayed within the criminal background check, LMU School of Business reserves the right to deny the student's matriculation due to their being unable to fulfill the requirements of the BBA – Nursing Home Administration degree.

Upon obtaining a Nursing Home Administration – Administrator in Training internship, an up-to-date criminal background check, or chain of custody urine drug screen, may be required by affiliate agencies and organizations. If required, these tests would also be conducted at the student's expense.

As BBA students are not required to submit the described background check until one semester prior to their participation within the Administrator in Training internship portion of the program, they will be required to sign a disclosure and release form upon their declaration of the BBA - Nursing Home Administration concentration. This disclosure and release form will indicate knowledge of the comprehensive background check policy and their belief that they do not have any criminal history that would disqualify them from Administrator in Training internships and possible future licensure.

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

Nursing Home Administration (NHA) Core		**cr hrs**
Click to view NHA Course Descriptions.		
MGMT 310	Human Resources Management	3
MGMT 420	Fundamentals of Leadership	3
HCA 300	Intro. to Healthcare Administration	3
HCA 414	Patient/Resident Care and Quality of Life	3
HCA 415	Phy. Env. & Atmosphere Healthcare Fac.	3
NHA 498	Nursing Home Administration Internship	9
Total Nursing Home Administration Hours		**24**

Sport Management (SMT) BBA

Mission Statement

The mission of the Sport Management concentration is designed to introduce sport industry concepts to the students. In addition, it will serve as a base to prepare students for entry level employment in the field through networking and internship experiences.

Learning Goals

1. Apply principles and strategies for effective sports management and leadership.
2. Develop practices for sport public and media relations.
3. Apply marketing principles for event marketing.

Sport Management (SMT) Core

Click to see SMT Course Descriptions

Program Core:		**cr hrs**
SMT 200	Foundations in Sport Management	3
SMT 310	Sport Public & Media Relations	3
SMT 314	Sports and Society	3
SMT 405	Legal Aspects of Sport Management	3
SMT 430	Sports Governance and Administration	3
SMT 450	Sports Facility and Event Management	3
MKTG 454	Event Marketing	3
BUSN 498	Internship in Business	3
Total Sports Management Hours		**24**

Bachelor of Arts in Business (BA)

Mission Statement

The Bachelor of Arts Degree prepares students with foundational concepts in business. Graduates will have a business foundation in accounting, communications, economics, ethics, finance, information systems, international business, law, management, marketing, quantitative analysis, statistics, and strategy.

Learning Goals

1. Examine basic principles of management and analytical tools for domestic and global businesses.
2. Apply basic financial and managerial accounting principles.
3. Develop marketing strategies using marketing research, product development, pricing, distribution, and promotion strategies.
4. Apply financial concepts such as capital budgeting, cash flow analysis, and stock and bond evaluations for decision making.
5. Devise and communicate business strategies using management theory, legal, and ethical principles for sustainable business operations.

Program Core

Required Courses		**cr hrs**
ACCT 210	Financial Accounting	3
ACCT 211	Managerial Accounting	3
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
BUSN 270	Business Statistics	3
BUSN 310	International Business	3
BUSN 350	Business Communications	3
BUSN 350x	Junior Writing Requirement	0
BUSN 440	Legal Issues in Business	3
BUSN 440z	Senior Writing Requirement	0
BUSN 450	Business Strategy	3
FIN 360	Corporate Finance	3
MGMT 300	Principles of Management	3

MKTG 300	Principles of Marketing	3

Core total 36

Note: Collateral requirements include BUSN 100 and BUSN 260.

Professional Secondary Education Track (BA & BBA)

Required Courses		**cr hrs**
Click to view EDUC Course Descriptions		
EDUC 210	Instructional Tech. & Learning Resources	2
EDUC 290	The Teaching Profession	3
SPED 320	K-12 Differentiated Instruction	3
EDUC 360	Secondary Instructional Methods & Strategies	3
EDUC 370	Measurement and Evaluation	2
EDUC 380	Literacy across Secondary Curricula	2
EDUC 390	Diversity in Today's Classroom	2
EDUC 460	Methods of Instructions in Secondary Schools *	3
EDUC 480	Pre-Clinical Practice	2
EDUC 497	Enhanced Clinical Experience/Seminar	12
PSYC 221	Child and Adolescent Development	3
PSYC 370	Educational Psychology	3

*Candidates in secondary licensure programs are not required to adhere to transition; however, they must meet the same requirements for provisional and formal admissions.

Minor Program

General Business

ACCT 210	Financial Accounting	3
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
FIN 360	Corporate Finance	3
MGMT 300	Principles of Management	3
MKTG 300	Principles of Marketing	3

Total 18

Information Systems

ISYS 300	Principles of Applied Business Programming	3
ISYS 320	Data Communications and Networking	3
ISYS 330	Database Management	3
ISYS 430	Information Security	3
ISYS 450	Project Management Development	3
ISYS 480	Business Systems Analysis and Design	3

Total 18

General Studies (BS) Cognates

The following School of Business cognates are available to students pursuing the General Studies BS degree:

BUSN 310	International Business	3
BUSN 350	Business Communications (Jr. SEWS)	3
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
MGMT 300	Principles of Management	3
MKTG 300	Principles of Marketing	3

Total 18

CARTER AND MOYERS SCHOOL OF EDUCATION

CAEP Accredited Program

Initial Teacher Licensure Undergraduate Program Mission Statement

The Carter and Moyers School of Education of LMU is dedicated to preparing professional educators of distinction who embody the three core ideals of **Values**, **Education,** and **Service** in candidates who:

- Demonstrate the dispositions of the education profession. (**Values)**
- Articulate and demonstrate the knowledge base of moral, social and political dimensions, which will impact individual students, schools, districts, and communities for the enrichment of society. **(Values)**
- Demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and clinical placement in partner P-12 Schools. **(Education)**
- Promote lifelong learning through continued professional development and scholarship. (**Education)**
- Assist in meeting the educational needs of a global society, especially the underserved. (**Service)**
- Articulate an understanding that all students can learn as well as demonstrate the dispositions to serve and teach diverse student populations**. (Service)**

Unit Commitment to Diversity

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

All Programs

The Initial Teacher Licensure Undergraduate Department offers programs of study that lead to teacher licensure in Tennessee in elementary education, secondary education, special education, English language learners, and K-12 education. Licensure programs are approved by the Tennessee State Board of Education and adhere to the Council for the Accreditation of Educator Preparation standards. LMU reserves the right to adjust at any time its Initial Teacher Licensure Undergraduate Program requirements to comply with changes mandated by the State Board of Education.

Clinical Experience: All candidates must complete service learning hours each semester and many education courses require clinical experience components in addition to classroom seat time. Please see the *Initial Teacher Licensure Undergraduate Handbook* for details. ALL REQUIRED PRAXIS EXAMS MUST BE PASSED PRIOR TO STUDENT TEACHING. All candidates must meet or exceed the state required minimum on the edTPA Assessment Portfolio submitted during student teaching in order to qualify for a Tennessee Teacher License and graduation.

Teacher Licensure Programs Grade Requirement

All education major courses must be completed with a grade of C- or better.

Admission to the Initial Teacher Licensure Undergraduate Program

Admission to LMU does not ensure admission into the Initial Teacher Licensure Undergraduate Program. Candidates must complete the admissions process during Transition 1. The admissions process is initiated during the candidates' enrollment in EDUC 290. Criteria and procedures for admission into the program are as follows:

Full Admission:

Candidates will:

1. Enroll in EDUC 290, The Teaching Profession
2. Fill out Candidate Information Form
3. Enroll in other professional education pre-requisite courses or academic content courses based on a four (4) year plan for program of study.
4. Complete Professional Dispositions Interview (DAP^{tm})
5. Submit the following documents to Academic Support Assistant (Bus. Ed. 227) to be considered for Admissions Interview:
    a. Cold Writing Sample: Submitted in EDUC 290
6. Complete prior to Release to Field Experiences
    a. Tennessee Bureau of Investigation/Cogent Criminal Background Check
    b. Liability Insurance Purchase
7. Provide evidence of:
    a. ACT, SAT or CASE Praxis Exam (ACT = 21; SAT = 1020; CASE = writing, 162, Math 150, reading 156)
    b. University Transcript showing Cumulative GPA = 2.75
8. Submit one recommendation from outside the Carter & Moyers School of Education.
9. Complete and Pass Formal Admissions Interview

Professional Education Core		**cr hrs**
Click to view EDUC Course Descriptions		
EDUC 210	Instructional Technology and Learning Resources*	2
EDUC 290	The Teaching Profession	3
EDUC 390	Diversity in Today's Classroom	2
EDUC 480	Pre-Clinical Practice	2
EDUC 497	Enhanced Clinical Experience/Seminar	12
PSYC 221	Child and Adolescent Development*	3
PSYC 370	Educational Psychology	3
SPED 320	K-12 Differentiated Instruction	3

*Meets general education requirement

Note: All students seeking a degree for licensure must complete the Professional Education Core and the appropriate major core.

Note: Candidates may not advance to EDUC 480 until ACT, SAT, or CASE testing requirements are met and Full Admission is granted.

Interdisciplinary Studies in Human Learning and Development (BS)

Degree program website

Click to view EDUC Course Descriptions

Major Core:

CDEV 350	Teaching Elementary Children	3
SPED 270	Teaching the Exceptional Learner	2
EDUC 330	Heath and Physical Education in the Elementary Classroom	3
EDUC 340	Instructional and Assessment Strategies	3
EDUC 356	Methods of Teaching Elementary Science/Social Studies	4
EDUC 376/X	Fundamentals of Literacy (Jr. SEWS)	3
EDUC 414/Z	Research and Technical Writing in Education (Sr. SEWS)	1
EDUC 420	Reading Diagnosis	3
EDUC 440	Methods of Teaching Literacy in the Elementary School	3
EDUC 450	Methods of Teaching Elementary Math	3

Choose 15 hours in emphasis areas to include:
1 English, 1 Social Studies, 1 Math, 1 Science and remaining 3 hours of electives from the four content areas.

Choose 1 of the 3 credit hour EDSL courses: EDSL 200, 320 or 330.

Secondary Licensure:

Secondary students seeking teacher licensure must successfully complete the following Professional Education Core and Secondary Education major core in addition to any major content area requirements in order to earn LMU recommendation for teacher licensure. Content area certification for grades 6-12 include: Biology, Business, Chemistry, Chemistry-Physics, English, Math, and History. Content area certification for grades K-12 include: Visual Art. For details on course requirements for certification in a specific content area, refer to the academic content department or school.

Secondary Education Major Core		**cr hrs**
EDUC 360	Secondary Instructional Methods and Strategies	3
EDUC 370	Measurement and Evaluation	2
EDUC 380	Literacy Across Secondary Curricula	2
EDUC 460	Methods of Instruction in Secondary School*	3

*EDUC 460 is taken by those candidates whose major does not include a content specific methods course.

Note: Candidates in secondary licensure programs are not required to adhere to transitions; however, they must meet the same requirements for full admissions.

Special Education

The **Special Education: Comprehensive K-12 (BS)** program of study enables teacher candidates who serve students with severe and multiple disabilities ages 5 through 21 to meet the performance standards for instructional programs in community-based (life skills) and general curricula to meet Tennessee Licensure Standards for Special Education: Comprehensive K-12. The Special Education major has been designed to ensure adequate preparation to support professionals teaching students with disabilities through a program of study of professional education, special education core, and comprehensive standards.

Special Education: Comprehensive K-12 (BS)

Click to view SPED Course Descriptions

Major Core:

EDUC 340	Instructional and Assessment Strategies	3
EDUC 330	Health and Physical Education in the Elementary Classroom	3
EDUC 376/X	Fundamentals of Literature(Jr. SEWS)	3
EDUC 414/Z	Research and Technical Writing in Education (Sr. SEWS)	1
EDUC 420	Reading Diagnosis	3
EDUC 440	Methods of Teaching Literacy in the Elementary School	3
EDUC 450	Methods of Teaching Elementary Math	3
SPED 180	IEP Development, Assessment, and Family School Collaboration	3
SPED 190	Family School Collaboration	3
SPED 210	Managing Academic and Social Behavior of Students with Disabilities	3
SPED 230	Characteristics and Communication of Students with Severe Disabilities	3
SPED 270	Teaching the Exceptional Learner	2
SPED 330	Methods of Instruction and Support for Students with Severe Disabilities	3
SPED 400	Methods of Literacy, Language, and Communication	3
SPED 410	Access, Assistive Technology, AAC, and Functional Academics	3
SPED 420	Transition and Employment for Students with Disabilities	3
SPED 490	Research to Practice in Special Education Seminar	3

The Special Education Interventionist K-8 and Interventionist 6-12

This program assists candidates in meeting the standards of the special education core and enables candidates to apply concepts in the core to the specific endorsements area. The program of study assists candidates in teaching in a variety of regular and special education environments.

Special Education: Interventionist K-8 (BS)

Click to view SPED Course Descriptions

Major Core:

CDEV 350	Teaching Elementary Children	3
EDUC 340	Instructional Assessment and Strategies	3
EDUC 330	Health and Physical Education in the Elementary Classroom	3
EDUC 356	Methods of Teaching Elementary Science/Social Studies	4
EDUC 376/X	Fundamentals of Literacy (Jr. SEWS)	3
EDUC 414/Z	Research and Technical Writing in Education (Sr. SEWS)	1
EDUC 420	Reading Diagnosis	3
EDUC 440	Methods of Teaching Literacy in the Elementary School	3
EDUC 450	Methods of Teaching Elementary Math	3
SPED 180	IEP Development, Assessment, and Family School Collaboration	3
SPED 190	Family School Collaboration	3
SPED 210	Managing Academic and Social Behavior of Students with Disabilities	3
SPED 270	Teaching the Exceptional Learner	2
SPED 340	Characteristics of Students with High Incidence Disabilities	3
SPED 400	Methods of Literacy, Language, and Communication	3
SPED 490	Research to Practice in Special Education Seminar	3

Special Education: Interventionist 6-12 (BS)

Click to view SPED Course Descriptions

Major Core:

EDUC 330	Health and Physical Education in the Elementary Classroom	3
EDUC 340	Instructional and Assessment Strategies	3
EDUC 360	Secondary Instructional Methods and Strategies	3
EDUC 370	Measurement and Evaluation	2
EDUC 376/X	Fundamentals of Literacy(Jr. SEWS)	3
EDUC 414/Z	Research and Technical Writing in Education	1
EDUC 420	Reading Diagnosis	3
EDUC 440	Methods of Teaching Literacy in the Elementary School	3
EDUC 450	Methods of Teaching Elementary Math	3
SPED 180	IEP Development, Assessment, and Family School Collaboration	3
SPED 190	Family School Collaboration	3
SPED 210	Managing Academic and Social Behavior of Students with Disabilities	3
SPED 270	Teaching the Exceptional Learner	2
SPED 340	Characteristics of Students with High Incidence Disabilities	3
SPED 410	Access, Assistive Technology, AAC, and Functional Academics	3
SPED 420	Transition and Employment for Students with Disabilities	3
SPED 490	Research to Practice in Special Education Seminar	3

English as a Second Language

The infused ESL program of study provides candidates who serve English language learners (ELLs), particularly in grades K-5, with competency in supporting diverse students with appropriate accommodations and modifications within an evidence-based instructional framework. By choosing one of two tracks, candidates may either (1) select to obtain certification in ESL in addition to an elementary teaching license in order to be qualified to design and implement appropriate language instruction as ESL teachers in a variety of settings, or (2) select ESL preparation without ESL certification in order to master differentiation tools and strategies suitable for increasing ELLs English language skills and provide ELLs and other diverse students with access to the same robust curriculum designed for all students.

Interdisciplinary Studies in Human Learning and English Language Learners (BA) (Certification Track)

Major Core:

CDEV 350	Teaching Elementary Children	3
SPED 270	Teaching the Exceptional Learner	2
EDSL 200	Foundations of Language Acquisition	3
EDSL 320	Assessment and Characteristics of English Language Learners	3
EDSL 330	Methods of Instruction and Support For English Language Learners	3
EDUC 330	Health & Physical Education in the Elementary Classroom	3
EDUC 340	Instructional and Assessment Strategies	3
EDUC 356	Methods of Teaching Elementary Science	4
EDUC 376/X	Fundamentals of Literacy (Jr. SEWS)	3
EDUC 414/Z	Research and Technical Writing in Education (Sr. SEWS)	1
EDUC 420	Reading Diagnosis	3
EDUC 440	Methods of Literacy in the Elementary School	3
EDUC 450	Methods of Teaching Elementary Math	3
ENGL 360	The English Language	3
Foreign Language (same language)		6

NOTE: Passing score on PRAXIS language exam can result in waiver of foreign language requirement. Six hours of elective coursework must be taken.

Interdisciplinary Studies in Human Learning and English Language Learners (BS)

Major Core		**cr hrs**
CDEV 350	Teaching Elementary Children	3
SPED 270	Teaching the Exceptional Learner	2
EDSL 200	Foundations of Language Acquisition	3
EDSL 320	Assessment and Characteristics of English Language Learners	3
EDSL 330	Methods of Instruction and Support For English Language Learners	3
EDUC 330	Health & Physical Education in the Elementary Classroom	3
EDUC 340	Instructional and Assessment Strategies	3
EDUC 356	Methods of Teaching Elementary	

	Science/Social Studies	4
EDUC 376/X	Fundamentals of Literacy (Jr. SEWS)	3
EDUC 414/Z	Research and Technical Writing in Education (Sr. SEWS)	1
EDUC 420	Reading Diagnosis	3
EDUC 440	Methods of Literacy in the Elementary School	3
EDUC 450	Methods of Teaching Elementary Math	3
ENGL 360	The English Language	3

Choose six hours from English, Science, Social Studies or Math courses.

Student Advising

After acceptance to the University, candidates who are pursuing Initial Teacher Licensure Undergraduate programs are assigned an education faculty advisor at the time of program application. The education advisor assists each candidate in developing an educational plan that indicates a time frame for formal admission to the Initial Licensure Undergraduate Program and program completion. The candidate is responsible for scheduling advisement conferences each semester with the Initial Teacher Licensure Undergraduate faculty advisor. Students pursuing a major in secondary and K-12 education will be assigned an advisor for the Initial Teacher Licensure Undergraduate and a faculty advisor from the respective secondary education department.

Note: Candidates should expect to be required to travel outside the main campus for selected clinical field experience during a portion of the program, to include schools in other counties.

Contact Information:

Office of Initial Teacher Licensure Undergraduate
Business Education Building 227
Telephone: 423-869-6330
Web site: www.lmunet.edu/education
Email: alexander.parks@lmunet.edu

Office of Teacher Certification/Testing
Business Education Building 219
Telephone: 423-869-6405
Email: erin.brock@lmunet.edu

Office of Candidate Development/Services
Business Education Building 214
Telephone: 423-869-6253
Email: tywana.england@lmunet.edu

CAYLOR SCHOOL OF NURSING

Undergraduate Nursing
Mission Statement

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

Purpose

Responding to the needs of nursing education and health care of the people of the region, LMU established the Associate of Science in Nursing (ASN) degree program in 1974. As a reflection of the changing local health care needs and national trends in nursing, LMU instituted the Registered Nurse to Bachelor of Science in Nursing (RN to BSN) program in 1987. Both undergraduate programs are founded on the belief that nursing is a service which aims to assist individuals to attain, maintain, or regain optimum level wellness through application of the nursing process. To further assist with regional healthcare needs and to enhance nursing service across the lifespan, the Master of Science in Nursing (MSN) program was initiated to educate advanced practice nurses in 2006. To educate advanced practice nurses the generic Bachelor of Science in Nursing (BSN) program commenced in 2010 and the Doctorate of Nursing Practice (DNP) in 2015.

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.
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) nursing programs at Lincoln Memorial University at the LMU Harrogate, LMU Cedar Bluff, LMU Alcoa, LMU Tower, LMU Kingsport, and LMU Corbin campuses located in Harrogate, Knoxville, Alcoa, and Kingsport, Tennessee and Corbin, Kentucky are accredited by the: Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN), Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN) is continuing accreditation.

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

FLORIDA PROGRAMS

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing.

The Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs at Lincoln Memorial University at the Tampa campus located in Tampa, Florida are accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs is initial accreditation.

ACEN is officially recognized as a national accrediting agency for nursing education by the Council on Higher Education Accreditation (CHEA) and by the U.S. Department of Education. ACEN may be contacted at 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 or call 404-975-5000 or visit www.acenursing.org.

Associate of Science in Nursing (ASN)

The end-of-program student learning outcomes state the graduate of the Associate of Science in Nursing program will:

- outline a plan of care for a person's ability to function within the individual's current environment,
- treat all persons, groups, and communities with dignity and respect to the individual's culture and belief system,
- apply the nursing process to plan and evaluate interventions that promote a person's adaptation to their maximum potential of health and well-being,
- apply the nursing process to prioritize safe, quality care for all persons within their care,
- establish professional relationships by communicating effectively via spoken, written, and electronic mediums,
- establish professional relationships by employing the role of the nurse in relation to other members of the health care team,
- examine existing, evidence-based strategies to promote adaptation within the persons' present health state, and
- formulate a plan for success on the NCLEX-RN and

continued education in the nursing profession.

Graduates of the ASN program are eligible to apply to take the NCLEX-RN through the State Board of Nursing in which they plan to practice. The Board of Nursing has the right to deny licensure to practice nursing to individuals guilty of crime, unprofessional conduct, or incompetence. Direct any questions regarding eligibility to take the licensing examination to the board of nursing in the state in which the student wishes to be registered. The specific rules related to eligibility for the Tennessee and Kentucky Boards of Nursing may be found as follows: TN Rule 1000-01; KY Rule 201KAR 20: 070; FL Rule Section 464.008, F.S.

Please be aware that in certain academic programs requiring internship or placement, a criminal background check and an additional chain of custody urine drug screen (in addition to the one required with the medical profile), may be required by affiliate agencies and organizations. If required, these tests would be at the student's expense.

ASN Admission Requirements

Students must first be admitted to the University before formally applying for admission to the ASN program; however, admission to the University does not guarantee admission to the ASN program. The Admissions Committee will review all applicants' materials. Admission to the program is competitive. Factors considered include: cumulative grade point average; ACT/SAT scores; grades/grade point average in required associate degree core curriculum courses; completion of BIOL 261, BIOL 262, and MATH 105 or higher with grades no lower than "C"; 2.5 or higher cumulative GPA; number of repeated courses and withdrawals; and grade improvement over time.

Any omission, false, or misleading information on the application related to prior admission to a nursing school will preclude the student from being considered for admission or will result in the student being dismissed from the program.

Admission is based on the following:

- Admission to LMU
- Formal application for admission to the ASN program
- Submission of official academic transcripts from all postsecondary schools attended.
- Cumulative grade point average (GPA) of 2.50 or higher.
- Completed medical profile form.

Requirements for LPNs desiring to be in the ASN program:

- Be a graduate of a practical nursing program
- Show proof of a valid non-restricted LPN license:
- Have validation of one year of current working experience as an LPN
- Complete a minimum of 20 hours of General Education courses which will include
  - BIOL 261 Human Anatomy & Physiology I
  - BIOL 262 Human Anatomy & Physiology II
  - Math 105 or higher
- Apply and be accepted to LMU
- Apply and be accepted into the ASN Program (see aforementioned ASN Admission requirements)

Prior to beginning the ASN nursing program the student must submit:

- A completed physical examination form
- Evidence of a negative chain of custody urine drug screen and background check
- Current negative two-step TST or blood assay for Mycobac. Tuberc. with a completed TB Risk Assessment form; ; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer or immunization with Varicella vaccine; Flu immunization; Hepatitis B immunization series; and proof of Tdap booster within the past 10 years.
- Current CPR certification (must include adult, child and infant training)
- Proof of medical insurance coverage
- Completed and signed Student Essential Functions Form

Core Curriculum Requirements for Associate of Science in Nursing can be found in the front of this catalog

Note:

- **Recommend Psychology (PSYC) 221 as Social/Behavioral Science course**
- **Required BIOL 261 & BIOL 262 as Natural Science courses**
- **Recommended to fulfill 4 hours elective credit is BIOL 230 Microbiology**

VII. General Education Proficiency

Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Core Curriculum at the Associate's level. Students graduating from an Associate's degree program are tested in the semester of graduation.

ASN Nursing Component		**cr hrs**
Click to view NURS Course Descriptions.		
NURS 115	Foundations of Nursing (not required for LPN-RN students only)	6
NURS 124	Humans as Adaptive Systems (required for LPN-RN students in place of NURS 125)	5
NURS 125	Humans as Adaptive Systems: Promotion of Adaptation in the Physiologic Mode (required for generic ASN students)	6
NURS 126	Humans as Adaptive Systems: Promotion of Adaptation in the Psychosocial Modes (required for all ASN students)	3
NURS 241	Promotion of Adaptation in Adults (I) (required for all ASN students)	7
NURS 242	Promotion of Adaptation in Adults (II) (required for generic ASN students)	6
NURS 244	Promotion of Adaptation in Adults (II)	5

	(required for LPN-RN students in place of NURS 242)	
NURS 245	Promotion of Adaptation in Children (required for all ASN students)	3
NURS 246	Promotion of Adaptation in Childbearing Families (required for all ASN students)	3
NURS 290	Nursing Seminar (required for all ASN students)	2
	***Nursing Total**	**36**
	ASN Program Total	**66**

*LPN-RN students: The LPN-RN program includes eight (8) credit hours for LPN mobility. Six (6) credit hours are awarded once the LPN has submitted proof of a valid non-restricted LPN license. The two (2) additional credit hours are awarded after the LPN has submitted validation of one year of current working experience as an LPN.

Note: Student will be responsible for Special Credit (SC) fees the semester these credits are awarded, as stated in the current *Catalog.*

Note: For courses with an NURS prefix, 1 clock hour of lecture per week for 15 weeks earns 1 credit hour; 3 clock hours of clinical/lab time per week for 15 weeks earns 1 credit hour. In addition, students may only register for a NURS course with the signature of a nursing advisor or the ASN Program Chair on their registration form.

Transfer of credit for the ASN Program

General education courses will be considered for transfer into the ASN program from accredited institutions. All transferred coursework must carry a grade of "C" or better. Credit for Anatomy and/or Physiology (including labs for these 2 courses) earned more than eight years ago must be approved by the ASN Program Chair.

Transfer work for NURS 115 credit may be considered based on the following criteria: Course content comparable to LMU's NURS 115 (validated by syllabus of transferred coursework provided by the petitioner); coursework no more than 18 months old from completion of course; skills comparable to LMU's NURS 115; grade of a B or better; 6 hour credit course.

ASN Program Progression and Readmission

Attendance at a nursing orientation session prior to beginning the ASN program is mandatory. In addition, attendance is mandatory on the first day of all NURS courses. If a student fails to attend the first day of a NURS course, they may forfeit their space in the program.

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. To continue in the ASN program, students are required to earn a letter grade of "B" or better (which means a cumulative number score of 80% or better) in each NURS course and a satisfactory in the clinical component of the course. An unsatisfactory grade in clinical will result in an "F" for the NURS course. The student will not be allowed to remain in the NURS course for the remainder of the semester once an unsatisfactory grade is received in the clinical area.

If a student earns below a grade of "B" in a NURS course or chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. This means the student cannot progress in the program until they are readmitted to said nursing course and successfully complete that course. Students re-entering the nursing program for any reason may not have a lapse of more than 18 months. Readmission to the ASN program is NOT guaranteed. If readmitted, the student must successfully remediate a specified course/s to continue in the ASN program. If a student is readmitted, it is with the understanding that they will not be allowed to continue in the nursing program if another grade below a "B" is earned in a NURS course.

If two grades below a "B" are earned in NURS courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the ASN program.

Any student with an Incomplete "I" in any nursing course(s) will not be allowed to enroll in subsequent nursing courses until the Incomplete "I" has been removed from the transcript.

ASN Grading Scale

The LMU Grading System is based on a 4.0 scale.
The grading scale for the ASN Program is as follows:

A	90-100	4.00 quality points
B+	87-89	3.33 quality points
B	80-86	3.00 quality points
C+	77-79	2.33 quality points
C	70-76	2.00 quality points
D+	67-69	1.33 quality points
D	60-66	1.00 quality points
F	Below 60	0 quality points

Bachelor of Science in Nursing

The Caylor School of Nursing offers two options to obtain a Bachelor of Science in Nursing (BSN) Degree: the BSN Option and the RN-BSN Option (see following pages).
The end-of-program student learning outcomes state the graduate of the Bachelor of Science in Nursing Program will:

- incorporate knowledge from the humanities, arts, social, and natural sciences into nursing as a basis for decision making in the delivery of care,
- apply a variety of leadership concepts such as quality improvement, nursing skills, and decision making to provide, coordinate, and oversee safe, quality nursing care,
- apply evidence-based practice and participate in the evaluation of the most current research,
- assimilate data from relevant sources which include technology and patient information systems to plan and

document care and adhere to the ethical standards related to data security and confidentiality,

- demonstrate basic knowledge of health care policy including financial and regulatory environments to manage resources and time to achieve patient and organizational outcomes,
- use effective communication and collaboration as a member of the interprofessional health care team to advocate for and provide high quality and safe patient care,
- promote health adaptation and disease prevention for individuals, families, groups, and communities,
- adhere to standards of professional practice and be accountable for his/her own actions and behaviors and provide culturally competent nursing care within legal, ethical, and regulatory bodies,
- be prepared to deliver safe, effective, and efficient nursing care to individuals, families, support systems, groups, communities, and populations across the lifespan in today's complex health care environment.

BSN Option

A student must successfully complete a total of 122 credit hours to be eligible for graduation; 62 general education credit hours and 60 nursing credit hours. Graduates of the BSN Option are eligible to apply to write the NCLEX-RN through the state Board of Nursing in which they plan to practice. The Board of Nursing has the right to deny licensure to practice nursing to individuals guilty of crime, unprofessional conduct, or incompetence. Direct any questions regarding eligibility to take the licensing examination to the Board of Nursing in the state in which the student wishes to be registered. The specific rules related to eligibility for the licensing may be found as follows: TN Rule 1000-01-.13, (2-5); FL Rule Section 464.008, F.S.

Please be aware that in certain academic programs requiring internship or placement, a criminal background check, and an additional chain of custody urine drug screen (in addition to the one required with the medical profile), may be required by affiliate agencies and organizations. If required, these tests would be at the student's expense

BSN Option Admission Requirements

Students must first be admitted to the University before formally applying for admission to the BSN program. Admission to the University, however, does not guarantee admission to the BSN program. Admission to the program is competitive. Factors considered include: cumulative grade point average, ACT/SAT scores, grades/grade point average in required BSN Degree Core Curriculum courses, number of repeated courses and withdrawals, and grade improvement over time. The Admissions Committee will review all applicants' materials. Applicants will be considered based on admission criteria. Interviews may be conducted.

Any omission, false, or misleading information on the application related to prior admission to a nursing school will preclude the student from being considered for admission or will result in the student being dismissed from the program.

Admission criteria for the BSN Option include:

- Admission to LMU.
- Formal application for admission to the CSON BSN Option Program.
- Satisfactory completion of general education and program course requirements (non-degree holding transfer students may take LNCN 100 and CIVX 300 at any time during the nursing program, or prior to matriculation).
- Submission of official academic transcripts from all postsecondary schools attended.
- Completion of BIOL 100, BIOL 230, BIOL 261, BIOL 262, CHEM 100, PSYC 221, MATH 270, and HLTH 210, with grades no lower than "C".
- Cumulative grade point average (GPA) of 2.75 or higher.
- Completed medical profile form.

Prior to beginning the BSN nursing program the student must submit:

- A completed physical examination form.
- Evidence of a negative chain of custody urine drug screen and background check.
- Current negative two-step TST or blood assay for Mycobac. Tuberc. with a completed TB Risk Assessment form; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer or immunization with Varicella vaccine; Flu immunization; Hepatitis B immunization series; and proof of Tdap booster within the past 10 years.
- Current CPR certification (must include adult, child and infant training).
- Proof of medical insurance coverage.
- Completed and signed Student Essential Functions Form.

Core Curriculum Requirements for Baccalaureate Degree Program

Students enrolled in the BSN Option of the Bachelor of Science in Nursing Program must complete 62 general education credit hours. Students admitted to the program who have earned a Bachelor's Degree (or higher) will be required to meet the eight general education program requirements below if not obtained already. These include: BIOL 100, PSYC 221, CHEM 100, MATH 270, BIOL 230, BIOL 261, BIOL 262, and HLTH 210. No student may begin the BSN Option, until all general education and program requirements are met. However, students who do not have a Bachelor's degree may take LNCN 100 and CIVX 300 courses at any time during the BSN Program. The Core Curriculum for the Baccalaureate Degree Program can be found at the front of this catalog

Collateral Courses required for BSN Program

HLTH 210 Nutrition	3
Laboratory for Life Science course	1
Laboratory for Physical Science course	1

BIOL 230	Microbiology & Lab	4
BIOL 261	Human Anatomy and Physiology I & Lab	4
BIOL 262	Human Anatomy and Physiology II & Lab	4
Electives		6

VII. General Education Proficiency

Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in CIVX 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate. Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of $20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated the student will have a No Credit ("NC") grade assigned for LNCN300. The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are: Essay Writing - greater than a rating of 2 and ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Scores from repeated exams are not included in this average calculation.

BSN Option

The first two years of curriculum consist of general education courses which provide a broad science and liberal arts foundation for nursing theory and clinical practice. Once the general education requirements have been met, the full-time BSN student could complete the program in four sequential semesters: Fall I, Spring, Summer, and Fall II (17 months) at the Cedar Bluff and Tampa, FL sites. The program at the Harrogate Site is based on traditional semesters and will be Fall I, Spring I, Fall II, and Spring II.

BSN Option Core Curriculum		**cr hrs**
Click to view NURS Course Descriptions.		
NURS 310	Pharmacology to Promote Adaption	3
NURS 320	Concepts and Fundamentals of Professional Nursing	7
NURS 330	Health Assessment of Humans as Adaptive Systems	3
NURS 340	Foundations of Nursing Informatics	3
NURS 350	Pathophysiology of Ineffective Human Responses	3
NURS 360	Promotion of Adaptation: Young, Middle, and Elderly Adults I	8
NURS 375	Promotion of Adaptation in Groups, Communities, and Transcultural Societies	5
NURS 415	Promotion of Adaptation in Newborns, Women, and Childbearing Families	5
NURS 425	Promotion of Adaptation in Infants, Children, and Adolescents	5
NURS 430	Nursing Research	3
NURS 435	Promotion of Psychosocial Adaptation	5
NURS 460	Promotion of Adaptation: Young, Middle, and Elderly Adults II	5
NURS 470	Professional Nursing Role Development/Preceptorship	4
NURS 480	Senior Nursing Seminar	1
	BSN Option Total	**60**

Note: For courses with a NURS prefix, 1 clock hour of lecture per week for 15 weeks earns 1 credit hour; 3 clock hours of clinical/lab time per week for 15 weeks earns 1 credit hour. In addition, students may only register for a NURS course with the signature of a nursing advisor or the BSN Program Chair on their registration form.

Transfer of Credit for the BSN Option

Up to 62 credit hours of general education and collateral courses may be transferred into the BSN program from accredited institutions. All transferred coursework must carry a grade of "C" or better. Credit for Biology, Chemistry, Anatomy, Physiology, and/or Microbiology (including labs for these courses) earned more than eight years ago must be approved by the BSN Program Chair

All transfer credit into the BSN program must be approved by both the BSN Program Chair, and the Dean of the Caylor School of Nursing. No nursing courses will be transferred into the BSN Program.

Bachelor of Science in Nursing RN-to-BSN Option

The Caylor School of Nursing offers an RN-BSN option to obtain a Bachelor of Science in Nursing (BSN) Degree. A student must successfully complete a total of 122 credit hours to be eligible for graduation; which includes required general education and collateral credit hours, and 29 required RN-BSN Nursing credit hours. Other hours will be applied from prior program completion to the total of 122 credit hours.

Please be aware that in certain academic programs requiring internship or placement, a criminal background check, and an additional chain of custody urine drug screen (in addition to the one required with the medical profile), may be required by affiliate agencies and organizations. If required, these tests would be at the student's expense.

RN-to-BSN Option Admission Requirements

Students must first be admitted to the University before formally applying for admission to the BSN program. Admission to the University, however, does not guarantee admission to the BSN program. Admission to the program is competitive. Factors considered include: cumulative grade point average, ACT/SAT scores, grades/grade point average in required BSN Degree Core Curriculum courses, number of repeated courses and withdrawals, and grade improvement over time.

The Admissions Committee will review all applicants' materials. Applicants will be considered based on admission criteria. Interviews may be conducted. Any omission, false, or misleading information on the application related to prior admission to a nursing school will preclude the student from being considered for admission or will result in the student being dismissed from the program.

Admission criteria for the RN-to-BSN Option include:

- Be a graduate of an ASN program
- Show proof of a valid non-restricted RN license
- Admission to LMU.
- Formal application for admission to the CSON RN-BSN Option
- Satisfactory completion of general education and program course requirements (non-degree holding transfer students may take LNCN 100 and CIVX 300 at any time during the nursing program, or prior to matriculation).
- Submission of official academic transcripts from all postsecondary schools attended.
- Cumulative grade point average (GPA) of 2.75 or higher
- Completed medical profile form.

Prior to beginning the nursing program the student must submit:

- A completed physical examination form.
- Evidence of a negative chain of custody urine drug screen and background check.
- Current negative two-step TST or blood assay for Mycobac. Tuberc. with a completed TB Risk Assessment form; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer or immunization with Varicella vaccine; Flu immunization; Hepatitis B immunization series or signed declination form; and proof of Tdap booster within the past 10 years...
- Current CPR certification (must include adult, child and infant training).
- Proof of medical insurance coverage.
- Completed and signed Student Essential Functions Form.

Core Curriculum Requirements for Baccalaureate Degree Program

Students enrolled in the RN-BSN Option of the Bachelor of Science in Nursing Program must complete required general education and collateral credit hours as listed below. Students admitted to the program who have earned a Bachelor's Degree (or higher) will be required to meet the 5 general education program requirements if not obtained already. These include: PSYC 221, MATH 270, BIOL 230, BIOL 261 and BIOL 262. It is recommended that the student will have completed the required general education prior to beginning the nursing courses, however, students who do not have a Bachelor's Degree may take LNCN 100 and CIVX 300 courses at any time during the BSN Program. The Core Curriculum for the Baccalaureate Degree Program can be found at the front of the catalog

VI. General Education Proficiency

Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Core Curriculum at the Baccalaureate level. Students pursuing a baccalaureate degree are tested when enrolled in CIVX 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of $20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated the student will have a No Credit ("NC") grade assigned for LNCN300. The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are: Essay Writing - greater than a rating of 2 and ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

RN-to-BSN Option

This option is for the RN returning for a BSN. Once the general education requirements have been met, the full-time RN-BSN student could complete the program in two sequential semesters: Fall and Spring.

RN-to-BSN Option Core Curriculum		**cr hrs**
Click to view NURS Course Descriptions.		
NURS 300	Transitions to Professional Nursing	2
NURS 310	Pharmacology to Promote Adaption	3
NURS 330	Health Assessment of Humans as Adaptive Systems	3
NURS 340	Foundations of Nursing Informatics	3
NURS 350	Pathophysiology of Ineffective Human Response	3
NURS 375	Promotion of Adaptation in	

	Groups, Communities, and Transcultural Societies	5
NURS 390	Promotion of Adaptation in the Elderly	2
NURS 430	Nursing Research	3
NURS 470	Professional Nursing Role Development/Preceptorship	4
NURS 490	Senior Nursing Seminar for Registered Nurses	1

RN-BSN Option Total 29

Note: For courses with a NURS prefix, 1 clock hour of lecture per week for 15 weeks earns 1 credit hour; 3 clock hours of clinical/lab time per week for 15 weeks earns 1 credit hour. In addition, students may only register for a NURS course with the signature of a nursing advisor or the BSN Program Chair on their registration form.

Students who hold a current registered nurse license making application to the RN-BSN Option will receive 31 upper level Nursing credit hours for proficiency validated by licensure. In order to receive credit hours for knowledge validated by licensure the registered nurse must:

- Hold a current unrestricted registered nurse license in the State of Tennessee, or be licensed in a compact state.
- Have been active in clinical practice for the last two years, or have graduated from a nursing program within the last year.
- Have earned a grade of "C" or better in the previous nursing courses.
- Have completed 16 credit hours in the RN-BSN Program in the Caylor School of Nursing.

If the student leaves the program prior to graduation, the credits for knowledge validated by licensure are not transferable to any other nursing program. **Please note: Student will be responsible for Special Credit (SC) fee the semester these credits are awarded as stated in the current *Catalog*.**

BSN Program Progression and Readmission Requirements

Attendance at a nursing orientation session prior to beginning the BSN Option is mandatory. Attendance at an online orientation is mandatory for students in the RN-BSN Option. Attendance is mandatory on the first day of all nursing courses. Any student who fails to attend the first day of class may forfeit their space in the program.

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means to continue in the BSN program, students are required to earn a letter grade of "B" or better (which means a cumulative number score of 80% or better) in each NURS course and a satisfactory in the clinical component of the course. An unsatisfactory grade in clinical will result in an "F" for the NURS course. The student will not be allowed to remain in the NURS course for the remainder of the semester once an unsatisfactory grade is received in the clinical area.

If a student earns below a grade of "B" in a NURS course or chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. Readmission to the BSN program is NOT guaranteed. If readmitted, the student must successfully remediate a specified course/s to continue in the BSN program. If a student is readmitted, it is with the understanding that they will not be allowed to continue in the nursing program if another grade below a "B" is earned in a NURS course.

If two grades below a "B" are earned in NURS courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the BSN program.

Any student with an Incomplete "I" in any nursing course(s) will not be allowed to enroll in subsequent nursing courses until the Incomplete "I" has been removed from the transcript.

A comprehensive ATI exam will be administered in the last semester of the BSN Option, and must be passed in order to graduate. See appropriate syllabi for ATI course policy.

BSN Program Grading Scale

Students must earn a letter grade of "B" or 80% on exam averages for a course in order to be successful in that course. If the student does not achieve a "B" average or 80% on exam averages for the course, other coursework will not be considered.

The LMU Grading System is based on a 4.0 scale.
The grading scale for all BSN Programs is as follows:

A	90-100	4.00 quality points
B+	87-89	3.33 quality points
B	80-86	3.00 quality points
C+	77-79	2.33 quality points
C	70-76	2.00 quality points
D+	67-69	1.33 quality points
D	60-66	1.00 quality points
F	Below 60	0 quality points

School of Medical Sciences

Mission Statement:
The School of Medical Sciences seeks to improve access to high quality health care services to Appalachia and other underserved regions, by supporting quality educational programs and preparing graduates to serve in these communities.

Diversity Statement:
The School of Medical Sciences supports the LMU principles and practices on diversity. As a school of professional health programs, we strive for a community comprised of individuals with, and respect for, varying ideas, strengths, abilities, opinions, experiences and backgrounds for the goal of promoting innovation and vitality while being unwaveringly committed to professionalism and quality.

MEDICAL LABORATORY SCIENCE PROGRAM

Mission Statement

In conjunction with mission statements of LMU and the School of Allied Health Sciences, the faculty of the Medical Laboratory Science Program strive to instill the highest professional and ethical standards in the preparation of quality medical laboratory scientists (medical technologists) through a superior academic program at the undergraduate level. Specifically, the mission of the Medical Laboratory Science Program is to prepare medical laboratory scientists with the Bachelor of Science in Medical Laboratory Science that demonstrates professional competency in the medical laboratory science field, including but not limited to the clinical areas of hematology, immunohematology, clinical chemistry, clinical microbiology, urinalysis, immunology/serology, and laboratory management.

Goals of the Medical Laboratory Science Program:

As a member of the School of Allied Health Sciences, the Medical Laboratory Science Program seeks to fulfill the following goals:

- Provide a baccalaureate program in Medical Laboratory Science that meets the academic standards of the National Accrediting Agency for Clinical Laboratory Sciences (*NAACLS*), the State of Tennessee, and LMU.
- Provide conscientious, caring, skilled medical laboratory scientists who are highly capable of comprehending and practicing the science of laboratory medicine.
- Provide an educational background that enables graduates to accept supervisory and teaching positions in the medical laboratory sciences.

Philosophy Statement of the Medical Laboratory Science Program:

It is the philosophy of the program that Medical Laboratory Scientists are essential members of the health care team, and that they provide a valuable diagnostic service to physicians. We believe that the patient is an individual member of society with rights and privileges, worthy of respect—regardless of age, color, creed, disability, ethnic/national origin, gender, military status, race, religion, or sexual orientation. It is the educational goal of the Medical Laboratory Science Program to provide students with up-to-date medical information and competency skills, to stimulate them to think for themselves, and to give them professional ideals on which to base their future careers.

Medical Laboratory Science is a healthcare career that combines modern laboratory science with medical care. Tests performed in clinical laboratories by medical laboratory scientists, formally called medical technologists, assist physicians in both the diagnosis and the treatment of pathological conditions. Medical laboratory scientists perform and interpret a wide variety of tests, ranging from simple blood glucose tests to advanced molecular diagnostic assays.

The Medical Laboratory Science major leads to the Bachelor of Science degree and is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (*NAACLS*) and the State of Tennessee. *NAACLS* may be contacted via telephone at 773-714-8880 or at the following address:

5600 N. River Road
Suite 720
Rosemont, IL 60018
Phone: 1-773-714-8880
Fax: 1-773-714-8886
Web address: www.naacls.org

While attending their Medical Laboratory Science courses students in the Medical Laboratory Science program gain "real world" experience in a variety of clinical settings. The current clinical affiliates of this program include the following:

1. American Esoteric Laboratories (Strawberry Plains, Tennessee)
2. Ballad Health Bristol Regional Medical Center (Bristol, Tennessee)
3. Ballad Health Franklin Woods Community Hospital (Johnson City, Tennessee)
4. Ballad Health Holston Valley Medical Center (Kingsport, Tennessee)
5. Ballad Health Indian Path Medical Center (Kingsport, Tennessee)
6. Ballad Health Johnson City Medical Center (Johnson City, Tennessee)
7. Ballad Health Sycamore Shoals Hospital (Elizabethton, Tennessee)
8. Blount Memorial Hospital (Maryville, Tennessee)
9. Covenant Health System Claiborne Medical Center (Tazewell, Tennessee)
10. Covenant Health System Fort Loudon Medical Center (Lenoir City, Tennessee)
11. Covenant Health System Fort Sanders Regional Medical Center (Knoxville, Tennessee)
12. Covenant Health System LeConte Medical Center (Sevierville, Tennessee)
13. Covenant Health System Methodist Medical Center (Oak Ridge, Tennessee)
14. Covenant Health System Morristown Hamblen Medical Center (Morristown, Tennessee)
15. Covenant Health System Parkwest Medical Center

(Knoxville, Tennessee)
16. East Tennessee Children's Hospital (Knoxville, Tennessee)
17. Healthstar Physicians Laboratory (Morristown, Tennessee)
18. Molecular Pathology Laboratory (Maryville, Tennessee)
19. Summit Medical Group (Knoxville, Tennessee)
20. Tennova North Knoxville (Knoxville, Tennessee)

Graduates of this program are eligible to take the American Society for Clinical Pathology Board of Certification Exam (ASCP BOC) and directly enter the workforce in a variety of clinical settings, which include hospital laboratories, physician's offices, and research and development laboratories.

Please note that the granting of the Bachelor of Science degree in Medical Laboratory Science is not contingent upon the students passing any type of external certification or licensure examination such as the ASCP BOC exam.

Admission Application Requirements for the LMU MLS Program:

1. Submission of official academic transcripts from all postsecondary schools attended.
2. Admission to LMU.
3. Formal application for admission to the LMU MLS Program.
4. Completion and submission of the medical profile physical form and official evidence of a negative urine drug screen. These are to be completed at the applicant's own expense.
5. Satisfactory completion of a minimum of 65 credit hours of general education and collateral science requirements with a cumulative grade point average (GPA) of 2.5 or higher.
6. Completion of 16 credit hours in chemistry including organic chemistry with laboratory and 8 credit hours of the biological science prerequisite requirements. Please note that, in accordance with the State of Tennessee Medical Laboratory Board, survey, audit, remedial, college level examination program, advanced placement, and clinical courses do not qualify as fulfillment of the chemistry or biology collateral science requirements.

Note: Please be aware that in certain academic programs requiring internship or placement in a medical facility, (including Medical Laboratory Science) a criminal background check and/or an additional chain-of-custody urine drug screen may be required by affiliate agencies and organizations. If required, these tests would be administered at the student's expense.

Progression Policies of the Medical Laboratory Science Program:

1. If a student earns one final grade below a "B" in any 300 level MEDT course, the student will be automatically academically dismissed from the MLS program. The student may reapply for admission into the program but it is clearly understood that readmission is not guaranteed. If admitted, the student must repeat the entire program beginning with the first sequence of MEDT courses, namely MEDT 301, 310, 320, and 391.
2. Any student who fails to earn the minimum grade of "B" in *two* or more MEDT prefixed courses during the first semester is not eligible for readmission to the Medical Laboratory Science Program.
3. If a student earns a final grade below a "B" in any singular 400 level MEDT course, the student is placed on academic probation in regards to the MLS program and that particular course must be repeated BEFORE the student is allowed to continue to the next sequence of MEDT courses.
4. If a student earns two or more final grades below a "B" in the 400 level MEDT courses whether in the same semester or different semesters, the student will be automatically academically dismissed from the MLS program. The student may reapply for admission into the program but it is clearly understood that readmission is not guaranteed. If admitted, the student must repeat the entire program beginning with the first sequence of MEDT courses, namely MEDT 301, 310, 320, and 391.
5. No student will be readmitted into the MLS Program more than once.
6. In order to progress in the program, students must successfully complete the Medical Laboratory Science courses in sequence as specified in the *LMU MLS Student Handbook.*
7. If the student chooses to interrupt their MLS course sequence for any reason (withdrawal from any MEDT course, withdrawal from LMU, failure to enroll in the next MLS course sequence, etc.), this will be considered as an automatic withdrawal from the MLS Program. In this case, the student must begin the application process again and readmission is not guaranteed. If admitted, the student must repeat the entire program beginning with the first sequence of MEDT courses, namely MEDT 301, 310, 320, and 391.
8. Any student with an Incomplete "I" in any MEDT prefixed course(s) will not be allowed to enroll in subsequent MLS courses until the incomplete "I" has been removed from the transcript. "Incompletes" are only given to students who are unable to complete their MEDT courses due to a properly documented medical illness or injury. If a student is deemed appropriate to receive an "incomplete", all of the required course and/or clinical work must be completed by no later than 30 days after the conclusion of the current term. If the student fails to complete the requirements of that particular course, the student will receive zeros on all missed assignments and their final grade will be calculated accordantly.

Readmission Policy of the MLS Program:

Consideration for readmission to the MLS program is given on an individual, space-available basis and it should be noted that no student will be readmitted more than once and that all new,

first-time applicants will be given priority in terms of admission consideration over readmission applications.

All readmission applications must do the following:

1. Complete the required *LMU MLS Application for Readmission* form.
2. Provide evidence of extenuating circumstances at the time of dismissal from the MLS Program during a scheduled interview with the LMU MLS Program Admission Committee, composed of the faculty of the LMU MLS Department.
3. Provide evidence of academic success, i.e., improved GPA and/or in the interim between the last semester of enrollment in the MLS Program and the semester that they are seeking to be readmitted.

Medical Laboratory Science (BS)

Click to view MEDT Course Descriptions.

MEDT 301	Intro. to Lab Methods and Techniques I	1
MEDT 302	Intro. to Lab Methods and Techniques II	1
MEDT 310	Hemostasis	1
MEDT 320	Hematology	4
MEDT 330	Immunology and Serology	3
MEDT 340	Immunohematology	4
MEDT 391	Intermediate Clinical Practice I	2
MEDT 392	Intermediate Clinical Practice II	2
MEDT 400	Urinalysis and Body Fluids	2
MEDT 410	Laboratory Management and Supervision	2
MEDT 451	Clinical Chemistry I	3
MEDT 452	Clinical Chemistry II	3
MEDT 461	Medical Microbiology I	3
MEDT 462	Medical Microbiology II	3
MEDT 491	Advanced Clinical Practice I	2
MEDT 492	Advanced Clinical Practice II	3
MEDT 497	Senior Review	3
		Total 42

Medical Laboratory Science Program
Collateral Science Requirements

In compliance with the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), the State of Tennessee Medical Laboratory Board, and national certification agencies such as the American Society for Clinical Pathology (ASCP), the following collateral science courses are required for completion of the BS degree in Medical Laboratory Science:

1. CHEM 111: General Chemistry I with lab (4 hours)
2. CHEM 112: General Chemistry II with lab (4 hours)
3. CHEM 221: Organic Chemistry with lab (4 hours)
4. Plus one of the following chemistry courses: CHEM 222: Organic Chemistry II with lab (4 hours), CHEM 331 or 332: Quantitative and Instrumental Analysis I or II with labs (4 hours), or BIOL 441: Biochemistry (4 hours).
5. BIOL 111 or 112: General Biology I or II with labs (4 hours)
6. BIOL 230 or BIOL 336: Microbiology with lab (4 hours) or General Microbiology with lab (4 hours)
7. BIOL 261 & 262: Human Anatomy & Physiology I & II (8 hours total).

Please note that, in accordance with the State of Tennessee Medical Laboratory Board, survey, audit, remedial, college level examination program, advanced placement, and clinical courses do not qualify as fulfillment of the chemistry or biology collateral science requirements.

Students interested in pursuing a career in the following professions may take courses listed or complete a degree program in preparation for application toward the professional degree. The pre-professional curricula listed does not offer an undergraduate degree, and completion does not guarantee later admission to a professional school. Because each university's admission requirements vary, it is important that the student choose, contact, and identify early the curricula requirements of his/her chosen school's program. Please contact the listed advisor for additional information and guidance.

Pre-Dentistry Curriculum
Advisor: J. Hall

Information applicable to admission to dental school mirrors the requirements and recommendations for admission to medical school. One exception to these requirements is that the student takes the Dental Admission Test (DAT), a standardized test administered and graded by the Division of Education Measurements of the American Dental Association. Although a BS is not required for entry into dental schools, it is highly recommended. Students should refer to their dental schools of interest for specific course requirements. Please contact the advisor for guidance and more detailed information.

Minimal course requirements for entrance

Biology with lab	8
General Chemistry with lab	8
Organic Chemistry with lab	8
Physics with lab	8
English	8

Pre-Engineering Curriculum
Advisor: K. Cooper

Students should meet with the advisor to create a concentration in the area of mathematics or science applicable to the chosen school and program. The advisor will also provide guidance for applicable entrance testing.

		cr hrs
CHEM111,112	General Chemistry I, II with labs	8
ENGL 101	Composition I	3
ENGL 102	Composition II	3
Sophomore Literature Elective		3
HUMN	(Art, Music, History, Language, etc.)	3
MATH 150	Calculus I	4
MATH 250	Calculus II	4
MATH 255	Calculus III	4
MATH 300	Intro to Advanced Math	3
MATH 350	Differential Equations	3
MATH 260	Elementary Linear Algebra	3
PHYS 211	General Physics I with lab	4
PHYS 212	General Physics II with lab	4
PHYS 215	Applications of Calculus to Physics I	1
PHYS 216	Applications of Calculus to Physics II	1
Social Sciences		3
UACT 100	Strategies for College Success	1

Chemical Engineering majors should also take:

CHEM	221,222 Organic Chemistry I, II	8

Industrial Engineering majors should also take:

ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3

Electrical Engineering majors should also take:

PHYS 350	Introduction to Electronics with lab	4

Pre-Law Curriculum
Advisor: C. Ray

The admissions process at accredited law schools in the United States is highly competitive, and undergraduate academic work is vitally important to the applicant's success. Law schools do not require an undergraduate major in a specific academic discipline. Students who plan to study law often choose a major program in History, English, Political Science, Philosophy, Criminal Justice or Business. Those with a natural science major are quite competitive.

Coursework that builds a broad intellectual foundation and refines skills in the areas of critical reading, oral and written communication, and logical reasoning will provide the best preparation for the Law School Admissions Test (LSAT) and for long-term success.

The following recommendations are intended as electives, to be taken in addition to the requirements of a student's major. Students should consult with their academic advisors and/or the Pre-Law Advisor (above) to determine the most effective way to schedule these courses.

Introductory Courses
CRIM 105 – Intro to Criminal Justice
CRIM 220 – Intro to Courts
PHIL 210 – Critical Thinking
POLS 100 – American National Government
POLS 240 – Introduction to Political Ideas
UACT 295 – Pre-Law Seminar

Law Area Courses
BUSN 410 – Contract Law
BUSN 440 – Legal Issues in Business
CRIM 210 – Criminal Law
HIST 424 – Early Western Legal Tradition
HIST 434 – History of the U.S. Constitution
MCOM 410 – Media Law and Ethics
MGMT 414 – Negotiations in Organizations
POLS 324 – Law and the Judicial System
POLS 331 – Constitutional Law

Other Relevant Courses (Students could also consider other upper-level courses)
CBIO 370 – Land Use and Environmental Policy
CRIM 330 – Drugs and Society
CRIM 405 – Police Administration
ECON 470 – History of American Economic Thought
ENGL 311 – Survey of British Literature I
ENGL 312 – Survey of British Literature II
ENGL 321 – Survey of American Literature I
ENGL 322 – Survey of American Literature II
HIST 340 – Medieval History

HIST 344 – British History to 1688
HIST 345 – British History Since 1688
HIST 346 – Ancient Greece
HIST 360 – Ancient Rome
PHIL 200 – Introduction to Philosophy
PHIL 311 – History of Philosophy I
PHIL 312 – History of Philosophy II
PHIL 330 – Ethics
PHIL 430 – Medical Ethics
POLS 212 – State and Local Government
POLS 250 – Introduction to International Relations
POLS 332 – Introduction to Public Policy
POLS 441 – Liberal Democracy and its Critics
THEA 330 – Acting for the Camera

Pre-Medicine Curriculum
Advisors: J. Hall and C. Field

This curriculum is appropriate for students interested in medical school and physician assistant (PA) programs. The course recommendations will prepare them with foundational knowledge needed for first year classes in these programs. Medical schools require the MCAT and most PA programs require the GRE for entrance. Both programs require shadowing hours. PA also has a requirement of patient touch hours. Students should meet with the advisor to discuss specific requirements for their chosen school and program, and for information related to the MCAT or GRE test.

Recommended Curriculum
Click to view BIOL Course Descriptions

		cr hrs
BIOL 194	Pre-med Career Seminar	1
BIOL310	Comparative Vertebrate Anatomy	4
BIOL 315	Molecular Genetics	4
BIOL 334	General Histology	2
BIOL 336	General Microbiology	4
BIOL 360	Immunology	3
BIOL 365	General Physiology	4
BIOL 387	Junior Pre-med Science Seminar	1
BIOL441, 442	Biochemistry I, II	8
BIOL 450	Molecular Cell Biology	4
BIOL 380	Research Design & Analysis	3
BIOL 487	Senior Pre-med Science Seminar	1
AHSC 300	Medical Terminology	3
CHEM111,112	General Chemistry I, II	8
CHEM221,222	Organic Chemistry I, II	8
COMM 200	Fundamentals of Speech Communication	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
MATH 120	Trigonometry	3
MATH 270	Probability and Statistics	3
PHYS211, 212	General Physics I, II	8
PHIL 430	Medical Ethics	3
PSYC 100	Introduction to Psychology	3
PSYC	Upper-level Psychology course	300-level 3
SOCI 100	Introduction to Sociology	3
		Total 86

Minimal course requirements for entrance into a medical program

Biology with lab	8
Inorganic Chemistry with lab	8
Organic Chemistry with lab	8
Physics with lab	8
College English	6

Minimal course requirements for entrance into a PA program

Biology with lab	8
Anatomy with lab	4
Microbiology with lab	4
Physiology with lab	4
Inorganic Chemistry with lab	8
Organic Chemistry with lab	8
Physics with lab	8
College English	6

Pre-Medical Curriculum (Psychology)
Advisors: L. Gilroy

Students interested in the pre-medical track in psychology will complete the requirements detailed in the *Psychology (BS) General Track,* along with specific course sequences of Biology, Chemistry, and Physics (see Psychology Pre-med Four-Year plan). Eligible students should discuss this concentration with their academic advisor to determine specific academic and curricular needs and requirements.

Recommended Psychology (BS) Pre-Medical Curriculum
Click to view PSYC Course Descriptions

	cr hrs
PSYC 100 Introduction to Psychology	3
PSYC 221 Child & Adolescent Development	3
PSYC 255 Introduction to Social Psychology	3
PSYC 280 Statistical Methods for the Social Sciences	3
PSYC 314 History and Systems of Psychology	3
PSYC 315 Theories of Personality	3
PSYC 340 Abnormal Psychology	3
PSYC 380 Research in Psychology	3
PSYC 394 Cognitive Psychology	3
PSYC 450 Health Psychology	3
PSYC 470 Psychological Tests and Measurements	3
PSYC 475 Neuropsychology	3
PSYC 480 Experimental Psychology	3
	Psych Courses Total 39

Pre-Veterinary Medicine Curriculum
Advisor: B. Price and A. Rainey

Competition for freshman class spaces in veterinary

school is keen, and students should expect to achieve above a 3.5 GPA. Many successful applicants have completed the Bachelor's Degree. Because course requirements differ with individual veterinary schools, students should familiarize themselves with entrance requirements for the schools to which they will apply. Most universities require the applicant to take the Graduate Record Exam (GRE). Information regarding the GRE can be obtained from your pre-veterinary medicine advisor.

Most colleges of veterinary medicine utilize the services of the Association of American Veterinary Medical Colleges (AAVMC) during the application process. Students should visit the AAVMC website at aavmc.org for more information regarding application to veterinary school.

Coursework typically includes the following: English, three semesters; mathematics, two semesters; chemistry, four semesters; biology, four semesters; physics, two semesters; fine arts, one semester; humanities, three semesters; and social science, two semesters. It is important to have experience working with veterinarians and with animals.

Students are encouraged to incorporate the pre-veterinary curriculum into an academic program leading to a career alternative such as veterinary health science, biology, or chemistry.

	cr hrs
English	6
Humanities and Social Sciences	18
Physics	8
General Chemistry	8
Organic Chemistry	8
Biochemistry	4
General Biology	8
Genetics	3-4
Cellular Biology or Microbiology	3-4
Mathematics / Calculus	5-6
Total	**71-74**

Note: Students should meet with the pre-veterinary advisor for specific course requirements and application information for the entrance exam.

Pre-Pharmacy Curriculum
Advisor: S. Everly

	cr hrs
College Mathematics	6
College Physics*	8
College Statistics	3
English Composition	3
General Biology*	8
Integrated Vertebrate Anatomy & Physiology I, II	8
General Microbiology	4
Humanities	3
Organic Chemistry*	8
Public Speaking/Performance	6
Electives	10
Total	**67**

*These courses will include a laboratory
Note: Students should meet with the advisor for additional guidance and application information for the PCAT exam.

Pre-Optometry Curriculum
Advisor: J. Hall

Admission is based upon: GPA; letters of recommendation, including one from a doctor of optometry; Score on the Optometry Admission Test (OAT) and; state of residency. The OAR consists of four tests covering the following areas: survey of the natural sciences, physics, reading comprehension, and quantitative reasoning. Most programs, but not all, require a completion of a 4-year degree. **S**tudents should meet with the advisor to create a concentration in science applicable to the chosen school and program, and for information related to the OAT exam.

Minimal course requirements for entrance

Biology with lab	8
General Chemistry with lab	8
General Physics with lab	8
College Math	3
College English	6

Pre-Physical Therapy Curriculum
Advisor: A. Flynn

Students interested in applying for admission to physical therapy school may major in any undergraduate field they wish. However, there are required courses for the pre-physical therapy student to consider taking as part of their chosen degree plan. Requirements for admission to physical therapy schools vary from institution to institution. With few exceptions students are required to have a baccalaureate degree in order to apply to physical therapy school. In addition, the GRE is required by most institutions for admission.

Schools may require, in addition to the basic sciences listed below, upper division courses in Histology, Endocrinology, Genetics, Microbiology, Parasitology, Molecular Biology, Neuroscience, Cell Biology, Cell Physiology and Embryology; other upper-level courses, such as Calculus, Organic Chemistry and Biochemistry may also be required. In order to provide students with the best opportunity for admission, it is strongly suggested that students consider career related courses such as Biomechanics, Kinesiology, Exercise Physiology, Pharmacology and Pathophysiology whenever possible.

Every student is advised to consult the program(s) to which he/she plans to apply, in order to meet all admissions criteria.

		cr hrs
BIOL 111,112	General Biology I, II	8
BIOL 311, 312	Integrated Vert. A&P I, II	8
CHEM 111,112	General Chemistry I, II	8
PHYS 211,212	General Physics I, II	8
COMM 200	Fundamentals of Speech Communication	3
English		6-9
Fine Arts Elective (ART/COMM/MUSC 100)		3
HIST 121, 122	(World History)	6
LNCN 100	Lincoln's Life and Legacy	1
CIVX 300	American Citizenship and Civic Life	2
MATH 270	Probability and Statistics	3

Select **one** of the following**:**
PSYC 100**;** PSYC 221; PSYC 222; SOCI 100; SOCI 330 3

Select **one** of the following**:**
BSCI 100; GEOG 350; PHIL 100; PHIL 200; PHIL 330; PHIL 430; REL 210; REL 220; REL 310; REL 315 3
Social Science elective 3
Technology Requirement 2
Total 67-68

Pre-Art Therapy Curriculum
Advisor: M. Giles

Students interested in applying for admissions to an Art Therapy master's program may major in any field. Many prospective Art Therapy students major in Art or Psychology during their undergraduate studies. A strong portfolio of completed artworks and a thorough grounding in visual art is essential to successful admissions at most art therapy programs. There are several core competencies and classes that students will need to consider when planning their degree path. The following curriculum will prepare the student for admission to the program of their choice and ground them in the basic requirements in Visual Art and Psychology.

In addition to the requirements of their baccalaureate degree and the completion of the courses stipulated, the student will need to work with their major advisor and the Pre-Art Therapy advisor to be sure that they meet all the requirements for the program of their choice. This may include additional classes to those specified below and the completion of the Graduate Record Examination (GRE).

Curriculum in Pre Art Therapy Total Hours 33
Art Studio Requirements:

Course	**Cr Hrs**
ART 105 Design 1:2D	3
or	
ART 205 Design 2: 3D	
ART 110 Drawing 1	3
ART 210 Drawing 2	3
ART 220 Painting 1	3
ART 140 Ceramics 1	3
ART 320 Painting 2	3
or	
ART 243 Ceramics 2	
Art Studio Total	18

Psychology Requirements:

Course:	**Cr Hrs**
PSYC 100 Introduction to Psychology	3
PSYC 221 Child & Adolescent Development	3
PSYC 222 Adult Development	3
PSYC 340 Abnormal Psychology	3
PSYC 450 Health Psychology	3
Psychology Total	**15**

GENERAL STUDIES (GTSU): BACHELOR OF ARTS (B.A.) AND BACHELOR OF SCIENCE (B.S.) AND COGNATES
Bachelor of Arts (BA) Cognates

Art Cognate
ART 100 - Art Appreciation
ART 105 - Design I 2-d
ART 220 - Painting I
ART 230 - Photography I
ART 140 - Ceramics I
ART 270 - Watercolor
ART 290 - Introduction to Studio Art
ART 350 - Printmaking
ART 381 - Survey of Art History I
ART 382 - Survey of Art History II
ART 400 - Appalachian Art
ART 471 - Art and the Child

English Cognate
ENGL 240 - Literary Forms
ENGL 250 - Literary History and Culture
ENGL 300 - Literary Research and Criticism
ENGL 311 - Survey of British Literature I
ENGL 312 - Survey of British Literature II
ENGL 321 - Survey of American Literature I
ENGL 322 - Survey of American Literature II
ENGL 330 - Appalachian Literature
ENGL 350 - Narrative, Healing, Body
ENGL 360 - The English Language
ENGL 410 - Shakespeare
ENGL 420 - Modern and Contemporary Poetry
ENGL 433 - Literary Periods
ENGL 443 - Literary Genres

History Cognate
HIST 121 - World History to 1500
HIST 122 - World History since 1500
HIST 131 - American History to 1877
HIST 132 - American History since 1877
HIST 310 - Colonial America
HIST 320 - History of Tennessee
HIST 330 - Native American History
HIST 340 - Medieval History
HIST 344 - British History to 1688
HIST 345 - British History since 1688
HIST 345 - British History since 1688
HIST 348 - Modern Middle East and North Africa
HIST 350 - America, Asia, and the Pacific
HIST 360 - History of Rome
HIST 370 - History of Appalachia
HIST 380 - Modern South Asia
HIST 410 - American Military History
HIST 414 - Crusades
HIST 420 - American Westward Expansion
HIST 424 - Early Western Legal Tradition
HIST 434 - History of the U.S. Constitution
HIST 450 – America and Europe in the 20th Century

HIST 460 - Lincoln's Life and Times
HIST 470 - American Civil War

Political Science Cognate
POLS 100 American Government: National
POLS 220 – Introduction to Public Administration
POLS 240 – Introduction to Political Ideas
POLS 250 – Introduction to International Relations
POLS 320 - Comparative Politics
POLS 322 - Introduction to Public Policy
POLS 325 – State and Local Government
POLS 331 - Introduction to Constitutional Law

Bachelor of Science (B.S,) Cognates
Biology Cognate
Choose one:

BIOL 315/315L	Molecular Genetics	4
BIOL 336/336L	General Microbiology	4

Choose one:

BIOL 320/320L	Principles of Botany	4
BIOL 370/370L	Ecology	4

Choose BIOL courses as electives to reach credit hour requirement:

BIOL	Electives 300-400 level*	4-10
		Total 12-18

Collateral requirements: BIOL 111 and 112 with labs and CHEM 111 and 112 with labs.
*Excluding BIOL 387, 397, 487, 497
The Conservation Biology and Biology cognates may not be taken together.

Business Cognate

BUSN 310	International Business	3
BUSN 350	Business Communications (Jr. SEWS)	3
ECON 212	Principles of Microeconomics	3
ECON 213	Principles of Macroeconomics	3
MGMT 300	Principles of Management	3
MKTG 300	Principles of Marketing	3
		Total 18

Chemistry Cognate

CHEM 221/221L	Organic Chemistry I	4
CHEM 222/222L	Organic Chemistry II	4

Choose from the following courses as electives in order to reach credit hour requirement:

CHEM 331/331L	Quantitative & Instrumental Analysis I	4
CHEM 451/451L	Physical Chemistry I	4
CHEM 452/452L	Physical Chemistry II	4
CHEM 460	Inorganic Chemistry	3
		Total 12-18

Collateral requirements: CHEM 111 and 112 with labs and MATH 150 and 250.

Conservation Biology Cognate

CBIO 200	Conservation Biology	3
CBIO 370	Land use & Environmental Policy	3

Select one of the following Biodiversity courses:

BIOL 320/320L	Principles of Botany	4
BIOL 330/330L	Field Botany	4
BIOL 340/340L	Invertebrate Zoology	4
BIOL 350	Entomology	4
CBIO 330/330L	Ichthyology	4
CBIO 340/340L	Herpetology	4
CBIO 350/350L	Ornithology	4
CBIO 360/360L	Mammalogy	4

Select one of the following Ecosystems courses:

CBIO 420	Wetland Ecosystems	3
CBIO 430	Terrestrial Ecosystems	3
CBIO 440	Freshwater Aquatic Ecosystems	3
		Total 12-18

Collateral requirements: BIOL 111 and 112 with labs and CHEM 111 and 112 with labs.
The Conservation Biology and Biology cognates may not be taken together.

Computer Science Cognate

COSC 160	Computer Science I	3
COSC 240	Computer Science II	3
COSC 244	Data Structures	3

Choose from the following courses as electives in order to reach credit hour requirement:

COSC 344	Software Engineering I	3
COSC 346	Operating Systems	3
COSC 348	Principles of Algorithms	3
COSC 350	Programming Languages	3
COSC 354	Networks & Data Communications	3
COSC 356	Database Management	3
COSC 358	Artificial intelligence	3
COSC 440	Network Security	3
COSC 444	Software Engineering II	3
COSC 446	Program Translation	3
COSC 448	Computer Theory	3
COSC 450	Computer Architecture	3
		Total 12-18

Criminology and Criminal Justice Cognate
Select 2 cognate areas from the six list below. Each cognate must total 18 credits with at least 9 upper-level credits in each cognate.
OR
Select 3 cognate areas from the list below. Each cognate must total 12 hours with at least 6 upper-level credits in each cognate.
CRIM 105 - Introduction to Criminal Justice
CRIM 205 - Introduction to Law Enforcement
CRIM 210 - Criminal Law
CRIM 220 - Introduction to Courts
CRIM 300 - Issues and Ethics in Criminal Justice

CRIM 310 - Introduction to Criminology
CRIM 315 - Introduction to Corrections
CRIM 320 - Juvenile Justice
CRIM 330– Drugs and Society

One Health Cognate

The One Health Cognate is an 18 hour cognate with the following course requirements:

VHS 330 One Health	3
VHS 400 Zoonotic Disease of Vet and Public Health Importance	3
VHS 497 Veterinary Senior Research and Writing Seminar (Sr. Writing Requirement)	3
SOCW 315 Family Grief and Loss	3
SOCW 395 Medical Social Work	3
HLTH 320 Public Health	3
Total	**18**

<u>Psychology</u>

Select 2 cognate areas from the six list below. Each cognate must total 18 credits with at least 9 upper-level credits in each cognate.

OR

Select 3 cognate areas from the list below. Each cognate must total 12 hours with at least 6 upper-level credits in each cognate.

PSYC 100 - Introduction to Psychology
PSYC 221 - Child & Adolescent Development
PSYC 222 - Adult Development
PSYC 255 - Introduction to Social Psychology
PSYC 314 - History and Systems of Psychology
PSYC 315 - Theories of Personality
PSYC 340 - Abnormal Psychology
PSYC 370 - Educational Psychology

Veterinary Science Cognate

Students can select either a 12 or 18 hour cognate in Veterinary Health Science. 12 and 18 hour cognates must contain a minimum of 9 hours of upper level courses from the following:

VHS 101	Introduction to Veterinary Medicine	1
VHS 211	Animal Anatomy & Physiology I	4
VHS 212	Animal Anatomy & Physiology II	4
VHS 230	Companion & Rural Animal Husbandry & Handling	4
VHS 300	Veterinary Parasitology and Entomology	4
VHS 310 Wildlife Diseases		3
VHS 330 One Health		3
VHS 350 Livestock Health and Management		3
VHS 370 Animal Nutrition		3
VHS 390 Human Animal Bond		3
VHS 400 Zoonotic Diseases of Vet and Public Health Importance		3
VHS 410 Equine Health and Management		3
VHS 450 Livestock Health and Management		3
VHS 480 Companion Animal Health and Management		3
VHS 497 Veterinary Senior Research and Writing Seminar (Sr. Writing Requirement)		3
Total		**12 or 18**

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 210 - Financial Accounting (3 cr hrs)
This course is designed to provide introduction to accounting and financial reporting concepts and the importance of financial accounting information in decision-making. It demonstrates the application of the steps in the accounting cycle from analysis of accounting transactions to the preparation of financial statements and takes detailed examination of cash and receivables. The course will enable measurement of business income, merchandizing operations, and financial reporting and analysis of the balance sheet. Prerequisite: MATH 105 or Higher; BUSN 260. Students should take BUSN 260 before or at the same time as ACCT 210. Fall, Spring.

ACCT 211 –Managerial Accounting (3 cr hrs)
This course examines management accounting and related analytical techniques for decision making and control in manufacturing and service organizations and builds upon the foundation that was established in Financial Accounting. Topics include: Product costing, volume profit analysis, product pricing, activity based costing and standard costing, budgets and budgetary control systems, process streamlining, balanced scorecard, performance evaluation systems for planning, coordinating, and monitoring the performance as well as the social responsibility of a business. Prerequisite: ACCT 210; Fall, Spring.

ACCT 310 – Intermediate Accounting I (3 cr hrs)
This course builds on the fundamentals of financial accounting structure that students learned in Financial Accounting class. It expands more depth to the theories and illustrates issues relating to the theoretical structure of financial accounting and practices. The course content highlights the role of accounting as an Information System and the preparation and interpretation of an entity's financial statement in accordance to Generally Accepted Accounting Principles (GAAP). Topic materials also cover the techniques for evaluating firm performance, and the analysis of the accounts in the four financial statements and corresponding schedules and notes, the review of accounting process, income measurement and profitability analysis, revenue recognition, valuation of inventories, the time value of money concepts, as well as the accounting and reporting of tangible and intangible assets as it pertains to acquisition, disposition, impairment, depreciation, depletion, and amortization of assets. Prerequisite: ACCT 210, Fall.

ACCT 311 - Intermediate Accounting II (3 cr hrs)
This course is a continuation of Intermediate Accounting I which builds on the fundamentals of financial accounting structure that students learned in Financial Accounting theory. The course content provides in-depth illustrations, expanded discussions and analysis on the treatment of contingencies, accounting for Bond and Long-term notes, leases, investments, pensions and other postretirement benefits, accounting for Income taxes accounting changes and error corrections as well as other advanced accounting issues relating to GAAP and IFRS. Prerequisite: ACCT 310, Spring.

ACCT 320 - Cost Management (3 cr hrs)
This course focuses on topics related to the evaluation of performance and business processes (e.g., cost variance analysis, revenue variance analysis, just-in-time inventory systems and computer-integrated manufacturing.) Prerequisite: ACCT 210. Spring..

ACCT 330 – Federal Income Taxation (3 cr hrs)
This course addresses the identification of income; income inclusion, exclusions, and deductions; tax calculation; property transaction; business tax accounting; accounting periods; asset acquisition, use and disposition; and partnerships. Prerequisite: ACCT 210. Fall.

ACCT 400 – Advanced Accounting (3 cr hrs)
This course focuses on advanced concepts such as subsidiaries, partnerships, intercompany transactions, mergers and acquisitions and consolidations. Topics include consolidation of financial information, Segment and interim reporting, accounting for legal reorganizations and liquidation. The course emphasizes theories and practices related to understanding debt and equity financing, full disclosure in financial reporting, variable interest entities (VIE), foreign currency transactions and hedging foreign exchange risk, translation of foreign currency financial statements, financial reporting and the SEC. The course also provides preliminary introduction of accounting for government and non-profit entities as well as Estates and Trusts. Prerequisite: ACCT 311. Fall.

ACCT 410 - Government & Not-for-Profit Accounting (3 cr hrs)
This course addresses specialized accounting principles applicable to state and local governments and other non-profit organizations. Emphasis is on fund accounting and the auditing principles applied to budgets, appropriations, current funds, bonded indebtedness, and methods of reporting in nonprofit organizations. Prerequisite: ACCT 210; Spring, odd years.

ACCT 420 - International Accounting (3 cr hrs)
This course develops the background for understanding issues in international accounting and business operations in a global setting, making comparisons between U.S. GAAP and IFRS. It covers, among other things, accounting for multinational corporations and business operations, international convergence of financial reporting and standards, comparative accounting, foreign currency translations and financial statements, as well as international taxation, transfer pricing, governance, and international corporate social reporting. Fall odd years.

ACCT 430 - Accounting Information Systems (3 cr hr)
This course provides coverage of issues relating to accounting information systems and technology. The course addresses data control issues, accounting cycles, accounting procedures and recording media, and provides students with an opportunity to learn and utilize an off-the-shelf accounting software package to process transactions affecting the general journal and special journals. Prerequisite: ACCT 210. Spring.

ACCT 440 - Auditing (3 cr hrs)
This course addresses the auditing environment as it changes in dramatic ways. Course content reflects clarified auditing standards and PCAOB standards; COSO's internal control-integrated framework, authoritative bodies; auditors' reports; professional ethics; legal liability; planning the audit; internal control; electronic data processing audit sampling; working papers; quality control of CPA firms. Prerequisite: ACCT 210. Fall.

ACCT 498 - Internship in Accounting (1-3 cr hrs)
This course provides on-the-job experience directed by a faculty member of the School of Business. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Sixty (60) contact hours per semester hour of credit is required. It may be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: approval of instructor. Spring.

ALLIED HEALTH SCIENCES

AHSC 300 – Medical Terminology (3 cr hrs)
A comprehensive study of the medical terminology related to all major body systems and their corresponding medical specialties. Definition, interpretation, and pronunciation of medical terms as they relate to health and disease and to communication within the field of healthcare. Fall, Spring, Summer.

ART

ART 100 - Art Appreciation (3 cr hrs)
A broad introduction to the visual arts, elements of visual form and major principles of visual organization, a survey of art media, and a brief historical survey. *This course meets a General Education Core*

Curriculum requirement. Fall and Spring.

ART 105 - Design I 2-d (3 cr hrs)
Studio course. Two-dimensional composition and color are explored in depth through studio exercises and problems. Fall and Spring as needed.

ART 110 - Drawing I (3 cr hrs)
Studio course. Development of observation and perception as well as imaginative skills. Basic elements of drawing with line, texture, shapes, value, as well as composition. Fall.

ART 205 - Design II: 3-d (3 cr hrs)
Studio course. Exploration of real space and volume through studio exercises and problems. Exploration of sculptural forms and techniques, from models to finished pieces. Fall and Spring as needed.

ART 210 - Drawing II (3 cr hrs)
Studio course. Further exploration and refinement of basic drawing elements and skills with increased emphasis on techniques. Linear perspective examined. Prerequisite: ART 110. Fall.

ART 220 - Painting I (3 cr hrs)
Studio course. Introduction to the basic concepts and techniques of painting in oils and/or acrylics. Emphasis on color, form, and composition. Spring.

ART 230 - Photography I (3 cr hrs)
Studio course. Includes basic DSLR camera operation, basic digital processing, and elementary photography composition. Fall or Spring as needed.

ART 140 - Ceramics I (3 cr hrs)
Studio course. Introduction to hand-building methods, throwing techniques on the potter's wheel, and glazing procedures. Fall and Spring

ART 243 – Ceramics II (3 cr hrs)
Studio Course. Intermediate advancement in hand building methods and throwing techniques; procedures for firing kilns and mixing glazes. May be repeated to a total 6 credit hours applicable to program and/or degree requirements. Prerequisite: ART 140. Fall and Spring as needed.

ART 270 – Watercolor (3 cr hrs)
Studio course. Introduction to the basic concepts and techniques of painting with transparent water media. Fall and Spring as needed.

ART 290 – Introduction to Studio Art (3 cr hrs)
Directed at both majors and non-art majors, Introduction to the Studio Arts provides a thorough kinesthetic experience of the organizational and visual components between both two-dimensional and three-dimensional mediums. Through an interdisciplinary and an experimental approach, students begin to develop a range of observational, technical, and expressive capabilities. Projects are designed to promote discovery through experimentation and problem solving. Fall and Spring as needed.

ART 310 - Drawing III (3 cr hrs)
Studio course. Development of the expressive potential of the drawing process. Survey of traditional and experimental techniques and subject matter. Prerequisite: ART 210. Fall.

ART 320 - Painting II (3 cr hrs)
Studio course. Continued emphasis on color, form, and composition using oils and/or acrylics. Emphasis on techniques, both traditional and experimental. Prerequisite: ART 220. Spring.

ART 330 - Photography II (3 cr hrs)
Studio course. Advanced techniques for digital photography including camera accessories, photographic composition, special effects, basic photo editing and exhibition prints. Prerequisite Art 230. Fall or Spring as needed.

ART 343 - Ceramics /III (3 cr hrs)
Studio course. Competent advancement in hand building methods and throwing techniques; procedures for firing kilns and mixing glazes. May be repeated to a total 6 credit hours applicable to program and/or degree requirements. Prerequisite: ART 243. Fall and Spring as needed.

ART 350 - Printmaking (3 cr hrs)
Studio course. Theory and practice of printmaking as an expressive medium; studio experience in the basic processes of relief, stencil, and intaglio methods. Emphasis given to integration of design, technique, and image. Fall and Spring as needed.

ART 360 - Jewelry Design and Metals (3 cr hrs**)**
Studio course. Basic concepts of design and personal expression through the medium of metal. Exploration of the creative potential of jewelry and three-dimensional objects utilizing traditional work processes as well as contemporary and original approaches to form and function. Fall and Spring as needed.

ART 381 - Survey of Art History I (3 cr hrs)
The major styles and achievements in the visual art of Western civilization from the prehistoric era to the Renaissance. *This course meets a General Education Core Curriculum requirement.* Fall.

ART 382 - Survey of Art History II (3 cr hrs)
The major styles and achievements in the visual art of Western civilization from the Renaissance to the present. *This course meets a General Education Core Curriculum requirement.* Spring.

ART 400 - Appalachian Art (3 cr hrs)
Exploration and analysis of traditional arts and crafts from the Appalachian region with an emphasis on the techniques and unique characteristics of each. Fall and Spring as needed.

ART 410 - Drawing IV (3 cr hrs)
Studio course. Development of personal style and aesthetic statement. Portfolio and exhibition preparation. Prerequisite: ART 310. Fall.

ART 423 - Painting III/IV (3 cr hrs)
Studio course. Development of personal style and exhibition preparation. May be repeated for a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: ART 320. Spring.

ART 443 - Advanced Ceramics (3 cr hrs)
Studio course. Advanced work in hand building methods and throwing techniques; procedures for firing kilns and mixing glazes. May be repeated to a total 6 credit hours applicable to program and/or degree requirements. Prerequisite: ART 343. Fall and Spring as needed.

ART 471 - Art and the Child (3 cr hrs)
The acquisition and demonstration of proficiency in suitable visual art media, theory, and lesson plan preparation and presentation for the elementary school classroom. Fall and Spring as needed.

ART 472 - Art and the Adolescent (3 cr hrs)
The acquisition and demonstration of proficiency in suitable visual art media, theory, and lesson plan preparation and presentation for the secondary school classroom. Fall and Spring as needed.

ART 497 - Senior Seminar and Exhibition (2 cr hr)
Art 497 is the capstone course for the art major. Students will write a research paper related to their own work and will present selected work for exhibition. Prerequisite: Completion of requirements for the major. Fall and Spring as needed.

BIOLOGY

BIOL 100 - Introduction to Biology (3 cr hrs)
Elementary principles of biology: cell composition, basic genetics, life processes of living organisms, ecological relationships among organisms. Includes plants and animals. Prerequisites: ACT reading score of at least 18 or ACT English score of at least 18 (SAT verbal or writing score of at least 470). If ACT/SAT scores do not satisfy prerequisites then students must successfully complete (C- or better) ENGL 099 before enrolling. Corequisite: BIOL 100L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

BIOL 111 - General Biology I (3 cr hrs)
The first part of a two-course sequence covering topics of biological chemistry, biomolecule structure and function, cell organelles, metabolism, Mendelian and molecular genetics. Prerequisites: ACT reading score of 23 (or analogous SAT verbal score), placement in

ENG 101 or higher, OR successful completion of BIOL 100. Corequisite: BIOL 111L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

BIOL 112 - General Biology II (3 cr hrs)

The second part of a two-course sequence covering principles of taxonomy and classification, evolution, comparative survey of major phyla, general anatomy and physiology of plants and animals, and ecology. Prerequisites: Successful completion (C- or better) of BIOL 111 with lab. Corequisite: BIOL 112L lab, 1 credit hour. *When taken in sequence with BIOL 111, BIOL 111-112 meet a General Education Core Curriculum requirement.* Fall and Spring.

BIOL 115 Gross Anatomy (3 cr hr)

Students will learn the gross anatomy of the following systems: skeletal, muscular, nervous, circulatory, respiratory, digestive, urinary, and reproductive. The laboratory component of the course parallels and reinforces lecture concepts through the use of prosected cadavers. Lectures meet two times per week via mediasited lectures. Students attend one 1.5-hour lab per week at the DCOM medical school. Corequisite: BIOL 115 Gross anatomy lab, 1 credit hour.

BIOL 194 Pre-med Career Seminar (1 cr hr)

This course offers the student interested in the health care professions exposure to topics and speakers relevant to a career pathway in various health care fields. Practicing clinicians, upper-level students, and medical students will share about the profession. A reflective mid-term and final exam are required. Fall and Spring.

BIOL 230 - Microbiology (3 cr hrs)

The microbial world: emphasis on techniques of studying microbes, isolation and identification of bacteria, and modern methods of molecular techniques used in the study of microbes. Corequisite: BIOL 230L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

BIOL 261 – Human Anatomy and Physiology I (3 cr hrs)

This course is the first of a two-semester sequence of courses addressing the structure and function of the human body and mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The first semester (BIOL 261) will focus on the anatomy and physiology of human cells, tissues and systems including the integumentary, skeletal, muscular and nervous systems. In the laboratory, students will examine human anatomy through histological and skeletal preparations, as well as through dissection of mammals. Physiological lab experiments and/or computer simulation exercises will also be conducted. Corequisite: BIOL 261L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall.

BIOL 262 – Human Anatomy and Physiology II (3 cr hrs)

This course is the second of a two-semester sequence of courses continuing the study of the structure and function of the human body and mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The second semester (BIOL 262) will focus on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems, as well as the concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance. In the laboratory, students will examine human anatomy through histological and skeletal preparations, as well as through dissection of typical mammals. Physiological lab experiments and/or computer simulation exercises will also be conducted. Prerequisite: successful completion (C- or better) of BIOL 261 and BIOL 261L Lab. Corequisite: BIOL 262L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Spring.

BIOL 290 - Writing in the Life Sciences (1 cr hr)

This course examines scientific writing and communication for proposals, papers, and posters in the life sciences. Students will examine modern scientific writing, how it differs among scientific fields, and provide weekly critiques of current scientific literature. Pre- or Corequisite: ENGL 102. Fall and Spring.

BIOL 310 – Comparative Vertebrate Anatomy (3 cr hrs)

The course emphasizes the variations and similarities in the anatomical structures of vertebrates. Discussions of vertebrate form and function will include the topics of vertebrate evolution, functional morphology, and embryonic development. Specifically, the course will focus on living vertebrates and will cover taxonomy, and the ability to cope with the environment. The topics of muscular skeletal systems, integumentary systems, nervous systems, digestive systems, renal systems, and reproductive functions will be discussed. Laboratory sessions will involve detailed dissections of representative vertebrate specimens. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs, CHEM 111 and 112 with labs. Corequisite: BIOL 310L lab, 1 credit hour. Fall.

BIOL 311 - Integrated Vertebrate Anatomy and Physiology I (3 cr hrs)

The course is the first course in a two-semester sequence of courses that emphasizes the variations and similarities in the structures and physiological functions used by vertebrates to cope with their environments. Discussions of vertebrate form and function will include the topics of vertebrate evolution, functional morphology, and development. Specifically, the course will focus on living vertebrates and will cover taxonomy, biological design and metabolism. The topics of digestion and energetics; developmental anatomy and physiology and the structure and function of the integumentary system will be included. Skeletal and structural systems including bones, joints and connective tissues as well as the muscular system and muscle physiology will be presented. Laboratory sessions will involve detailed dissections of representative vertebrate specimens and inquiry-based physiological experimentation. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs, CHEM 111 and 112 with labs. Corequisite: BIOL 311L lab, 1 credit hour. Fall.

BIOL 312 - Integrated Vertebrate Anatomy and Physiology II (3 cr hrs)

The course is the second course in a two-semester sequence. Specifically, this course will cover the nervous and endocrine systems and their interactions with other systems including influences on behavior and reproduction. The physiology and anatomy of reproduction will be presented along with oxygen and carbon dioxide metabolism in respiratory and circulatory systems and ion regulation and urinary systems. Laboratory sessions will involve detailed dissections of representative vertebrate specimens and inquiry-based physiological experimentation. Prerequisites: Successful completion (C- or better) of BIOL311 lecture and lab. Corequisite: BIOL 312L lab, 1 credit hour. Spring.

BIOL 315 - Molecular Genetics (3 cr hrs)

This focuses on molecular principles and processes of heredity. Topics include gene structure, expression, and regulation; chromosome organization and replication; mutations and DNA repair; and relevant advances in genetic biotechnology. Mendelian and non-Mendelian heredity are studied in depth and put in a molecular context. The laboratory reinforces molecular and Mendelian heredity concepts with inquiry-based experiments. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs and CHEM 111 with lab. Corequisite: BIOL 315L lab, 1 credit hour. Fall and Spring.

BIOL 320 – Principles of Botany (3 cr hrs)

This course examines the anatomy, physiology, reproduction, ecology, and evolutionary history of plants and non-plant organisms traditionally included in "botany" (fungi and photosynthetic eukaryotes and prokaryotes). Laboratory sessions will include live and preserved specimens, slides, and physiological experiments. Prerequisites: Successful completion (C- or better) of BIOL 111 and

112 with labs. Corequisite: BIOL 320L lab, 1 credit hour. Spring.

BIOL 330 – Field Botany (3 cr hrs)

This course will teach students the characteristics of plant families, botanical terms, dissection techniques, and how to use floral keys and other resources to identify plants. While angiosperms will be the primary focus, gymnosperms, seedless vascular plants, and bryophytes will also be examined. Particular focus will be on local flora and plants of the southeastern U.S. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: BIOL 330L lab, 1 credit hour. Fall.

BIOL 334 - General Histology (2 cr hrs)

This course will expose the student to example techniques for typical tissue fixation and staining as well as require identification of general and specific types of tissue. Pre-requisite: Successful completion (C- or better) of BIOL 311. Spring.

BIOL 336 - General Microbiology (3 cr hrs)

A detailed study of the morphology, physiology, and taxonomy of microorganism. Topics will include a survey of all microorganisms and viral agents, in-depth focus on prokaryotic genetics and physiology, anti-microbial methods and strategies, host-parasite interactions, microbial diseases as well as applied and environmental aspects. Laboratory investigations will include techniques for isolation and identification of major groups of microorganisms. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs and CHEM 111 and 112 with labs. Corequisite: BIOL 336L lab, 1 credit hour. Spring.

BIOL 340 - Invertebrate Zoology (3 cr hrs)

Survey and comparative studies of the morphology, physiology, and ecology of representative invertebrates. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: BIOL 340L lab, 1 credit hour. Fall odd years.

BIOL 350 – Entomology (4 cr hrs)

This course introduces the major patterns of diversity among insects and related taxa and provides a foundation for their taxonomy and classification. Through integrated lecture, laboratory, and field experiences, we explore basic biology, natural history, evolution, and ecology of insects as well as the relationships between structure and function across various insect groups. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Pre- or Corequisite: BIOL 370 with lab. Fall even years.

BIOL 360 - Immunology (3 cr hrs)

Principles of inflammation, infection, and immunity in the human organism. Immunoglobulin and blood cell structure; theories of formation, function, and cell cooperation in the immune mechanisms; abnormalities of the immune system. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs and CHEM 111 and 112 with labs. Fall.

BIOL 365 – General Physiology (3 cr hrs)

This course emphasizes the functions of human physiology and cellular metabolism. The course will cover the regulation and maintenance of homeostasis. It will also cover the major body systems, their functions, and their physiological interactions. The course will provide an in-depth review of the physiology of cardiovascular conduction, oxygen and carbon dioxide metabolism in respiratory and circulatory systems; ion regulation and urinary systems; digestive systems and digestive enzyme functions; and the nervous system and cellular conduction. Prerequisite: Successful completion (C- or better) of BIOL 310 with lab. Corequisite: BIOL 365L lab, 1 credit hour. Spring.

BIOL 370 - Ecology (3 cr hrs)

The course examines organisms and their abiotic and biotic interactions. The importance of temperature, water, and energy are evaluated in the context of physiology and how this impacts distribution patterns. The effects of competition, predation, herbivory, parasitism, mutualism and commensalism on population and community dynamics are examined in detail. An ecosystems approach is explored and discussed in terms of conservation and natural resource management. The significance of evolutionary processes and life history are explored throughout the semester. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: BIOL 370L lab, 1 credit hour. Fall.

BIOL 380 – Research Design and Analysis (3 cr hrs)

This course examines the necessary considerations a research scientist must take in order to pose a feasible research question and subsequently design a rigorous methodological approach that results in data that is appropriate to conduct sound statistical analyses which can ultimately be used to evaluate the advanced hypothesis. Students will discuss and critically evaluate research examples derived from the primary literature. Pre-requisite: Successful completion (C- or better) of MATH 270 and BIOL 111 and 112 with lab. Fall and Spring.

BIOL 387 Junior Pre-Med Science Seminar (1 cr hr)

In this course, the junior pre-medical track student investigates a biomedical science relevant topic through primary literature in the field. The student will write a critique of a current study, referencing historical and recent publications. A faculty mentor with expertise in the field chosen will be assigned. The critique will be summarized and presented to an audience of peers and faculty. Prerequisites: Successful completion (C- or better) of ENGL 102 or equivalent. Corequisite: BIOL 387X. Fall and Spring.

BIOL 397 - Junior Science Seminar (1 cr hr)

The student develops a proposal for a field or laboratory based research project under the supervision of a faculty mentor. Class meetings discuss the writing of an introduction including a research question and hypothesis, methods, and anticipated results sections appropriate for a professional scientific manuscript. Practical advice for seeking internships and obtaining employment are provided. A written proposal and a poster presentation is required. Corequisite: BIOL397X. Fall and Spring.

BIOL 410 - Evolution (3 cr hrs)

Evolutionary relationships of taxonomy, embryology, comparative anatomy, genetics, physiology, biochemistry, and geology. Prerequisite: Successful completion (C- or better) of BIOL 111 and 112 with labs. Spring odd years.

BIOL 411 Advanced Human Anatomy (4 cr hrs)

This course is an intensive undergraduate treatment of focused portions of human gross anatomy with cadavers. At least 4 hours per week will be in the lab and lab practica will be conducted identifying structures of human anatomy on cadavers and detailed models. Some human histology and radiology will also be incorporated.

Pre-requisites: successful completion (B- or better) of BIOL 311 and 312 with labs AND consent of instructor. Spring.

BIOL 441 - Biochemistry I (4 cr hrs)

The first part of a two-course sequence covering topics of thermodynamics, in-depth structure and function of proteins, catalysis, and metabolism of carbohydrates. This includes in-depth treatment of oxidative- and photo-phosphorylation. Prerequisites: Successful completion (C- or better) of BIOL 111 with lab and CHEM 221 & 222 with labs. Fall.

BIOL 442 - Biochemistry II (3 cr hrs)

The second part of a two-course sequence covering metabolism of lipids, metabolism of nitrogen-containing compounds, and nucleic acid structure, metabolism, and function. The laboratory will focus on purification and detection techniques for biomolecules as well as enzyme kinetics. Prerequisites: Successful completion (C- or better) of BIOL 441. Corequisite: BIOL 442L lab, 1 credit hour. Spring.

BIOL 450 - Molecular Cell Biology (3 cr hrs)

An advanced molecular study of cell structure and function focused on eukaryotic models. Topics include molecular structure and function of cell organelles, gene expression and regulation, the cell cycle, apoptosis, cell junctions and communication. Prerequisites: Successful

completion (C- or better) of BIOL 315 with lab and BIOL441. Spring.

BIOL 460 Developmental Biology (3 cr hrs)

This course focuses on human development from gametogenesis and fertilization to birth. The first section of the course covers 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 some discussion of developmental mechanisms and physiology. This in-depth look at human development and embryology will provide a better understanding of adult anatomy. Prerequisite: Successful completion (C- or better) of BIOL 310 with lab and Bio 315 with lab. Spring even years.

BIOL 483 Undergraduate Research in Biology (1-3 cr hrs)

This is a laboratory or field research course in the life sciences with a faculty supervisor. An approved research project and written report are required. The student is required to document 30 hours of work for each credit hour enrolled. The course may be repeated for a maximum 6 total credit hours toward degree requirements. Prerequisite: Junior standing and consent of faculty supervisor. Fall/Spring/Summer.

BIOL 487 Senior Pre-Med Science Seminar (1 cr hr)

In this course, the senior pre-medical track student will conduct a mini meta-analysis on a chosen topic. The student will work with an assigned faculty mentor. The critique will be summarized and presented to an audience of peers and faculty. Prerequisite: Successful completion (C- or better) of BIOL 387. Corequisite: BIOL 487Z. Fall and Spring

BIOL 497 - Senior Science Seminar (1 cr hr)

The student completes the field or laboratory-based research project developed in BIOL 397 under the supervision of a faculty mentor. Class meetings discuss the writing of the results and discussion sections of a professional manuscript. Practical advice for seeking internships and obtaining employment are provided. A written manuscript and an oral presentation are required. Prerequisites: Successful completion (C- or better) of BIOL 397. Corequisite: BIOL 497Z. Fall and Spring.

BIOL 498 - Internship in Biology (1-6 cr hrs)

Staff/apprentice work experience at an approved business/agency directly related to biology. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. (LMU retains ultimate control and supervision of the internship.) Prerequisites: at least Junior classification and approval of the Department Chair. Fall and Spring as needed.

BEHAVIORAL SCIENCE

BSCI 100 - Human Potential (3 cr hrs)

Experiential learning methods to search, find, and understand the self. Includes self-awareness and self-esteem development, communication, skills building, values clarification, spontaneity training, and life planning. *This course meets a General Education Core Curriculum requirement*. Fall, Spring.

BSCI 393 - Human Behavior Perspectives (3 cr hrs)

Overview of selected theories and research in the social and behavioral sciences including, but not limited to criminology, geography, political science, psychology, and sociology. Content varies. May be repeated for additional elective credit. Fall and Spring as needed.

BUSINESS

BUSN 100 - Introduction to Business (3 cr hrs)

This course will provide a fundamental working knowledge of the varied aspects of business and prepares students for future studies in more specialized topics within the subject area. Students will increase their awareness of the overall environment and function of business as well as observe its contributions to society. This course also covers communication technology, globalization, and business ethics. Fall, Spring.

BUSN 250 - Social and Ethical Environment of Business (3 cr hrs)

This course is designed to provide an examination of ethical issues in business and provide a foundation for decision making involving through contemporary organizational challenges. Decision-making frameworks and approaches will examine and explore social and ethical environment of business dilemmas and at the personal, group, organizational, and societal levels. Student engagement in real-world applications to understand ethical concepts, personal integrity, individual conscience and company loyalty and responsibility conflicts as these impact on the decision process within the functional areas of business. Prerequisite: ENGL 101 or higher. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

BUSN 260 - Business Analysis Tools (3 cr hrs)

This course prepares students for case analysis preparation covering a financial function and formula development, information filtering, sorting and information extraction strategies, what-if analysis, complex problem solving, macros and Visual Basic utilization, and general project development guidelines. Students gain experience working in a Windows operating system using Microsoft Office and Advanced Excel applications development to enhance information technology competencies. Students should take BUSN 260 before or at the same time as ACCT 210. Prerequisite: ISYS 100. Fall, Spring.

BUSN 270 - Business Statistics (3 cr hrs)

This course addresses the topics of the logic and application of standard statistical tests in the analysis of data. MATH 270 can be taken in substitution for this course. Prerequisite: MATH 110 or 115 or equivalent) or Math ACT sub-score of 23 or higher. Fall, Spring.

BUSN 310 - International Business (3 cr hrs)

This course introduces the particular challenges in conducting business across international lines: institutions, cultural issues, trends, and management requisites. Prerequisite: BUSN 100. Fall, Spring.

BUSN 350 - Business Communications (3 cr hrs)

This course deals with oral and written communications topics, and the application of theory to the composition of business communications and fulfills the University's Junior SEWS requirement. Prerequisite: ENGL 101 or 102. Fall, Spring.

BUSN 380 – Personal Finance

This course provides a comprehensive examination of personal financial planning issues, including money management, taxes, consumer credit, insurance, investments, retirement planning, and other consumer decisions. The goal is to teach the fundamentals of financial planning to help individuals make informed and socially responsible decisions relating to spending, saving, borrowing, and investing with respect and awareness of a person's place in a global economy. A financial calculator, Excel and the internet will be used extensively in the course. Prerequisite: Completion of General Education Literature requirement, MATH 110 or higher and Junior status. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

BUSN 410 Contract Law I (3 cr hrs)

This course provides a comprehensive overview of contract law as it relates to business. The necessary elements for a legally binding contract will be introduced. The various governmental, federal, state, and local agencies involved in resolving contract disputes will be discussed and examined for jurisdiction and efficacy. The court systems and alternative resolution solutions to contractual disputes will be examined. Spring.

BUSN 440 - Legal Issues in Business (3 cr hrs)

This course provides a survey of a number of areas of law affecting the conduct of business. Foundational information about the U.S. legal

system and dispute resolution provides an understanding of the business role and responsibilities within the environment, identifies issues, and recognizes potential legal problems. This course fulfills the University's Senior SEWS requirement Fall, Spring.

BUSN 450-Business Strategy (3 cr hrs)
This is a capstone course drawing together tools from all business functional areas. This course develops systematic and analytical skills in strategy formulation and effective problem solving. Prerequisites: Senior Status or permission of instructor. Fall, Spring.

BUSN 460 - Managerial Finance (3 cr hrs)
This course develops student skills in basic financial analysis tools including capital budgeting, ratio analysis, interest rates, and risk analysis. Prerequisites: ACCT 210; Junior status. Fall.

BUSN 498 - Internship in Business (1-6 cr hrs)
This course provides on-the-job experience directed by a member of the School of Business faculty. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Sixty (60) contact hours per semester hour of credit is required. May be repeated to a total of 9 credit hours and applicable to program and/or degree requirements. Prerequisite: approval of the chair. Fall, Spring.

BUSINESS ANALYTICS

BSAN 300 - Fundamentals of Business Analytics (3 cr hrs)
This course covers key concepts related to predictive and prescriptive analytics by combining information technologies and statistical techniques to extract meaning from organizational data. The course includes hands-on work with data and software. Topics covered include data manipulation, decisions under uncertainty, and decision analytics tools (linear and nonlinear optimization). Students apply predictive and prescriptive analytics techniques in order to understand the business environment and guide business-related decisions. Prerequisite: must be a junior or senior or have permission from the instructor. Fall even years.

BSAN 314 - Statistics for Analytics (3 cr hrs)
This course introduces advanced multivariate regression analysis and residual diagnostics, logistic regression, analysis of variance (ANOVA and MANOVA), time series models, and analysis of categorical variables. Business applications involving multiple explanatory and response variables require advanced statistical models that go beyond the basic inferential tools (e.g., confidence intervals and hypothesis tests). Prerequisite: BUSN 270; must be a junior or senior or have permission from the instructor. Fall even years.

BSAN 340 - Business Intelligence and Reporting (3 cr hrs)
This course focuses on business intelligence as an information technology approach to data collection and data analysis to support a wide variety of management tasks, from performance evaluation to trend spotting and policymaking. Students learn analytical components and technologies used to create dashboards and scorecards, data/text/Web mining methods for trend and sentiment analysis, and artificial intelligence techniques used to develop intelligent systems for decision support. Prerequisite: must be a junior or senior or have permission from the instructor. Spring odd years.

BSAN 360 - Business Decision Models and Decision Making (3 cr hrs)
This course focuses on how computer models support managerial decision-making. The aim of the course is to help students become intelligent users and consumers of these data models. The course will cover the basic elements of data modeling, how to formulate a model, how to use and interpret the information a model produces. The course emphasizes "learning by doing" so students are expected to formulate, solve, and interpret a number of different optimization and simulation models using software. An important theme in the course is to understand the appropriate use of data models in business. Prerequisite: must be a junior or senior or have permission from the instructor. Spring odd years.

BSAN 410 - Programming for Data Analytics (3 cr hrs)
In this course, students learn how to apply fundamental programming concepts, computational thinking, and data analysis techniques to solve real-world data science problems. There is a rising demand for people with programming skills to work with Big Data sets and this course introduces students to a number of programming languages and software packages specifically designed for data analytics. Spring even years. Prerequisite: must be a junior or senior or have permission from the instructor. Prerequisite: must be a junior or senior or have permission from the instructor. Spring even years.

BSAN 420 - Big Data and Data Visualization (3 cr hrs)
Data visualization is the graphical representation of information and data. This course focuses on building skills and strategies to recognize trends, outliers, and patterns for a better understanding of real-world big data problems. Students use data visualization tools to design charts, graphs, and maps to analyze massive amounts of information and make data-driven decisions. Prerequisite: must be a junior or senior or have permission from the instructor. Spring even years.

BSAN 440 - Data Modeling and Database Design (3 cr hrs)
This course introduces the languages, applications, and programming used to design and maintain business databases. Students gain an understanding of database models and environments as they learn to manage database components. Topics discussed include data input, data sorting, database troubleshooting, and database security. These skills prepare students to plan, design, and set-up relational, network, and object-oriented databases. Students also learn to perform and design database functions like report generation, data analysis using multiple constraints, data recovery and transfer and maintenance of data consistency and integrity. Prerequisite: must be a junior or senior or have permission from the instructor. Fall odd years.

BSAN 460 - Data Mining (3 cr hrs)
This course provides an overview of the principles and techniques of data mining. Topics covered include the data mining process, data preprocessing, data mining techniques, and data mining evaluation. The course will involve a combination of lectures, labs, projects, and case studies. Data mining is the science of discovering structure and making predictions in large, complex data sets. The course introduces the basic concepts, principles, methods, implementation techniques, and applications of data mining, with a focus on two major data mining functions, pattern discovery, and cluster analysis. Prerequisite: must be a junior or senior or have permission from the instructor. Fall odd years.

CHEMISTRY

CHEM 100 - Introduction to Chemistry (3 cr hrs)
This course provides students with an introduction to the basic principles of modern chemistry. The course uses real world applications such as ozone depletion, air and water quality, nuclear power, and the pharmaceutical industry to introduce the essential concepts of modern chemistry. Corequisite: CHEM 100 Lab, 1 cr hr. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

CHEM 111-112 - General Chemistry I, II (3, 3 cr hrs)
Study of atoms and molecules. Emphasized topics include bonding, stoichiometry, thermochemistry, quantum theory, ideal gases, kinetics, equilibrium, acid-base chemistry, electrochemistry and nuclear chemistry. Prerequisite for CHEM 111 is (1) a Math ACT of 21 or higher or (2) successful (C– or better) grade in Math 105, Math 115, or Math 120. Prerequisite for enrollment in CHEM 112 is successful completion of CHEM 111 with a grade of C– or better. Corequisite: CHEM111-112 labs, 1 credit hour each. *These courses meet General Education Core Curriculum requirement.* CHEM 111, Fall; CHEM 112, Spring.

CHEM 220 - Survey of Organic Chemistry (3 cr hrs)
This course is designed to provide students with an overview of the

major principles and applications of modern organic chemistry. The focus of this course will be on the relationship between the structure and activity of organic molecules with particular emphasis placed upon biological applications. Prerequisite: CHEM 111-112. Corequisite: CHEM 220 Lab, 1 cr hr. Fall, as needed.

CHEM 221-222 - Organic Chemistry I, II (3, 3 cr hrs)
Study of the compounds of carbon. The common organic functional groups with emphasis on structure, properties, reactions, synthesis, and mechanism. Corequisite: CHEM 221-222 labs, 1 credit hour each. Prerequisite for enrollment in CHEM 221 is successful completion of CHEM 112 with a grade of C– or better. Prerequisite for enrollment for CHEM 222 is the successful completion of CHEM 221 with a grade of C– or better. Fall; CHEM 222, Spring.

CHEM 230 - Environmental Chemistry (3 cr hrs)
This course provides an overview of the chemical principles that govern the reactions, transport, effects, and fates of chemical species in water, soil, air, and living environments. The effects of technology and man's activities on the chemical composition and properties of the natural environment will be discussed as they relate to chemical processes. Pre-requisites CHEM 220 and lab. Corequisite: CHEM 230 Lab. Spring.

CHEM 310 - Mathematical Methods in Chemistry (3 cr hrs)
A course designed to give the student sufficient background in mathematical methods required for completion of the analytical, physical, and inorganic chemistry sequences. Course discussion will include review of transcendental functions, differential and integral calculus, numerical methods, linear algebra, differential equations, and functions of several variables. (This course may also be taken as MATH 310). Prerequisite: successful completion of MATH 250 (or equivalent) with a grade of C– or better. Highly recommended: MATH 255. Spring as needed.

CHEM 331-332 - Quantitative and Instrumental Analysis I, II (2, 2 cr hrs)
Basic theory and practice of quantitative and instrumental chemical analysis and chemical equilibrium. Laboratory work covering gravimetric, instrumental, and volumetric analyses. Prerequisite for enrollment in CHEM 331 is successful completion of CHEM 221 with a grade of C– or better. Prerequisite for enrollment in CHEM 332 is successful completion of CHEM 331 with a grade of C– or better. Corequisite: CHEM 331-332 labs, 2 credit hours each. CHEM 331, Fall ; CHEM 332, Spring .

CHEM 397 - Junior Science Seminar (1 cr hr)
The student plans a science topic inquiry, either through original or library research. Requires a progress report or literature review paper and oral presentation of findings. Spring and Fall.

CHEM 451-452 - Physical Chemistry I, II (3, 3 cr hrs)
Energy relationships in chemical reactions; elementary quantum mechanics of chemical systems; elementary chemical kinetics. Prerequisite for enrollment in CHEM 451 is successful completion of CHEM 112 with a grade of C– or better. Prerequisite for enrollment in CHEM 452 is the successful completion of CHEM 451 with a grade of C– or better. Corequisite: CHEM 451-452 labs, 1 credit hour each. CHEM 451, Fall; CHEM 452, Spring

CHEM 460 - Inorganic Chemistry (3 cr hrs)
This course provides an overview of modern inorganic chemistry. Topics include molecular symmetry, bonding theory, coordination compounds, organometallic chemistry, spectroscopy, and bioinorganic chemistry. Prerequisite: CHEM 111-112. Highly recommended: CHEM 310, 451-452. Spring (Even years).

CHEM 483 - Research in Chemistry (1-3 cr hrs)
Scientific laboratory research methods. Approved research project and written report required. May be repeated to a total 6 credit hours applicable to degree requirements. Prerequisite: consent of faculty supervisor. Fall/Spring as needed.

CHEM 497 - Senior Science Seminar (1 cr hr)
Methods of literature search and sources of information in the sciences. Requires a research paper on a topic in chemical science. Prerequisite: completion of all 300-level program requirements. Spring and Fall.

CHEM 498 - Internship in Chemistry (1-6 cr hrs)
Staff/apprentice work experience at an approved business/agency directly related to chemistry. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Prerequisites: at least Junior classification and approval of the director of the Chemistry Program. Fall/Spring as needed.

CIVICS

CIVX 300 – American Civics (2 cr hrs) American Civics will provide students with a working knowledge and understanding of our American political, government, and economic systems. Areas of knowledge that will be advanced include policy making, political decision making, the US Constitution (and other founding documents), and world economic systems. There will be discussions and debates on how values impact decisions made by congress, the president, and the courts. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

COMMUNICATIONS

COMM 200 - Fundamentals of Speech Communication (3 cr hrs)
Introductory course designed to increase skills and ease interpersonal oral communications through development of analytical thinking, clear organization and support of ideas, effective expression/delivery techniques, confidence before groups, and effective listening. Includes a variety of formal and informal speaking situations and experiences. Recommended prerequisite: ENGL 101. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

COMPUTER SCIENCE

COSC 160– Computer Science I (3 cr hrs)
Introduction to all aspects of the programming and problem solving process and the elements of good programming style. A language such as C++ or FORTRAN is used as a means for introducing these concepts. Use of the computer in designing, coding, debugging, and executing programs. Pre-requisites: MATH 115 or higher (or the equivalent) with a grade of C– or better, MATH ACT ≥ 23, or permission of the instructor. Fall, Spring.

COSC 194 - Computer Science Career Seminar (2 cr hrs)
This course explores computer science from its historical foundations to the most cutting edge developments in the multifaceted discipline with an emphasis on helping the computer science student know and match their interests and skills with the career opportunities in computer science and related disciplines. Fall.

COSC 240 Computer Science II (3 cr hrs)
A second semester study of computing principles. Abstract data types, object-oriented programming concepts, and introductory topics of graphical-user interfaces, unit testing, and file structures. Students hone their problem solving skills through a variety of programming assignments.. Prerequisite(s): COSC 160 or consent of instructor. Spring.

COSC 244 Data Structures (3 cr hrs)
A second-year course in data structures and algorithms. Topics include commonly used data structures, recursive algorithms, computational complexity, sorting and searching techniques, and an introduction to run-time storage management. Course assignments emphasize both program design and implementation. This course and its prerequisites directly substitute for the ISYS 100 General Education competency Prerequisite(s): COSC 240 and MATH 220. Fall

COSC 344 Software Engineering I (3 cr hrs)

The application of object-oriented analysis and design methods to develop commercial software. Emphasis is placed on software process maturity, software development life cycles, software documentation, and team projects. Prerequisite(s): COSC 244. Spring.

COSC 346 Operating Systems (3 cr hrs)
An introduction to the principles and concepts of operating systems to include process management, memory management, and storage management. Emphasis is placed on learning the principles and then applying them in various systems programming exercises. Pre- or Co-requisite(s): COSC 244.Spring Odd

COSC 348 Principles of Algorithms (3 cr hrs)
The analysis, design, and implementation of popular algorithms methods. Topics include specific algorithms for searching, sorting, set operations, and graph-related operations. Emphasis on empirical and theoretical measures of the space and time efficiency. Prerequisite(s): COSC 244.Spring Even.

COSC 350 Programing Languages (3 cr hrs)
A survey of language classes, such as imperative, functional, logic, concurrent and object- oriented paradigms, as well as their run-time structures. The student will gain experience writing programs in a variety of languages and develop an appreciation of the strengths and weaknesses of each language. Includes historical precedents and current trends in design and philosophy of languages. Formal approaches to defining the syntax and semantics are used to describe the fundamental concepts underlying programming languages. Prerequisite(s): COSC 244. Fall Odd

COSC 354 Networks and Data Communications (3 cr hrs)
An introduction to the principles and concepts of network-based communication between software processes. This includes the organization of WANs and LANs, the function of gateways and routers, and the use of protocols at the application, transport and network layers. Emphasis is placed on the TCP/IP protocol suite. Exercises focus on studying network traffic and developing TCP- and UDP-based client/server programs. Pre or Corequisite(s): COSC 244. Fall Odd.

COSC 356 Database Management (3 cr hrs)
A study of data modeling, relational databases, normalizing techniques, query languages, managerial aspects of database administration, and trends in database administration. Programming is done in a 4GL language. Prerequisite(s): COSC 244. Spring Even.

COSC 358 Artificial Intelligence (3 cr hrs)
An introduction to the field of artificial intelligence studying basic techniques such as heuristic search, deduction, learning, problem solving, knowledge representation, uncertainty reasoning, and symbolic programming languages such as LISP. Application areas may include intelligent agents, data mining, natural language, machine vision, planning, and expert systems. Prerequisite(s): COSC 244. Fall Even

COSC 440 Network Security (3 cr hrs)
An introduction to network security emphasizing authentication applications, electronic mail security, IP security, web security, network management security, and firewalls. Students are exposed to the tools and techniques used by malicious network attackers for reconnaissance, scanning, gaining and maintaining access and covering their tracks. Prerequisite(s): COSC 354. Spring Even.

COSC 444 Software Engineering II (3 cr hrs)
Application of software project management, requirements analysis, design, implementation, and testing to the development of large software systems. Emphasis is on software process improvement, requirements management, software testing techniques, quality assurance, configuration management, risk management and group projects. Prerequisite(s): COSC 344. Fall Even

COSC 446 Program Translation (3 cr hrs)
A study of language design and translation, including the various types of compilers, LL and LR parsing, support mechanisms for access and storage of translation data, scoping concerns, lifetime, visibility, and overloading mechanisms; all within the context of the program translation stages. Prerequisite(s): COSC 344 and COSC 350. Fall Even

COSC 448 Computer Theory (3 cr hrs)
A study of the computational and linguistic theory on which the field of computer science is based. Topics include finite state automata, context-free grammars, push-down automata, Turing machines, undecidability, computability, and complexity theory. This course is the Senior Writing Requirement course. Prerequisite(s): COSC 348 and MATH 220 or consent of instructor. Spring.

COSC 450 Computer Architecture (3 cr hrs)
A study of design alternatives in computer architecture. Topics include machine organization, memory subsystem organization, interfacing concepts, issues that arise in managing communication with the processor, and alternative computer architectures. Assembly language is studied and used to implement a variety of small programs. Prerequisite(s): COSC 244 and PHYS 350 with lab. Spring.

COSC 498 Computer Science Internship (3 cr hrs)
Students may work at an internship in a business, a non-profit organization, or an on-campus research or design project, under the supervision of a computing professional. Students are required to apply their skills in a real-world setting. Prerequisite(s): COSC 344 and departmental approval. On Demand.

COSC 295, 395, 495 Special Topics (1-3 cr hrs)
These courses consist of one or more topics from current areas in computer science. This would include topics such as storage technologies, computer vision, and emerging technologies. These courses may be taken more than one time when the topics are different. Prerequisite(s): COSC 244 and consent of instructor. On Demand.

CONSERVATION BIOLOGY

CBIO 194 – Pre-Conservation Seminar (1 cr hr)
This course is an introduction to the field of Conservation Biology as well as the Conservation Biology program at LMU. Students interested in Conservation Biology will be exposed to topics and readings relevant to this field. Students will also explore careers in conservation through assignments and guest lectures during the course. Fall.

CBIO 200 – Conservation Biology (3 cr hrs)
The course examines the meaning and significance of biodiversity from local to global scales. Current and emerging threats to biodiversity, including extinction, habitat fragmentation, land use change, over exploitation, invasive species, and global climate change are explored. Efforts to manage and maintain biodiversity, including how human activity impacts conservation efforts, natural resource policy and management, as well as the social, political and ethical decisions for conservation management are discussed. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Spring.

CBIO 210 – Wildlife Management (3 cr hrs)
This course provides an overview of the principles of wildlife conservation and management. We will explore the history and philosophy of wildlife management, as well as characteristics of the wildlife management triad: the wildlife, habitat, and human dimensions. Through the analysis of primary literature, we will assess the application of theoretical principles to problems in wildlife management and explore how landscapes can be managed to achieve long-term sustainability of wildlife populations. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Fall.

CBIO 220 – Freshwater Fisheries Management (3 cr hrs)
This course focuses on the production and stocking, harvesting and management of freshwater game fish species including management of fish populations in small ponds, larger reservoirs, and rivers. State and federal regulations on commercial and recreational harvest will be

reviewed. Students will learn about options for management and assessment of fish populations in both cold and warm water systems. Case studies will highlight management challenges for wild fish populations under threat from invasive species. Students will investigate issues surrounding the use of hatchery fish for conservation, restoration, and enhancement of fisheries. In the latter portion of the class, assessment and management of nongame freshwater fish species will be discussed. Prerequisites: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: CBIO 220L lab, 1 credit hour. Spring even years.

CBIO 250 – Soils (3 cr hrs)
An introduction to the basic physical, chemical, and biological properties of soils, as well as the importance of soils and soil conservation to the maintenance of healthy ecosystems and human populations. Major areas of study include soil formation, taxonomy, the basic physical, chemical, and biological properties of soil, soil-water relationships, the development and maintenance of soil organic matter, the role of soils in nutrient cycling and management, the causes of soil degradation, and techniques for soil conservation and remediation. Pre-requisite: Successful completion (C- or better) of CHEM 111 and lab. Corequisite: CBIO 250L lab, 1 credit hour. Fall odd years.

CBIO 330 - Ichthyology (3 cr hrs)
Classification, distribution, natural history, anatomy and physiology, and evolution of the fishes, with emphasis on local species. Prerequisite: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: CBIO 330L lab, 1 credit hour. Fall odd years.

CBIO 340 - Herpetology (3 cr hrs)
Classification, distribution, natural history, anatomy and physiology, and evolution of amphibians and reptiles, with emphasis on local species. Prerequisite: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: CBIO 340L lab 1 credit hour. Spring odd years.

CBIO 350 – Ornithology (3 cr hrs)
An introduction to the evolution, anatomy, physiology, ecology, behavior, and conservation of birds. Emphasis will be placed on key concepts and questions that drive research in these areas, as well as key investigative and analytical techniques used by ornithologists and conservation biologists. Conservation will be a strong theme throughout this course, as conservation science has become a central focus among ornithologists. Prerequisite: Successful completion (C- or better) of BIOL111 and 112 with labs. Corequisite: CBIO 350L lab, 1 credit hour. Spring even years.

CBIO 360 - Mammalogy (3 cr hrs)
Classification, distribution, natural history, anatomy and physiology, and evolution of mammals, with emphasis on local species. Prerequisite: Successful completion (C- or better) of BIOL 111 and 112 with labs. Corequisite: CBIO 360L lab, 1 credit hour. Fall even years.

CBIO 370 – Land Use and Environmental Policy (3 cr hrs)
This course will introduce students to U.S. environmental policy and the concept of managing natural resources at the landscape scale. The first portion of this course will provide an introduction to federal natural resource management agencies, as well as the federal statutes that govern land-use and management of natural resources. In the second portion of this course, students will be introduced to the principles of landscape ecology and use primary literature to examine the relationship between U.S. environmental policy, land-use patterns, and ecological processes at the landscape scale. Prerequisite: Successful completion (C- or better) of ENGL 102. Fall odd years.

CBIO 397 - Junior Research Seminar (1 cr hr)
The student develops a proposal for a field or laboratory-based research project under the supervision of a faculty mentor. Class meetings discuss the writing of an introduction including a research question and hypothesis, methods, and anticipated results sections appropriate for a professional scientific manuscript. Practical advice for seeking internships and obtaining employment are provided. A written proposal and a poster presentation is required. Prerequisites: Successful completion (C- or better) of BIOL 290. Corequisite: CBIO 397X. Fall and Spring.

CBIO 400 - Conservation Biology: Application & Analysis (3 cr hr)
The seminar course explores advanced topics in the conservation of biological diversity via two major emphases. Emphasis 1: Foundational and current papers in the primary literature are critiqued and discussed. A wide range of conservation topics, including but not limited to, captive breeding, species reintroductions, reserve design, management of ecosystems and endangered species as well as conservation tools are explored. Each meeting consists of a brief summary lecture (initially by the instructor, but later by the student) followed by required discussions. The student will, in consultation with the instructor, select discussion papers, develop a brief lecture, and facilitate the discussion. Emphasis 2: Hands-on experience will be gained via exercises in solving the types of problems typically encountered by conservation biologists. Prerequisites: Successful completion (C- or better) of CBIO 200, BIOL 370 with lab, two biodiversity courses and senior standing, or permission of instructor. Spring.

CBIO 420 – Wetland Ecosystems (3 cr hrs)
This course provides an overview of wetland ecology, management, and policy. We will explore how wetlands are defined, the history of wetland attitudes and values, and wetland ecosystem services. Wetland ecosystems addressed will include tidal marshes, mangroves, and peatlands, but will focus mostly on freshwater marshes, swamps, and riparian wetlands. We will also examine U.S. wetland policy, the practice of wetland delineation, wetland restoration, as well as wetland management to promote valuable ecosystem services, including the maintenance of biodiversity. Prerequisites: Successful completion (C- or better) of BIOL 370 with lab. Fall even years.

CBIO 421 - Geographical Information Systems I (3 cr hrs)
Basic concepts and uses of Geographic Information Systems (GIS). Practice with the use of GIS in solving land management and evaluation problems. Introductory applications, scope, and benefits of GIS. Classification and components of GIS. Data acquisition. Data management. Data errors. Implementation considerations. Applied experience using GIS software. Students should be familiar with Windows OS. Prerequisite: Successful completion (C- or better) of ISYS 100. Fall even years.

CBIO 422 – Geographical Information Systems II (3 cr hrs)
Advanced concepts and uses of Geographic Information Systems (GIS). Practice with the use of GIS in evaluation and solving complex land management problems. Applied experience using GIS software for a greater variety of situations. Prerequisite: Successful completion (C- or better) of CBIO 421. Spring odd years.

CBIO 430 – Terrestrial Ecosystems (3 cr hrs)
This course investigates the structure and function of terrestrial ecosystems and explores the benefits of utilizing an ecosystem approach in the development of management and conservation plans. A global survey of terrestrial ecosystems is conducted and the impact of abiotic and biotic interactions in structuring these systems is evaluated. The flow of energy, nutrients, and water are traced through both aboveground and belowground linkages extending through trophic levels considering microorganisms, plants, and animals. Temporal and spatial scales are considered through the examination of both natural and anthropogenic disturbance events, succession, global climate change, and remote sensing data. The course will examine selected papers from the primary literature and the student will develop a written management plan for an ecosystem located in the Eastern United States. Prerequisites: Successful completion (C- or better) of BIOL 370 with lab. Spring even years.

CBIO 440 – Freshwater Aquatic Ecosystems (3 cr hrs)
This course will explore the basic ecological processes that occur in freshwater aquatic systems from creeks and ponds to rivers and lakes. Although these systems are diverse, there are many processes that are common to all and we will examine these processes in closer detail. Specifically, students will address the concepts of specialized adaptations that allow organisms to live in water including respiration, feeding, and reproductive systems. We will look at aquatic food webs and energy flow through aquatic systems. Students will examine the interactions of aquatic organisms, both plant and animal, with and within the water column. In addition, this course will include an overview of the ecology of shallow littoral habitats, deep water zones in both lakes and oceans, and special characteristics of flowing water systems. Finally, we will explore community organization in freshwater habitats. Pre-requisites: Successful completion (C- or better) of BIOL 370 with lab. Spring odd years.
CBIO 483 – Undergraduate Research in Conservation Biology (1-3 cr hrs). The student conducts a field or laboratory-based research project under the supervision of a faculty mentor. The faculty mentor must approve the project and establish a timeline before the semester commences. A written report of the project must be submitted at the end of the semester. The student is required to document 30 hours of work for each credit hour enrolled. The course may be repeated for a maximum of six (6) total credit hours toward degree requirements. Prerequisite: Junior standing and consent of faculty supervisor. Fall/Spring/Summer.
CBIO 497 – Senior Research Seminar (1 cr hr)
The student completes the field or laboratory based research project developed in CBIO 397 under the supervision of a faculty mentor. Class meetings discuss the writing of the results and discussion sections of a professional manuscript. Practical advice for seeking internships and obtaining employment are provided. A written manuscript and an oral presentation are required. Prerequisites: Successful completion (C- or better) of CBIO 397. Corequisite: CBIO 497Z. Fall and Spring.
CBIO 498 – Internship in Conservation Biology (1-6 cr hrs)
Staff/apprentice work experience at an approved business/agency directly related to conservation biology. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Prerequisites: at least Junior classification and approval of the Department Chair. Fall and Spring as needed.

CRIMINOLOGY AND CRIMINAL JUSTICE

CRIM 105 – Introduction to Criminal Justice (3 cr hrs)
This survey course designed to introduce students to the major components of the criminal justice process; police, corrections, and the courts. Students also study the nature of crime, delinquency, and law. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.
CRIM 205 – Introduction to Law Enforcement (3 cr hrs)
This course examines the basic components of policing. The emphasis is on how police patrol, investigate crimes, and enforce the law in both rural and urban environments. The class is designed to introduce students to the wide and varied scope of police work. Class is only offered once every *four* semesters. Fall.
CRIM 210 – Criminal Law (3 cr hrs)
This course is a study of substantive criminal laws including an examination of its purpose, functions, and limits. The elements which constitute criminal offences are examined in order to familiarize the students with how the law dictates criminal behavior. The nature and scope of criminal defenses are also studied. Fall.
CRIM 220 – Introduction to Courts (3 cr hrs)
This course is an analysis of the structure, function, and operation of both the federal and state court systems. It focuses on the roles of prosecutors, defense counsels, judges, jurors, court administrators, and probation officials. Fall.
CRIM 300 – Issues and Ethics in Criminal Justice (3 cr hrs)
The purpose of this class is to familiarize the student with some of the most important criminal justice issues of the day. The class is designed for the student to understand the difficulty decision-makers face in trying to make coherent and rational policies. Prerequisite: CRIM 105, Fall.
CRIM 310 – Introduction to Criminology (3 cr hrs)
This course examines the components of criminal behavior, specifically the extent and nature of crime in America, the theories of criminal behavior, and societal reactions to criminality. Prerequisite: CRIM 105 or permission from Program Director Spring
CRIM 315 – Introduction to Corrections (3 cr hrs)
This class is an introduction to the various aspects of the correctional system; its historical development, the purpose and goals of punishment, sentencing alternatives, and the administration of prisons and jails. Spring.
CRIM 320 – Juvenile Justice (3 cr hrs)
This course is intended to acquaint students with the theories, approaches, and processes inherent in the American juvenile justice system. Class is only offered once every *three* semesters.
CRIM 325 – Rights and Liberties (3 hrs)
This course examines the procedural aspects of the criminal justice system with emphasis on the fourth, fifth, sixth, and fourteenth amendments to the United States Constitution on state and federal prosecutions. Topics include law of arrest, search and seizure, police interrogation and the privilege against self-incrimination, right to counsel, and due process. Fall.
CRIM 330– Drugs and Society (3 cr hrs)
This course explores the topic of substance use and abuse in society and critically examines drug policy in the United States. Specific topics covered will include drug typologies, history of drug policy, drug enforcement, addiction and recovery programs, and social factors that influence drug policy and enforcement. Special attention will be given to harm reduction strategies and drug issues in the Appalachian region, especially methamphetamine and prescription drug abuse. Class is only offered once every *four* semesters. Fall.
CRIM 350 - Investigations (3 cr hrs)
The purpose of this course is to give you a basic understanding of how police agencies investigate crimes. The nature and scope of physical evidence is examined, the techniques of interviewing witnesses and suspects, and the specifics of investigating murders, robberies, thefts, larcenies, and other crimes is explored. Class is only offered once every *three* semesters.
CRIM 360 - Homeland Security (3 cr hrs)
This class examines the organizational and legal issues in the administration of Homeland Security and its efforts to implement and manage policies that are at the forefront of domestic security. Prerequisite: GOVT 211, course is offered only once every *four* semesters. Spring.
CRIM 380 - Research in Criminal Justice (3 cr hrs)
This course is an examination of the methodological foundations of the social sciences with an emphasis in criminal justice. Students are introduced to the logic and techniques of empirical inquiry, the nature of facts, the operation of concepts, the concept of hypotheses, and research designs. Junior SEWS Course. Prerequisite: PSYCH 280, Fall.
CRIM 395/495- 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 405– Police Administration (3 cr hrs)
This course has two purposes; how police organizations function and how the dynamics of leadership affect the quality of policing. For the first two-thirds of the semester, several key components to effective police management will be discussed and analyzed. The last one-third of the class is a study of leadership principles that are applicable to almost any institution. Prerequisite: CRIM 105 or permission from the Program Director, Fall.

CRIM 420 - Race, Gender, and Crime (3 cr hrs)
This class is an examination of the role and treatment of women and minorities as offenders, victims, and professionals in the criminal justice system. Class is only offered once every *four* semesters, Fall.

CRIM 450– Political Violence and Terrorism (3 cr hrs)
This course is an examination of the social, economic, political, and ideological perspectives related to political violence and terrorism. This course will explore the foundations of terroristic activity, the structure of terroristic organizations, and other forms of political violence including torture and war.

CRIM 480 - Criminal Justice Capstone Seminar (3 cr hrs)
The senior seminar is a capstone requiring the student to use theoretical perspectives from practical criminal justice issues to formulate a related research topic pertaining to an issue substantively related to the study of criminal justice. The student will develop an original research project using concepts, theories, and skills developed in previous classes. Senior SEWS course. Spring.

CRIM 497- Practicum in Criminal Justice (1-4 cr hrs)
This practicum is a supervised work experience with a selected criminal justice-related agency or organization designed to give the student actual experience in a particular area of criminal justice. The student will work 60 clock hours per credit hour for the semester or summer session. The practicum is available solely to criminal justice majors with junior-level status. The practicum is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the practicum. Prerequisite: Approval from the Program Director is required. Fall, Spring, Summer.

ECONOMICS

ECON 212 - Principles of Microeconomics (3 cr hrs)
This course addresses the effects of economic forces on businesses and individuals; resource allocation, income generation and flow, competitive structures and government regulation. Prerequisite: MATH 105 or higher. *This course meets a General Education Core Curriculum requirement*. Fall and Spring, Summer as needed.

ECON 213 - Principles of Macroeconomics (3 cr hrs)
Theories of income, wealth distribution, employment, economic philosophies and structures, monetary policy, fiscal policy, price level economic growth and development are topics covered in this class. Prerequisite: MATH 105 or higher. *This course meets a General Education Core Curriculum requirement.* Fall and Spring, Summer as needed.

EDUCATION

CDEV 350 – Teaching Elementary Children (3 cr hrs)
This course is an overview of students in grades K-5 and how their cognition, social/emotional behavior, and physical development differs at each grade level. Candidates explore how the teacher uses mandated curriculum and research-based instructional techniques to maximize learning for students at different developmental stages. Pre-requisite: EDUC 290, PSYC 221; no co-requisites. Fall, Spring.

EDSL 200 - Foundations of Language Acquisition (3 cr hrs)
Candidates examine how language learning occurs in first language acquisition. Candidates delve into theories of second language acquisition, including cultural, behavioral, psycholinguistic, and sociolinguistic theories. Candidates also reflect on how history, political and legal issues, national policies, and theories influence the teaching of English language learners in the U.S. Course is offered once every three semesters.

EDSL 320 - Assessment and Characteristics of English Language Learners (3 cr hrs)
Candidates learn how to assess English language learners. Focusing on the four language skills of reading, writing, listening, and speaking, candidates examine language tests in relation to theories of language use and language teaching goals. Candidates practice planning, writing, and administration of tests, and test analysis. Candidates will become familiar with both informal as well as standardized classroom language assessments. Candidates will be proficient in using varied data sources and other protocols to prevent over-identification of ELLs, whose language skills are developing normally, as having language disabilities. Course is offered once every three semesters.

EDSL 330 - Methods of Instruction and Support for English Language Learners (3 cr hrs)
Candidates plan, implement, and evaluate instructional practices, curricula, and methods of supporting learners in acquiring English. Candidates evaluate a full range of options and supports from bilingual to immersion models. Candidates assess curricular goals in terms of language needs and individualize instruction for all learners with best methodologies for meeting these learners' needs. Clinical field experience required. Course is offered once every three semesters.

EDUC 210 - Instructional Technology & Learning Resources (2 cr hrs)
This course requires candidates to demonstrate knowledge and skills in using common software, computer hardware, video and audio devices, and Internet resources. The candidates design and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop students' knowledge, skills, and attitudes. The candidates advocate and model safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. This course *meets a General Education Core Curriculum requirement* and is required for all teacher licensure programs. Fall, Spring.

EDUC 290 – The Teaching Profession (3 cr hrs)
An introduction to teaching and learning that acquaints the candidate with current issues in education. Candidates explore the nature of educational philosophies and society and the impact on education. Candidates will demonstrate leadership by modeling ethical behavior to contribute to positive changes in practice, and advancing their profession. Clinical field experience required. The course is required for all teacher licensure programs. Fall, Spring.

EDUC 330 – Integrated Health and Physical Education for the Elementary Classroom. (3 cr. hrs.)
Candidates explore common health issues critical to the physical and mental well-being of elementary students while learning principles of age appropriate healthy life choices. Candidates gain an understanding of relevant principles of brain based learning, movement, and physical education applicable to the design and implementation of healthy living practices for elementary students and how they can be integrated across the content areas. Pre-requisite or co-requisite: EDUC 290 and EDUC 210. Fall, Spring.

EDUC 340 - Instructional and Assessment Strategies (3 cr hrs)
This course presents instructional strategies and assessment, including direct instruction, cooperative learning, inquiry and multiple Intelligences theory; dimensions of learning as tools for creating inclusive learning environments connected to real life. Candidates are teamed with an experienced peer for the first K-12 Partnership

teaching experience. Candidates will demonstrate knowledge and skills in social sciences, science, math, and literacy or specialty area in accordance with K-5, 6-12, and K-12 licensure standards. Required for all Initial Teacher Licensure Undergraduate programs. Clinical field experience required. EDUC 210, EDUC 290. Fall, Spring.

EDUC 356 - Methods of Teaching Elementary Science/Social Studies (4 cr hrs)

Candidates develop the use of integrating social studies based upon the ten thematic themes of social studies/science learning experiences using the 6E model that are based on state and national curriculum standards, designed to meet the needs of all students, connected to real life and future careers. Candidates develop social studies/science lessons to be taught in PK-6 Partnership schools and continue to extend and refine their repertoire of instructional strategies. Candidates research and observe developmental characteristics, persistent educational issues, teaching strategies, diversity issues, gender and special needs issues, management/leadership issues, and integrate technology. Topics/Concepts reviews of life, earth/space, and physical sciences, World History, American History, Government/Economics. Integrating the science themes, concepts, skills, and processes. Candidates develop science inquiry-based learning experiences. Candidates plan, instruct, and assess life, earth/space, and physical science. Required of K-6 majors only. Pre-requisites: EDUC 210, EDUC 290. Fall, Spring.

EDUC 360 - Secondary Instructional Methods and Strategies (3 cr hrs) Organization, strategies, and responsibilities of teaching grades 6-12. Participatory approach to understanding and teaching students in grades 6-12. For secondary candidates. Clinical field experience required. Prerequisites: EDUC 210, EDUC 290. Fall, Spring.

EDUC 370 - Measurement and Evaluation (2 cr hrs)

The course explores the analysis and interpretation of data used in the teaching/learning process. The candidate will apply the scientific method, including the use of probability and inferential statistics to make decisions regarding planning and instruction. The candidate will also develop subjective and objective tests. Clinical field experience required. Prerequisite: EDUC 210 and EDUC 290. Fall, Spring.

EDUC 376/X – Fundamentals of Literacy (3 cr hrs)

This foundational course introduces a comprehensive, evidence-based approach to effective literacy instruction. This course will focus on the theoretical and practical aspects of children's literacy pedagogy within reading and writing in a developmentally responsive and integrated way. This course will enable candidates to explore the core components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will examine instructional strategies, technologies, classroom assessments, and evidence-based literacy practices critical to creating capable and confident readers. Candidates will engage in activities to enhance learning and implement explicit instructional strategies designed to meet the needs of diverse populations. Candidates will be able to create detailed lesson plans connecting theory to practice by providing step-by-step procedures in an evidence-based approach to literacy instruction. Clinical field experience required. Fall, Spring.

EDUC 380 – Literacy Across Secondary Curricula (2 cr hrs)

This course explores and integrates pedagogical and assessment practices in secondary curricula and focuses on application in content area classrooms. Students will develop their conceptual understanding of disciplinary literacy, as well as learn and apply specific strategies and frameworks for successfully incorporating effective literacy practices in their secondary subject areas. Particularly, secondary education candidates will learn in this course how to create, facilitate, and assess relevant learning experiences in their respective content areas that have opportunities and supports for secondary students to be able to learn how to read, write, and talk like an expert in their field. Clinical field experience required. Pre-Requisite: EDUC 290. Spring.

EDUC 390 - Diversity in Today's Classroom (2 cr hrs)

An introduction to prepare the candidate for the challenge of preparing today's students from diverse populations and backgrounds to live in a rapidly changing society by examining issues of race, ethnicity, gender, class, language, religion, ability, geography, and age. This course is required for all teacher licensure candidates. Pre-Requisite: EDUC 290 and EDUC 210. Fall, Spring.

EDUC 414/Z - Research and Technical Writing in Education (1cr hr)

This course is designed to enable candidates to understand and apply basic research principles to promote reflection, self-assessment, and commitment to continuous learning and improvement. Candidates will learn principles of information literacy and utilize the APA style for source-based work. Candidates will learn how to use research strategies and resources to improve teaching and promote student learning and/or professional practice. Required of K-5 majors only. Pre-requisites: EDUC 210, EDUC 290. Fall, Spring.

EDUC 420 - Reading Diagnosis and Correction (3 cr hrs**)**

This course focuses on evidence-based reading intervention strategies to develop candidates' competencies and understanding of the components associated with the theoretical and practical aspects of reading and diagnostic assessment. Candidates will examine the administration and interpretation of diagnostic instruments necessary to evaluate students' strengths and weaknesses for word recognition, phonics and word analysis, fluency, and vocabulary. Candidates will explore the symptoms, causes, and effects of reading disabilities, recommending research-based strategies which provide appropriate interventions to meet student needs. Candidates will create case reports detailing the data driven decision-making process of diagnosis, originating a course of instruction inclusive of appropriate corrective and remedial instruction. Course requirements include field experience and clinical practice under the supervision of the instructor) to observe classroom behaviors occurring in a naturalistic environment and to provide authentic learning experience with diagnosing and correcting reading problems. Clinical field experience required. Pre-requisite: EDUC 210, EDUC 290. Fall, Spring.

EDUC 440-Teaching Literacy in the Elementary School (3 cr hrs)

The focus of this course includes major theoretical foundations, principles, procedures, and practices that center around teaching elementary literacy-reading, writing, grammar, speaking, listening, spelling, viewing, and visual representation. Candidates will learn how to integrate different instructional strategies, methods and resources into curriculum they design to help elementary students develop and reinforce their literacy skills. Candidates will become familiar with a variety of instructional resources including phonics, language experience, basal readers, and other literature in helping to develop cognition, reading, and comprehension skills. Candidates will also obtain skills in creating, administering, and evaluating formal and informal classroom-based assessments to identify reading strengths and weaknesses. Clinical field experience required. Pre-requisite: EDUC 210, EDUC 290. Fall, Spring.

EDUC 450 - Methods of Teaching Elementary Mathematics

(3 cr hrs) Current trends, techniques, methods, materials, and evaluation of elementary mathematics programs. This course focuses on constructivist approaches to hands-on discovery learning. Pre-requisite: EDUC 210, EDUC 290. Fall, Spring.

EDUC 460 - Methods of Instruction in Secondary Schools (3 cr hrs)

Candidates will learn about the development of pedagogy from sociological, philosophical, historical, and theoretical perspectives which will form their development and delivery of lessons. Candidates will also construct a portfolio that includes a unit plan (10 lessons with support/instructional materials in appendices). Candidates will use technology applications and content that is consistent with the focus of their certification field. Special attention is given to classroom management techniques. Pre-requisite: EDUC 210, EDUC 290, EDUC 360. Spring.

EDUC 480 – Pre-Clinical Experience (2 cr hrs)
Candidates re-introduced to different classroom learning environments and the impact on student self-concept, social interaction, behavior, teaching, and learning. In addition, candidates are introduced to various classroom management models and implementation. Candidates will reflect on K-12 clinical field experiences and demonstrate an understanding of instructional design, implementation, student assessment, classroom learning environments and management, and self-assessment. Clinical field experience required. Pre-requisites: EDUC 210, EDUC 290. Co-requisites: EDUC 414/Z. Fall, Spring.

EDUC 497/F - Enhanced Clinical Practice/ Seminar (12 cr hrs)
Candidates will complete direct teaching experiences with students with diverse learning needs and varied backgrounds in at least two settings. Candidates will participate in intensive and extensive field-based responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators. Prerequisite: formal admission to Enhanced Clinical Practice—Student Teaching and all required PRAXIS testing passed. Course description is mandated by Tennessee State Board of Education, Tennessee Educator Preparation Policy, 5.504. Pre-requisites: All professional education courses in licensure program. Fall, Spring.

ENGLISH

ELI 023 - Grammar and Communication 2 (2 cr hrs*)
Students develop the ability to understand frequently used words in oral and reading contexts and to understand and respond appropriately to academic questions. Emphasis on vocabulary building, deriving meaning of new words from context, test-taking skills, and writing at the paragraph level.

ELI 033 - Grammar and Communication 3 (2 cr hrs*)
Students develop speaking and listening skills necessary for participating in classroom discussions. Emphasis on vocabulary building, seeking clarification through re-wording and asking questions, and writing at the essay level.

ELI 043 - Grammar and Communication 4 (2 cr hrs*)
Students continue to develop speaking, listening, and writing skills in the context of guided discourse on personal topics. Continued practice in writing at the essay level, emphasizing logical thought and mechanics of composition.

*ELI 023, 033 and 043: 2 cr hrs toward academic load, but not counted toward the required minimum credits for graduation.

ESL 101/102: Any international student who scores below 527 (paper) or 71 (iBT) on the TOEFL test, or who scores below 400 on the Reading and Writing section of the SAT, is required to take these courses. Both ESL 101 and ESL 102 may count toward the credit hours required for an undergraduate degree.

ENGL 099 - Basic Reading and Composition (3 cr hrs*)
This is a remedial course and will not satisfy degree requirements for LMU's associate or baccalaureate degrees. Concentrated work in reading, grammar, and language mechanics. Prepares students for ENGL 101. Students scoring 17 and below on the ACT English exam or 460 and below on the SAT Verbal exam will be required to take this course. Fall, Spring. *3 cr hrs toward academic load, but not counted toward the required minimum credits for graduation. This course is a prerequisite for students not meeting admission standards to ENGL 110.

ENGL 101 - Composition I (3 cr hrs)
An introduction to the conventions of college-level reading, writing, and research. Emphasis is on the writing process and the improvement of critical thinking, language, and grammar skills. Admission to the course is determined by student writing samples administered in ENGL 099; or successful completion of ENGL 099 with a grade of "C-" or higher; or an ACT English score between 18 and 25; or an SAT Verbal score between 470 and 660. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

ENGL 102 – Composition II (3 cr hrs)
Extends concepts introduced in ENGL 101 with emphasis on effective writing in response to a variety of reading selections. An important feature of ENGL 102 is information literacy and research-based writing using correct formatting and documentation. Writing intensive. Requires a college-level research paper of significant length, supported by authoritative sources. Prerequisite: "C-" or higher in ENGL 101; or "C-" or higher in one (1) dual enrollment composition course; or 4 or higher on the AP English Language and Composition exams; or 26 or higher on the ACT English exam; or 670 or higher on the SAT Verbal exam. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

ENGL 240 - Literary Forms (3 cr hrs)
Close reading and analysis of important literary works in a form or genre. Content varies. Writing intensive, includes a research paper. Satisfies third English general education requirement. Prerequisite: "C-" or higher in ENGL 102; or "C-" or higher in two (2) dual enrollment composition courses; or 4 or higher on the AP English Literature and Composition exams. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

ENGL 250 - Literary History and Culture (3 cr hrs)
Close reading and analysis of major works from an important period of literary history. Content varies. Writing intensive, includes a research paper. Satisfies third English general education requirement. Prerequisite: "C-" or higher in ENGL 102; or "C-" or higher in two (2) dual enrollment composition courses; or 4 or higher on the AP English Literature and Composition exams. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

ENGL 300 - Literary Research and Criticism (3 cr hrs)
Traces major critical theories and movements within English as an academic discipline, and introduces students to key tools and strategies of literary research. Prerequisite for all 400-level English courses. Corequisite: ENGL 102. Fall.

ENGL 311 - Survey of British Literature I (3 cr hrs)
Major periods and representative authors from the Anglo-Saxon period through the Neoclassical Period. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250 Course offered every *three* semesters.

ENGL 312 - Survey of British Literature II (3 cr hrs)
Major periods and representative authors from the Romantic Age to the present. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250. Course offered every *three* semesters.

ENGL 321 - Survey of American Literature I (3 cr hrs)
Representative authors and genres from the Colonial Period through the Civil War, including works by women and minority writers. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250. Course offered every *three* semesters.

ENGL 322 - Survey of American Literature II (3 cr hrs)
Major movements, authors, and genres from 1865 to the present, including works by women and minority writers. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250. Course offered every *three* semesters.

ENGL 330 - Appalachian Literature (3 cr hrs)
A survey of the poetry, fiction, and films of the southern Appalachian region, emphasizing themes such as mountain stereotypes, violence, nature, education, industrialization, religion, out migration, and family. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250. Course offered every *four* semesters, Spring.

ENGL 350 – Narrative, Healing, and the Body (3 cr hrs)
Close reading of literature, poetry, and films to analyze questions pertinent to the health and well-being of individuals and

communities, emphasizing the interdisciplinary relationships between humanities and sciences. Prerequisites: successful completion of ENGL-101 and -102 with a grade of C- or higher. Corequisite: ENGL-240/250. *This course meets a General Education Core Curriculum requirement*. As needed.

ENGL 360 - The English Language (3 cr hrs)
Traces the history of the English language and introduces major terms and concepts of grammatical and linguistic analysis. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250.. Course offered every *four* semesters, Fall.

ENGL 363 - Fiction Writing (3 cr hrs)
Development of student writing projects from conception through final revision in the literary genre of the short story (novel is optional). Includes the close study of the elements and techniques of fiction, analysis of a variety of published works of short fiction, and discussion of student manuscripts. May be repeated for credit. Prerequisite: permission of instructor, Fall.

ENGL 373 - Poetry Writing (3 cr hrs)
Development of student writing projects from conception through final revision in the literary genre of poetry. Includes the close study of the elements and techniques of poetry, analysis of a variety of published poems, and the discussion of students' original poems. May be repeated for credit. Prerequisite: ENGL 102 or permission of instructor. Every 3rd semester.

ENGL 383 - Creative Non-Fiction (3 cr hrs)
Development of student writing projects from conception through final revision in the literary genre of creative nonfiction (encompasses nature writing, memoir, personal essay, biography, popular history, travel writing, and food writing, among others). Includes published examples of this genre and the discussion of the students' original writing. May be repeated for credit. Prerequisite: ENGL 102 or permission of instructor. Course offered every *three* semesters.

ENGL 384 – Workplace Writing (3 cr hr)
Writing-intensive course focusing on document types and writing techniques frequently used in workplaces. Letters, reports, memos, and emails are some of the document types covered. Emphasis on professionalism, clarity, and effectiveness of communication. Open to all majors. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250. Offered every third semester as needed.

ENGL 410 - Shakespeare (3 cr hrs)
A survey of approximately twelve plays, with collateral instruction in Renaissance social backgrounds, Elizabethan stage traditions, and textual matters. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250, or permission of instructor. Every 3rd semester.

ENGL 420 - Modern and Contemporary Poetry (3 cr hrs)
Explores significant stylistic and thematic elements in English and American poetry from 1900 to the present day. Primary focus on textual considerations, but some attention given to biographical concerns and critical theory. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250, or permission of instructor. Fall/Spring as needed.

ENGL 433 - Literary Periods (3 cr hrs)
A critical and historical survey of representative works and authors of a major literary period. May be repeated for additional credit with a different period heading. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250, or permission of instructor. Annually.

ENGL 443 - Literary Genres (3 cr hrs)
A study of a specified literary form: techniques, style, themes, and 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. May be repeated for additional credit with a different genre heading. Prerequisites: ENGL-101, ENGL-102, and Pre/Co-requisite: ENGL-240 or ENGL-250, or permission of instructor. Annually.

ENGL 453 Advanced Creative Writing (3 cr hrs)
Development of student writing projects across genres (fiction, poetry, creative nonfiction). Fosters a professional approach to creative writing and creative practice while preparing students for the possible pursuit of a graduate degree in creative writing. May be repeated for credit with additional requirements, but counts only once toward the English major program requirements. Prerequisite: ENGL 240 or 250 and ENGL 363, 373, or 383. Permission of the instructor required. Fall/Spring as needed.

ENGL 498 - Creative Writing Internship (3 cr hrs)
Students will gain practical experience at literary or publication organization such as a journal, magazine, commercial or academic press, literary agency, or non-profit organization in the field of writing. The internship is monitored and evaluated by a faculty internship coordinator in close consultation with the site supervisor at an approved agency providing the internship. Prerequisites: At least one advanced creative writing workshop, approval of the supervisor of the providing agency. Fall/Spring as needed.

ENVIROMENTAL SCIENCE

ENVS 100 - Introduction to Environmental Science (3 cr hrs)
This course will introduce students to life processes including man's interrelationships with the biological and physical environment. Course discussion will also focus on environmental relationships between flora and fauna. Students will gain insight into the role of science in investigating and finding solutions to environmental problems and the limits to scientific efforts. An appreciation for the value of the natural environment and its conservation will be stressed. Corequisite: ENVS 100L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall.

ENVS 400- Appalachian Ecology (3 cr hrs)
This course is designed as a senior-level synthesis course to assess the depth of content knowledge in ecology. Specifically aspects of the course assess students' abilities to apply ecological concepts to critically and realistically address real-world problems in Appalachian ecology. Students taking ENVS 400 are expected to gain an appreciation and understanding of the origins of the Appalachian Mountains and the development of one of the most biologically diverse ecosystems on Earth. Case studies from primary and popular literature and resource management agencies provide investigations of Appalachian Mountain flora and fauna and raise issues regarding the management of fragile Appalachian Mountain resources. Prerequisite: Successful completion (C- or better) of BIOL 370 with lab. As needed.

ENVS 410 - Environmental Issues in Appalachia (3 cr hrs**)**
This course will address the root causes of environmental problems including population growth, resource abuse and pollution. Current issues regarding degradation of air, soil, and water quality will be discussed. Concepts of renewable and nonrenewable energy resources will be reviewed. Appalachian region-specific topics include acid deposition in the Great Smoky Mountains National Park, mountaintop removal mining in West Virginia, pollution and reclamation efforts in the Pigeon River in North Carolina. As needed.

ENVS 498 - Internship in Environmental Science (1-6 cr hrs)
Staff/apprentice work experience at an approved business/agency directly related to environmental science. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Prerequisites: Approval of the Director of the Environmental Science Program. Fall/Spring as needed.

FINANCE

FIN 350 – Bank Management (3 cr hrs)
This course will examine the operation of financial institutions, focusing on the identification and analysis of problems faced in the changing, economic environment. The class will also consider competition, growth, profitability, and regulation of financial intermediaries. Prerequisite: FIN 360. Fall.

FIN 360 - Corporate Finance (3 cr hrs)
This course is an introduction to issues relating to business finance, focusing on corporate finance. The course will introduce financial markets, financial planning, forecasting, and evaluation. The course will concentrate on the time value of money and its use in valuing financial assets and evaluating risk and return. The course will also include an introductory discussion on weighted average cost of capital, capital budgeting, capital structure, and short term financial management, and financing assets. Prerequisites: ACCT 210, BUSN 270 (or MATH 270) or permission of instructor. Fall, Spring.

FIN 370- Financial Markets and Institutions (3 cr hrs)
The objective of the course is to prepare students for today's dynamic financial environment. The course will emphasize both theory and application of the underlying drivers of the domestic and international financial market systems. Key topics of emphasis in the course, among others, will be risk management, determinants of interest rates, foreign exchange markets, and financial institutions. Spring.

FIN 380-- Investment Analysis and Portfolio Management (3 cr. hrs)
This course gives students an in-depth knowledge of investments and portfolio analysis. It introduces students to the investment environment, asset classes, and financial instruments. It also rigorously teaches and emphasizes topics such as risk and return, capital allocation to risky assets, optimal risky portfolios, the capital asset pricing model, behavioral finance, and technical analysis, among others. Additionally, the course will give students an in-depth and hands-on knowledge of equity investments. Prerequisites: FIN 360 or FIN 370. Fall.

FIN 420 – Advanced Financial Management (3 cr hrs)
This course provides as in depth knowledge of topics beyond basic corporate finance. The course teaches advanced topics such as corporate valuations, project valuations, strategic planning decisions, tactical financing decisions, working capital management, among others. Students will be challenged to apply the concepts using practical business cases. Spring.

FIN 430 – Financial Forecasting and Budgeting (3 cr hrs)
Budgeting is critical to the survival and success of any firm. This course, therefore, gives students an in-depth knowledge of strategic operating and capital budgets. This knowledge includes but is not limited to the preparation, review, execution, and audit of budgets. Students are also exposed to quantitative forecasting, which will teach students essential tools such as moving averages and smoothing techniques. The course uses case studies to challenge students to evaluate, assess, and resolve real business budgetary issues. Spring.

FRENCH

FREN 111- Beginning French I (3 cr hrs)
Introduces modes of French communication and emphasizes conversational language through application of grammatical structures to vocabulary. Includes listening and reading comprehension. Fall, Spring.

FREN 112 - Beginning French II (3 cr hrs)
Introduces modes of French communication and emphasizes conversational language through application of grammatical structures to vocabulary. Includes listening and reading comprehension. Prerequisite: FREN 111 or one year of high school French. Fall, Spring.

GEOGRAPHY

GEOG 100 - Introduction to Geography (3 cr hrs)
Survey of the broad-scale study of geography as a science. Topics covered include cartography, weather and climate, oceans, landforms, natural resources, human impacts on the environment, as well as cultural, political, economic, and urban geography. General Education Core Curriculum, Behavioral/Social Sciences. *This course meets a General Education Core Curriculum requirement.* Every Spring, plus Fall (odd years).

GEOG 110 - World Regional Geography (3 cr hrs)
Examines cultural, political, economic, and environmental relationships among countries, grouped by region; regions are designated by physical locations as well as by the cultures and histories that make them unique. General Education Core Curriculum, Behavioral/Social Sciences. *This course meets a General Education Core Curriculum requirement.* Spring.

GEOG 120 – Introduction to Physical Geography
(3 cr hrs)
Examines the four major components of the natural environment (atmosphere, hydrosphere, lithosphere, and biosphere). Topics of study include weather and climate (including severe weather), plate tectonics, volcanoes, oceans, streams, glaciers, landslides, and biomes. Emphasis will be placed on interactions between humans and the natural environment. Corequisite, GEOG 120 lab, 1 credit hour. General Education Core Curriculum, Physical Sciences. *This course meets a General Education Core Curriculum requirement.* Fall and Spring. .

GEOG 211 - Introduction to Human Geography (3 cr hrs)
Students will study the spatial distribution of humans through five themes: region, diffusion, interaction, ecology, and landscape. Topics of study include languages, ethnicities, politics, agriculture, cities, transportation, and industry. General Education Core Curriculum, Behavioral/Social Sciences. *This course meets a General Education Core Curriculum requirement.* Fall.

GEOG 300 - Environmental Geography (3 cr hrs)
Examines the effects humans have on the environment, including other species, air, and water. An emphasis of the course will be the human search for and use of natural resources, how these practices disturb natural systems, and methods, including environmental legislation, to minimize such disturbances. Prerequisite: Successful completion of ENGL 102 or its equivalent. General Education Core Curriculum, Behavioral/Social Sciences. *This course meets a General Education Core Curriculum requirement.* Fall.

GEOG 350 - Geography of Religion (3 cr hrs)
Examines the origin and diffusion of the major world religions. Historical and social circumstances that led to main religious doctrines are explored. Emphasis is placed on the modern distribution of religions and their imprints on human and physical landscapes. Prerequisite: Successful completion of ENGL 102 or its equivalent. General Education Core Curriculum, Fine Arts, Humanities, and Ethics. *This course meets a General Education Core Curriculum requirement.* Fall (odd years).

GEOG 440 - Geography of Appalachia (3 cr hrs)
Examines the sub-regions of Appalachia, with emphasis on the settlement, economic, environmental, and cultural histories of southern Appalachia. Modern issues are examined, including environmental and social justice, cultural shifts, education, and the economy. Prerequisite: Successful completion of ENGL 102 or its equivalent. Fall (even years).

GEOG 496 – Independent Study in Geography (1-6 cr hrs)
Advanced study in geographical research techniques, as defined by the instructor. This course is reserved for upper-level students pursuing a minor in geography. Prerequisite: successful completion of ENGL 102 or its equivalent and consent of the instructor. GEOG 496 may be repeated for a maximum of 6 credit hours. Fall and Spring as needed.

GEOG 498 – Internship (1–6 cr hrs)

Staff/apprentice work experience at an approved business/agency directly related to geography. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency LMU retains ultimate control and supervision of the internship. Prerequisites: minimum of Junior classification, successful completion of ENGL 102 or its equivalent, and approval of the program director. Fall and Spring.

HEALTH

HLTH 120 - Safety, First Aid, and CPR (2 cr hrs)
The focus of this course is to prepare the participant to develop the principles and techniques of basic first aid, including CPR and AED. Hybrid format. Fall, Spring.

HLTH 210 - Nutrition (3 cr hrs)
Nutrients associated with normal body functioning; nutritional issues and the life cycle, weight management, diet therapy, clinical care, and disease prevention. Fall, Spring.

HLTH 230 - Family Living (3 cr hrs)
Concepts of healthy and wholesome relations in friendships, dating, courtship, marriage, and the family unit. Roles and responsibilities of family members; methods of dealing with family problems. As needed.

HLTH 310 - Nutritional Considerations Across the Lifespan (3 cr hrs)
The course focuses on the relationship between nutrition and critical lifespan states. Basic information on nutrition will be discussed, as well as nutritional requirements for individuals ranging from the specialized needs of newborns to the elderly. Other topics include the specialized nutritional needs for individuals with compromised health states. Prerequisites: HLTH 210 OR enrollment in the Nursing Program. Fall.

HLTH 320 – Public Health (3 cr hrs)
This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. The impact of health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world. As needed.

HLTH 330 - Consumer and Environmental Health (3 cr hrs)
Health products and services related to consumer safety; emphasis on developing consumer skills, including knowledge of governmental agencies. Various environmental health hazards related to disease, pollution of water, air, noise, and overpopulation; includes the interrelation of man, environment, and disease. As needed.

HLTH 340 - School Health Programs and Services (3 cr hrs)
Community agencies and resources. Projects relevant to school health programs; instructional materials for grades K-12. Emphasis on school health services, school health education, and healthful living. Fall, As needed.

HLTH 360 - Drug Awareness (3 cr hrs)
Classes of commonly used and abused drugs. Psychological and sociological factors that influence drug experimentation and persistent drug use. Emphasis on methodology and techniques of teaching drug education and prevention. Fall and Spring.

HLTH 370 –Health Disparities (3 cr hrs)
This course investigates health disparities through an interdisciplinary approach: public health policy, health promotion, psychology, social science, behavioral science, and medicine. The course provides opportunities to consider the effects of socio-demographic factors and coinciding barriers to good health, as well as the stigma created by these factors. The course further delves into how certain populations are marginalized at various levels of society. Students will explore how gaining an understanding of the characteristics of diverse populations will provide opportunities to decrease related disparities in health and social justice. As needed.

HLTH 410 - Food Aspects of Nutrition (3 cr hrs)
The course focuses on the effects of food safety with regard to nutrition. Individual food borne pathogens will be discussed as well as processing and handling techniques to help prevent food borne illnesses. The controversies surrounding nutritional health in relation to food additives, animal growth hormones, antibiotics in animal feed, pesticide use, food allergies, and genetic engineering will be explored. The history of food regulation and current food safety laws will also be discussed. Prerequisites: HLTH 210 or HLTH 310 or BIO 230 or both BIO 261 and 262. Spring.

HLTH 414 – Contemporary Issues in Health & Fitness (3 cr hrs)
This Course is a survey of personal health including overviews of dimensions in wellness; physical, emotional, intellectual, interpersonal, cultural, spiritual, environmental, financial, and occupational. Learning tools will assist students in educating others in the areas of activity levels, nutrition, and stress, while taking into consideration individual characteristics. Insight into what is needed for meaningful and lasting behavior change at all stages of life will be provided in this course. Pre-requisite: at least Junior classification and ENGL 102. As needed.

HLTH 425 - Sport and Exercise Nutrition (3 cr hrs)
An in-depth look at nutrients and how they relate to athletic performance; nutritional consultations and problem solving, weight management, critical nutrition for different energy systems, considerations for special population athletes, guidelines for a career in sports nutrition. Pre-Requisite is HLTH 210. Fall and Spring.

HLTH 470 - Health of the Elderly (3 cr hrs)
Later stages of the life cycle; biological and chronological aging. Topics include Medicare, Medicaid, mental health and stress, nutrition, medication, chronic diseases, physical fitness, insurance, long and short term health care, death and dying, and relationships. As needed.

HLTH 493 - Practicum in Health (1-3 cr hrs)
Placement in a school health environment or health related agency. Seminar sessions included. Students registering for 3 credits will have 2 credits standard lecture and 1 credit field experience with 60 contact hours. Students registering for 2 credits will have 1.5 credits standard lecture and 0.5 credit field experience with 30 contact hours. Students registering for 1 credit will have 0.5 credits standard lecture and 0.5 credit field experience with 30 contact hours. The practicum is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Prerequisites: HLTH 120. As needed.

HEALTHCARE ADMINISTRATION

HCA 300 - Intro. to Healthcare Administration (3 cr hrs)
Studies health systems in the United States and other countries, with emphasis on such management issues as the ability to deliver health-related services, their cost, and their operations within a legal framework. Included in the topics are discussions of such major developments as prepaid group practice, managed care, national health insurance, planning for healthcare, and an overview of the issues associated with these developments. Fall.

HCA 410 - Patient/Resident Care and Quality of Life (3 cr hrs)
Examines the application of management techniques with special emphasis on the different types of populations encountered in various facilities. Emphasis on different facilities and expectations involved in patient and long-term resident care service. Fall.

HCA 414 - Physical Environment & Atmosphere in Healthcare Facilities (3 cr hrs)

Examines the unique physical environment in healthcare facilities. Special emphasis will be placed on the atmosphere in care settings' as experienced by patients, their families, and health care staff. Fall.

HCA 415 - Research & Informatics in Healthcare (3 cr hrs)
A systems approach to introduce the foundational concepts of health informatics as the basis for inter-professionalism and collaboration among a broad range of public health and healthcare professionals. This writing intensive course discusses the principles and process of research and evidence-based practice in healthcare. Common communication techniques utilized in healthcare are reviewed and discussed. Students conduct a literature review, explore appropriate research designs, explore data collection techniques, apply statistical analysis, and practice professional writing skills. Spring.

HCA 498- Healthcare Internship (1-6 cr hrs)
Students may schedule an internship. The internship component of the program provides students with the opportunity to obtain experience within an area of health care. This course provides on-the-job experience directed by a member of the School of Business faculty. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. Sixty (60) contact hours per semester hour of credit is required. May be repeated to a total of 9 credit hours and applicable to program and/or degree requirements.

HISTORY

HIST 121 - World History to 1500 (3 cr hrs)
Surveys the history of human communities before approximately 1500. Strong emphasis on the development of the major Middle Eastern, African, European, Asian, and American civilizations and their economic, religious, cultural, military, and political interactions. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

HIST 122 -World History since 1500 (3 cr hrs)
Surveys world history from approximately 1500 to 2000, with an emphasis on modernization in Western culture from 1500 to 1914 and how various Eurasian countries and empires were affected by modern development. Other topics to be covered include Western global domination and indigenous responses to this domination, the global impact of the world wars, decolonization, and the Cold War. The role of the United States as a major power, especially in the twentieth century, will be stressed. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

HIST 131 - American History to 1877 (3 cr hrs)
Surveys the history of the United States from the discovery of the New World to the end of Reconstruction. Emphasis on the establishment of the characteristic institutions, cultural values, and expectations of American life. Special coverage of the Revolution, the Frontier, ethnic and cultural diversity, and the Civil War. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

HIST 132 - American History since 1877 (3 cr hrs)
Surveys the history of the United States from the end of Reconstruction to the turn of the twenty-first century. Emphasis on the development of a modern society exercising world power in a complicated world. Special coverage of industrialization, the World Wars, the Depression, the Cold War, and social and cultural trends in American life. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

HIST 250 - Introduction to Public History (3 cr hrs)
This course will provide students with an introduction to the issues and challenges associated with providing historical services, programming, exhibits, and archival material to the general public. Specific topics will include the management and operation of non-profit historical organizations, collection, storage and/or exhibit of historical objects and documents, fundraising and grant writing, and programming. Fall/Spring as needed.

HIST 300 - Introduction to Historical Studies (3 cr hrs)
Introduction to history as an academic discipline, this course will discuss primary and secondary sources, argument development and analysis, proper research methods and citation techniques, research paper construction, and article and book reviewing procedures. This course will also touch on the major schools of historiographical thought and a variety of issues facing historians today. Using the skills they develop in this course, students will complete a major research project. Must have six credit hours of history or permission of instructor. Fall.

HIST 310 - Colonial America (3 cr hrs)
Surveys the history of the thirteen British colonies in North America from 1607 to 1763. Emphasis on the establishment of English colonies, institutions, and values in the New World. Covers conflicts with Native Americans, French, and Spanish, and the growth and development of a culturally and ethnically diverse population in British North America. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 320 - History of Tennessee (3 cr hrs)
Surveys the history of Tennessee from its Native American roots to the late 20th century. Emphasis on the settlement period, the Revolutionary era, early statehood, Civil War and Reconstruction, and the turn of the century period. Studies the development of Tennessee society as well as the state's relationship to national history. Required of Interdisciplinary Social Science majors pursuing secondary teacher licensure in Tennessee. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 330 - Native American History (3 cr hrs)
This course will examine the culture and history of Native Americans, beginning briefly with pre-Columbian societies of Central, South, and North America, but focusing largely on North America during the period from the earliest European contact to the present. Particular emphasis will be placed on the evolving nature of the diplomatic, social, political, and military interaction that took place between the various tribes and the governments of Europe and the United States. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 340 - Medieval History (3 cr hrs)
This course is an introductory survey of medieval society, culture, and politics, beginning with the decline of the Roman Empire through the fifteenth century. We will pay some attention to the interactions between Byzantium, the Islamic world, and the medieval West; however, the main focus of this course will be Western Europe. Topics covered in the course include the rise and fall of Charlemagne's empire; the rise of European monarchies; the recurrent conflicts between popes and kings; the crises of the fourteenth century; and the recovery of the classical intellectual heritage. Must have six credit hours of history or permission of instructor. Spring, every third year.

HIST 344 - British History to 1688 (3 cr hrs)
This course is the first of a two-course sequence on British history. It will focus on political, social, economic, and cultural change during centuries when Britain moved from being a remote province of the Roman Empire to the early years of its own imperial expansion until the beginning of the Glorious Revolution of 1688. Special attention will be given to the development of English Common Law, the foundation of the English Parliament, and the English Reformation. Must have six credit hours of history or permission of instructor. Fall every even year.

HIST 345 - British History since 1688 (3 cr hrs)
Surveys British History from 1688 to the present. This course will examine the three major kingdoms in the British Isles but will focus more on England. This course will proceed chronologically and examine several themes throughout, including the role of religion in society, the development of parliamentary government from the Revolution of 1688 through the rise of the Labor party in the late 20th

century, the birth of the Industrial revolution and the changes in society, the rise of Great Britain as a commercial, naval, and imperial power, Great Britain's role in Europe, the central government's dealings with the other kingdoms in the British crown, including questions of British identity, and Great Britain's role in world politics in the late 20th century. Must have six credit hours of history or permission of instructor. Spring every odd year.

HIST 346 - Ancient Greece (3 cr hrs)
This course explores the evolution of Greek civilization from the Bronze Age to the Hellenistic period. Special attention will be given to the political institutions and practices, culture, economy and society of ancient Greece. Topics covered in the course include the Persian Wars, the Peloponnesian War, and Alexander the Great. There is a substantial research and writing component to this course. Must have six credit hours of history or permission of instructor. Fall every third year.

HIST 348 Modern Middle East and North Africa (3 cr hrs)
Examines the history of the Modern Middle East and North Africa from approximately 1770 CE to 2012 CE. Topics will include the decline of the Ottoman Empire, the impacts of World War I, the establishment of newly independent states in the mid-twentieth century, the Arab-Israeli and Israeli-Palestinian conflict, the Iranian Islamic Revolution, conflicts in the Persian Gulf, the management of natural resources, particularly water and oil, and the Arab Spring. Fall every odd year. Prerequisites: ENGL 102, HIST 121, HIST 122 or permission of the instructor.

HIST 350 - America, Asia, and the Pacific (3 cr hrs)
Covers the relationship between the United States and the Asian and Pacific regions during the nineteenth and twentieth centuries. Examines how and why America acquired and ruled over Hawaii and the Philippines. Also examines American economic, military, and diplomatic involvement with China and Japan. Emphasis on cultural contact and the links between domestic affairs and foreign relations. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 360 - History of Rome (3 cr hrs)
This course surveys the history of Rome from the beginning of the Roman Republic in 509 B.C.E. to the decline of the western Roman Empire in 476 C.E. It will focus on the development of political and military institutions, Roman expansion, and the interaction between Romans and the many cultural groups who interacted with them. Special emphasis will be given to the creation and change in Roman civilization over time, and its legacy to western civilization. Must have six credit hours of history or permission of instructor. Fall every third year.

HIST 370 - History of Appalachia (3 cr hrs)
Survey of the history of the Appalachian region with attention given to Native American societies, European settlement, social change and stagnation, periods of emigration, as well as the role of the federal government through New Deal and the War on Poverty initiatives in the region. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 380 - Modern South Asia (3 cr hrs)
Examines the history of Modern South Asia from 1715 to the present. Course will begin with a brief overview of Ancient, Medieval, and early Mughal South Asia, with special attention to the developing religions traditions in the subcontinent. We will investigate the decline of the Mughal Empire, the largest Muslim kingdom in South Asia. The course will then trace the rising European interest in South Asia, discussing the British and French proxy struggles for economic and political power. The course will then follow the growth of East India Company rule, the Indian Mutiny, and the subsequent crown rule. Rising Indian nationalism and the struggle for independence will be examined. The course will end with a look at India, Pakistan, and Bangladesh as modern independent nations. Must have six credit hours of history or permission of instructor. Spring every even year.

HIST 393 - Topics in Public History (3 cr hrs)
This course explores various themes, problems, and opportunities associated with the field of public history primarily through examination of relevant literature in the scholarly field combined with practical application of theory. Specific topics to be chosen by the instructor. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 394 - Museum Studies (3 cr hrs)
This course examines the history and current state of the museum profession as well as the function of the museum. The course also examines the components of museum and historic site operations and the spectrum of general and specialized museum. May be repeated. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 410 - American Military History (3 cr hrs)
Surveys the military history of the United States from the Colonial period though the late 20th century. The emphasis is on why and how wars were fought, the creation of an American military establishment, the nature of combat and its impact on soldiers, the technological transformation of warfare, and the relationship between military affairs and constitutional, social, and cultural issues. Must have six credit hours of history or permission of instructor. Fall/Spring as needed

HIST 414 - Crusades (3 cr hrs)
This course examines the development of a new kind of Holy War which emerged at the end of the eleventh century and transformed political, economic, social, and intellectual relations between Christians, Muslims, and Jews. Although the course concentrates on the period from 1095 through 1300, it will also address how the idea of crusading has changed over time, influencing modern rhetoric on Christian-Muslim relationships. Topics will include the articulation of Christian and Muslim theories of Holy War, the foundation of the crusader kingdoms, and the economic and social effects of the Crusades in Europe and the Levant. The course materials will draw upon a wide range of primary source materials, including chronicles, travelogues, sermons, religious disputations, and legal contracts. Prerequisite: Must have six credit hours of history or permission of instructor. Spring every third year.

HIST 420 - American Westward Expansion (3 cr hrs)
This course will examine Euro-American expansion across the North American continent with particular emphasis on the folklore, mythology, and romanticism associated with what is traditionally referred to as the "western frontier." Topics and themes will include: motives for exploration and expansion, the consequences and conflict that resulted from interaction with Native Americans, settlement patterns, economic development and exploitation, and the adaptation and growth of social institutions. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 423 - Topics in World History (3 cr hrs)
Specialized study of issues, periods, areas, and trends in World History. Satisfies non-western history requirement for History major. May be repeated for additional credit with different topical heading. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 424 - Early Western Legal Tradition (3 cr hrs)
This course examines the development of the western legal tradition from its foundation in Roman law to the end of the Middle Ages. Students will be introduced to earlier law codes pre-dating Roman law and the different medieval European legal systems, such as customary law, canon law, feudal law, common law, and royal law, all of which influenced the later development of law in the West. This course will also examine the pre-modern origins and development of the legal

profession. Must have six credit hours of history or permission of instructor. Spring as needed.

HIST 433 - Topics in European History (3 cr hrs)
Specialized study of pivotal topics, periods, and movements in European history, such as the Renaissance and Reformation, the Enlightenment, the French Revolution, the Italian Risorgimento, nationalism, and socialism. May be repeated for additional credit with different topical heading. Must have six credit hours of history or permission of instructor. As needed.

HIST 434 - History of the U.S. Constitution (3 cr hrs)
This course will focus on the history of the United States Constitution, particularly the process by which the document was written, ratified, and subsequently interpreted. Among the issues that will be addressed in the course are the various factors that served to encourage the Constitutional Convention, the ideas and issues that influenced the development of the Constitution, and the ways in which the Constitution has impacted the lives of Americans. Particular emphasis will be given to significant decisions by the United States Supreme Court and ways in which the powers of the Constitution have been expanded or restricted in the two centuries since it was adopted. Must have six credit hours of history or permission of instructor. Spring as needed.

HIST 443 Topics in American History (3 cr hrs)
This course is a specialized study of issues, themes, periods, areas, and trends in American History. It satisfies one of two required, upper-level American history courses for History majors. It may be repeated for additional credit with a different topical heading. Specific topics will be chosen by the instructor. Prerequisite: six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 450 – America and Europe in the 20th Century (3 cr hrs)
Examines America's relationship with Europe in the century of American world power. Emphasis on social, cultural, and economic developments in the United States and how they played a role in shaping American foreign relations with the European nations. Major topics covered include World War I, the Depression, World War II, the Cold War, and economic and cultural ties. Must have six credit hours of history or permission of instructor. Fall/Spring as needed .

HIST 460 - Lincoln's Life and Times (3 cr hrs)
Studies Abraham Lincoln as a person and as a major political figure in American history. Includes discussions of his role in American government, in the abolition of slavery, as commander in chief during the Civil War, and as a symbol of American values. Uses Lincoln's writings and biographical and historical studies to evaluate Lincoln's impact on American history. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 470 - American Civil War (3 cr hrs)
Examines the origin, conduct, and legacy of the Civil War, including the history of slavery in America and its impact on sectional unity and division in the mid-nineteenth century. Heavy emphasis on political issues and the military history of the war. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HIST 480 - Historical Methods (3 cr hrs)
Explores the methods and values associated with historical research and writing. Includes discussions on the nature of history, the ethics and public obligations of professional historians, the role of the historian in educational institutions, and the varied theoretical approaches used by historians when approaching their subjects. Results in the research, writing, and classroom discussion of a major paper. Prerequisite: HIST 300 and Senior standing or permission of the instructor. Spring.

HIST 493 - Senior Thesis in History (1-3 cr hrs)
Students develop, research, write, and present a major research paper in conjunction with instructor of record. The topic, length, and format are to be determined by both student and instructor. Emphasis on primary as well as secondary sources and formulation of theme or thesis are important components of the course. Thesis to be evaluated by committee of the whole among full-time History faculty, and students are required to present their findings in a public forum as well as to defend their thesis before the committee. As needed. Approval of instructor and Program Director required. If repeated for credit, must be taken in consecutive terms.

HIST 498 - Internship in Public History (1-6 cr hrs)
Staff/apprentice work experience at an approved business/agency directly related to museums. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. Maximum 3 credit hours of HIST 498 applicable to the major program in History. Up to three (3) additional credit hours applicable as electives to the baccalaureate degree. LMU retains ultimate control and supervision of the internship. Prerequisites: at least Junior classification and approval of the director of the History Program. Must have six credit hours of history or permission of instructor. Fall/Spring as needed.

HONORS

HNRS 100 - Honors Perspective and Skills (1 cr hr)
An introduction to the ethos and expectations of the Honors program along with strategies for college success. Students will be introduced to the various academic disciplines and their contribution to human knowledge. There will be a focus on what it means to be a scholar and the intellectual virtues and skills essential for excellent scholarship. Prerequisite: admission to the University Honors Scholars Program. Fall.

HNRS 203 – Honors Seminar (1 cr hr)
A special seminar taught by selected faculty focusing on a topic related to cutting-edge research in a specific discipline, current events, or important questions of perennial scholarly interest. Prerequisites: HNRS 100, and good standing in the University Honors Scholars Program. May be repeated for up to 3 credit hours provided that the topic varies. Fall and Spring.

HNRS 303 – Honors Seminar (1 cr hr)
A special seminar taught by selected faculty focusing on a topic related to cutting-edge research in a specific discipline, current events, or important questions of perennial scholarly interest. Prerequisites: HNRS 100, HNRS 203, and good standing in the University Honors Scholars Program. May be repeated for up to 3 credit hours provided that the topic varies. Fall and Spring.

INFORMATION SYSTEMS

ISYS 100 - Computer Literacy (2 cr hrs)
This course addresses the elementary study of microcomputers; topics include hardware and operating systems, introduction to word processing, spreadsheets and database, communications software, computer terminology, ethics, social implications, and career opportunities. This course should be completed during the freshman year. For students demonstrating computer skills equivalent to ISYS 100, the General Education Core Curriculum requirement in Computer Literacy may be waived; opportunities for such are provided during Student Orientation sessions preceding each semester. *This course meets a General Education Core Curriculum requirement.* Fall, Spring, Summer.

ISYS 300 - Principles of Applied Business Programming (3 cr hrs)
This is a first course in computer programming. This course teaches problem solving with illustrative, structured systems development; varied techniques addressed include development, modeling, and testing of programming logic. Beginning programming languages include an introduction to HTML5, C++ and C#. Prerequisite: ISYS

100 and completion of the General Education Math requirement. Fall (even years).

ISYS 310 - Advanced Business Programming (3 cr hrs)
This is a second course in computer programming, which applies the concepts of modeling, comparison, testing, and production of business programs presented in ISYS 220. Advanced program projects will include those developed with C++, C#, ASP.Net from the Visual Studio Development Suite. Prerequisites: ISYS 220 and completion of the General Education Math requirement. Spring (odd years).

ISYS 315 – Fundamentals of Information Systems (3 cr hrs)
This course introduces the fundamentals of information systems and the role of information processing in today's business environment. This overview of information systems includes the following topics: hardware and software, data bases and big data, business intelligence and analytics, networking and telecommunications, systems development, information security, and the ethical, legal, and social issues of information systems. Students must be a Junior or Senior or obtain permission from the instructor. Fall odd years.

ISYS 320 - Data Communications and Networking (3 cr hrs)
This course addresses issues of 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. Prerequisite: ISYS 220 or permission of Instructor. Fall (odd years).

ISYS 330 - Database Management and Modeling (3 cr hrs)
This course investigates physical and logical database designs, database modeling, relational, hierarchical, and network models that utilize data analysis and manipulation language to query, update, and manage a database, provides an understanding of essential DBMS concepts such as: database security, integrity, concurrency, distributed database, and intelligent database, Client/Server (Database Server), Data Warehousing, and applies design and development of a simple database system demonstrating competence with the fundamental tasks involved with modeling, designing, and implementing a DBMS. Prerequisites: ISYS 220 and completion of the General Education Math requirement. Fall (even years).

ISYS 400 – Information Systems Governance and Ethics (3 cr hrs)
This course is research and writing intensive. Students will examine the role of governance and ethics within the information technology industry. Topics include understanding and satisfying Sarbanes/Oxley, preparing for a financial and security technology audit, complying with government regulations such as HIPAA, and understanding data-privacy issues. Students examine real-world case studies. Students must be a Junior or Senior or obtain permission from the instructor. Spring odd years.

ISYS 430 – Information Security (3 cr hrs)
This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents. The purpose of the course is to provide the student with an overview of the field of information security and assurance. Students will be exposed to the spectrum of security activities, methods, methodologies, and procedures. Coverage will include inspection and protection of information assets, detection of and reaction to threats to information assets, and examination of pre- and post-incident procedures, technical and managerial responses, and an overview of the information security planning and staffing functions. Spring (even years).

ISYS 450 - Project Management and Integration (3 cr hrs)
This course is an introduction to management of projects, with particular emphasis placed on the interdisciplinary nature and broad application of project management. Topics include project selection and initiation, management of risk, planning, financing, scheduling and resource allocation, human resources, quality, control, evaluation and termination. The treatment of project management is consistent with A Guide to Project Management Body of Knowledge (PMBOK Guide), developed by the Project Management Institute (PMI). Prerequisite: ISYS 330. Spring (odd years)

ISYS 480 - Business Systems Analysis and Design (3 cr hrs)
This course addresses the fundamental concepts and techniques of information systems analysis and design, including coverage of the systems development life cycle. The application of tools and techniques for analysis, planning, design and documentation of information systems is also covered. Topics include data flow analysis, data structuring, process flow analysis, file design, input and output design, and program specification. Prerequisite: ISYS 450 (or concurrent enrollment). (Spring, even years)

INTERDISCIPLINARY COURSES

HUMN 393 - Humanities/Fine Arts Seminar (3 cr hrs)
An interdisciplinary course exploring important periods and/or themes in world cultures. Content varies. May be repeated as elective credit. Fall/Spring as needed.

HUMN 380 - Secondary Methods for Teaching the Humanities (3 cr hrs)
This course will address ideas and best practices for effective secondary instruction in History or English. Topics will include contemporary state and national English or History content, learning standards, lesson design and assessment, combined with real-world application of best-practice methodology and strategies relevant to the content. The literature of content instruction and the use of presentations and in-class practice teaching are an integral part of the course. There is no field experience requirement. Offered as needed.

LINCOLN

LNCN 100 - Lincoln's Life and Legacy (1 cr hr)
An introduction to the life, career, and legacy of Abraham Lincoln. The course will focus on Lincoln's biography (including the lives of his family members), his letters and speeches, and his place in American culture. Attention will be devoted to his impact on shaping the course of American history in the mid-nineteenth century, and to assessing the way Americans have remembered him. The course will include discussion of the origins and history of LMU. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

MANAGEMENT

MGMT 300 - Principles of Management (3 cr hrs)
This course introduces the four managerial functions of planning, organizing, leading, and controlling, while providing exposure to precedent management theories for organizations. Topics include organizational design, management operations and leadership. Fall, Spring.

MGMT 310 - Human Resource Management (3 cr hrs)
The course addresses the fundamental processes of utilizing human resources to maximize organizational efficiency. Topics include principles of human resource planning, employee; recruitment, selection, compensation and retention. Prerequisite: MGMT 300. Spring.

MGMT 320 - Organizational Behavior (3 cr hrs)
This course addresses organizational interactions affecting individual behavior and organizational performance. Topics include worker attitudes, motivation, leadership, communication, conflict, conflict resolution, culture, climate, structure, team dynamics, and organizational development. Prerequisite: MGMT 300. Spring.

MGMT 330 - Operations Management (3 cr hrs)
This course covers the operational functions necessary to enable decision making strategies to improve efficiency and effectiveness in organizations. Topics include quality control, flow analysis, inventory,

performance improvement, scheduling, and forecasting. Prerequisites: MGMT 300. Fall.

MGMT 414 - Negotiations in Organizations (3 cr hrs)
This course is designed to develop principles, skills, and techniques for effective negotiation and conflict resolution. Topics include both internal and external negations for an enterprise Spring.

MGMT 420 – Fundamentals of Leadership (3 cr hrs)
This course addresses organizational leadership interactions and the impact affecting individual behavior and organizational performance. Topics include leadership principles, attitudes, motivation, communication, conflict resolution, team dynamics, management performance, and effective organizational development. Spring.

MGMT 460 – Organizational Theory (3 cr hrs)
This course emphasizes the structure of modern organizations and systems. Topics include complex organizations, project and program management, management structure, growth management, and risk management. Prerequisite: MGMT 300. Fall.

MARKETING

MKTG 300 - Principles of Marketing (3 cr hrs)
This course addresses principles and strategies for developing an organization's marketing mix. Topics include product decisions, pricing strategies, promotion types, market identification, distribution channels, and ethical considerations. Fall, Spring.

MKTG 310 - Advertising (3 cr hrs)
This course addresses advertising as a communications tool in marketing management. Emphasis is placed on integrated advertising strategy in a firm's marketing program concerning the selection of media, budgeting, production, and measurement of effectiveness. As a project – based course, students are exposed to the development of an advertising campaign. Prerequisite: MKTG 300. Fall.

MKTG 330 - Consumer Behavior (3 cr hrs)
Consumer needs, values and choices are explored. Consumer decision making is modeled as a process involving media messages, memory and cognition, motivations, and involvement. Influences on consumers' decision-making come from cultural, family, lifestyle, and other sources. These influences are studied for their impact on consumer's need recognition, information seeking, choice, post-purchase, and disposition phases of consumers' experiences. Prerequisite: MKTG 300. Spring.

MKTG 340 - Brand Management (3 cr hrs)
Branding is a fundamental element of competitive marketing strategy. This course addresses the importance of branding, provides strategies and theories for building, leveraging, and defending strong brands. Other topics include the current opportunities and challenges brand managers face. Prerequisite: MKTG 300. Fall.

MKTG 420 - Sales Management (3 cr hrs)
This course addresses personal selling and its relationship to sales management. Other topics discussed are the planning and development of sales management processes for selling specific products. Prerequisite: MKTG 300. Spring.

MKTG 430 - Marketing Management (3 cr hrs)
This course addresses the development of managerial decision-making techniques and problem solving through the analysis of marketing cases. Emphasis is placed on effective marketing plans and market opportunity analysis. Prerequisite: MKTG 300. Spring.

MKTG 435 - Digital and Internet Marketing (3 cr hrs)
This course takes an in-depth look at Internet social networks, social media platforms, and online advertising to offer students an advantage in many positions involving marketing, consulting, and brand management both on the buyer and seller side of social media. Topics will include an exploration of theory of online marketing, social media technologies, search engine marketing, mobile marketing, and evaluation digital marketing programs. Fall.

MKTG 440 - Marketing Research (3 cr hrs)
This course deals with research as a decision making tool for solving marketing problems. The research process will include collection, analysis, interpretation, and dissemination providing the student with an opportunity to produce and to utilize marketing research as an effective means to organizational goals. Prerequisites: BUSN 270, MKTG 300. Spring.

MKTG 454 - Event Marketing (3 cr hrs)
This course focuses on project management techniques, legal agreements and proposal-writing, press-releases and promotional message design for special events (business openings, conventions, sports tournaments). Additional topics include staffing, training, and accounting controls required for such events. Prerequisite: MKTG 300. Spring.

MKTG 460 - Retail Marketing (3 cr hrs)
The study of profit planning and business control, merchandising, pricing, promotion, store location, layout, policies, and coordination of store activities. Prerequisites: MKTG 300. Spring, even years.

MATHEMATICS

MATH 099 - Introduction to Algebra (3 cr hrs*)
This course is intended for students lacking a foundation for study of college-level mathematics. Development of skills and concepts in math are addressed through: operations with real numbers, including hierarchy of operations; the notion of equivalent expressions; exponents, roots, and radicals; polynomial arithmetic, with an emphasis on factoring; solving algebraic equations and inequalities; formula manipulation; and applications of these concepts/topics. Use of calculators is prohibited in this course. Students who score 18 or lower on the Mathematics sub-score of the ACT or have an SAT Math score below 510 **MUST** enroll in Math 099. This course requires 2 hours of laboratory each week.*3 cr hrs toward academic load, but not counted toward the required minimum credits for graduation. This course is a prerequisite for students not meeting admission standards into MATH 105. Fall/Spring.

MATH 105 – Transitional College Mathematics (3 cr hrs)
This course is designed to be a logical foundation for both the classical instance of algebra in MATH 115 College Algebra and the alternative general education course, MATH 110 Reasoning and Problem Solving. Emphasis is on the logical and computational elements: operators, operands, and expressions. Exercises address interpretation and use of mathematical language and notation, algebra of sets, algebra of numbers, and processes utilized in solving linear and quadratic equations and inequalities. Scientific calculators are permitted in this course, but graphing calculators are not. Prerequisites: Math ACT of 19 or higher, or Math SAT 510 or higher, or a grade of C- or better in MATH 099. Fall/Spring.

MATH 110 – Reasoning and Problem Solving (3 cr hrs)
The mathematical reasoning involved in problem solving is explored through various mathematical concepts: coordinate geometry; functions and function notation; properties and applications of linear, quadratic, exponential, and logarithmic functions; elementary counting principles; basic probability; and descriptive statistics. Topics from systems of linear equations are included as time permits. Scientific calculators are required in this course; graphing calculators are permitted, but not required. A student receiving credit for MATH 110 cannot receive credit for MATH 115. Prerequisite: Mathematics ACT sub-score of 21 or higher, OR Mathematics SAT score of 530 or higher, OR a grade of C- or better in MATH 105. *This course meets a General Education Core Curriculum requirement.* Fall/Spring.

MATH 115 – College Algebra (3 cr hrs)
Real-valued functions are investigated, including: evaluation, graphing, composition, and inverse relations; properties and applications of linear and quadratic functions; and properties and applications of the exponential and logarithmic functions. Solution

methods for systems of equations, including matrix algebra, are covered as time allows. Scientific calculators are required in this course; graphing calculators are permitted, but not required. A student receiving credit for MATH 115 cannot receive credit for MATH 110. Prerequisite: Mathematics ACT sub-score of 21 or higher, OR Mathematics SAT score of 530 or higher, OR a grade of C- or better in MATH 105. *This course meets a General Education Core Curriculum requirement.* Fall/Spring.

MATH 120 – Trigonometry (3 cr hrs)
Specific preparation for calculus and physics through the study of right triangle trigonometry, circular functions, trigonometric identities, law of sines and law of cosines, and applications of these topics. A brief study of vectors also is included. Scientific calculators are required in this course; graphing calculators are highly encouraged. Prerequisite: Math ACT sub-score of 23 or higher, OR Mathematics SAT score of 560 or higher, OR a grade of C- or better in MATH 115. *This course meets a General Education Core Curriculum requirement.* Fall/Spring.

MATH 150 - Calculus I (4 cr hrs*)
An emphasis on single variable differential calculus and an introduction to single variable integral calculus, with supporting material from analytic geometry. Graphing calculator strongly recommended; scientific calculator required. Prerequisite: Math ACT sub-score of 26 or higher, OR Math SAT sub-score of 610 or higher, OR a grade of C- or better in MATH 120. ***5 contact hours**: 4 lecture +1 recitation/lab. *This course meets a General Education Core Curriculum requirement.* Fall/Spring.

MATH 220 - Discrete Structures (3 cr hrs)
Topics include: Boolean algebra and logic; sets, functions, and relations; iteration, recursion, and induction; basic combinatorics; graphs and trees; divisibility and modular arithmetic; and other selected topics from discrete mathematics as applicable to computer science. Pre-requisite: Successful completion of Math 115 with a grade of C- or better, OR Mathematics ACT sub-score of 23 or higher, OR Mathematics SAT score of 560 or better. As needed.

MATH 250 - Calculus II (4 cr hrs*)
A continuation of single variable calculus focusing on indefinite and definite integrals, including techniques and applications of integration, along with selected topics from infinite series, parametric equations, and polar coordinates. Prerequisite: MATH 150 (or equivalent) with a grade of C– or better. ***5 contact hours:** 4 lecture + 1 recitation/lab. Fall, Spring.

MATH 255 - Calculus III (4 cr hrs*)
The culmination of the Calculus sequence. Topics include: parametric curves in the plane and space; polar coordinates; infinite series; vector algebra in geometry; and the calculus of functions of several variables, including partial differentiation and multiple integration. Prerequisite: MATH 250 (or equivalent) with a grade of C– or better. *5 contact hours**:** 4 lecture + 1 recitation/lab. Spring.

MATH 260 - Elementary Linear Algebra (3 cr hrs)
An introduction to linear algebra. Systems of equations, matrices and matrix algebra, determinants, linear independence, an introduction to eigenvalues and eigenvectors, and applications in linear programming and Markov Chains. Pre-requisite: Successful completion of MATH 150 with a grade of C- or better. As needed.

MATH 270 - Probability and Statistics (3 cr hrs)
This introductory course in statistics covers all portions of the process of statistics. Topics in descriptive statistics and data collection are the focus of the first four chapters, including types of variables, level of measurement, measures of central tendency / dispersion, and linear regression / correlation. A study of counting and probability makes up the middle portion of the course. Various probability distributions, including binomial and normal distributions, are covered. The course ends with an introduction to inferential statistics, with a focus on parameter estimation and hypothesis testing. Graphing calculator required. Prerequisite: A grade of C- or better in MATH 110 or 115 (or equivalent), OR Math ACT sub-score of 23 or higher, OR Mathematics SAT score of 560 or higher. Fall/Spring.

MATH 300– Introduction to Advanced Mathematics (3 cr hrs)
Gateway course to the theoretical mathematics courses. An introduction to methods of mathematical proof using primarily the topics of logic, set theory, functions and relations, number theory, and simple axiomatic systems such as the real numbers and matrices. Prerequisite: successful completion of MATH 255 (or equivalent) with a grade of C– or better. Fall.

MATH 310 - Mathematical Methods in Chemistry (3 cr hrs)
A course designed to give the student sufficient background in mathematical methods required for completion of the analytical, physical, and inorganic chemistry sequences. Courses discussion will include review of transcendental functions, differential and integral calculus, numerical methods, linear algebra, differential equations and functions of several variables. (This course also may be taken as CHEM 310). Prerequisite: successful completion of MATH 250 (or equivalent) with a grade of C– or better. Highly recommended: Math 255. May not be taken to fulfill requirements for the math major or minor. Spring as needed.

MATH 320– Discrete Math (3 cr hrs)
Topics include: elementary combinatorics; sequences, recursion, and iteration; and graph theory. Other topics from discrete mathematics may be included at the instructor's discretion. Pre-requisite: Successful completion of Math 255 with a grade of C- or better or permission of the instructor. As needed.

MATH 350- Differential Equations (3 cr hrs)
Ordinary Differential Equations with emphasis on the theory of linear differential equations. Some existence and uniqueness theorems proved, and special methods or types of equations with applications treated as time allows. Prerequisite: successful completion MATH 250 (or equivalent) with a grade of C– or better. Fall, as needed.

MATH 365 - Linear Algebra (3 cr hrs)
A second course in linear algebra. Topics include real vector spaces, subspaces, linear independence, coordinates and basis, dimension, change of basis, row space, column space, null space, rank, nullity, matrix transformations and properties, diagonalization, linear transformations, similarity, and matrix decomposition. Pre-requisite: Successful completion of MATH 300 and MATH 260 with a grade of C- or better. As needed.

MATH 370 Mathematical Probability with Statistics (3 cr. hours)
A calculus-based approach to probability and statistics. Topics include: fundamentals of probability; discrete and continuous random variables; distributions such as binomial, uniform, Poisson, hypergeometric, normal, and gamma; joint, marginal, and conditional distributions; central limit theorem; and estimation. Hypothesis testing and statistical inference methods may be included as time permits. A student may not receive credit for both MATH 270 and MATH 370. Pre-requisite: MATH 250 (or equivalent) with a grade of C- or better. As needed.

MATH 380 - Geometry (3 cr hrs)
Plane geometry from an advanced viewpoint, including finite geometries. Includes a survey of projective geometry and non-Euclidean geometries. Prerequisite: successful completion of MATH 300 with a grade of C– or better. As needed.

MATH 390– History of Math (3 cr hrs)
A study of mathematics and those who contributed to its development, from the mathematics of ancient times, through the development of calculus, to topics from modern mathematics. Prerequisite: successful completion of MATH 300 with a grade of C– or better. As needed.

MATH 440 - Construction of the Real Number System (3 cr hrs)

A construction of the real number system from axioms for the natural numbers. The concept of isomorphic mappings plays a central role. The reals are introduced through Cauchy sequences or Dedekind cuts in the rationals, as the text may require, and either approach is used to develop various wordings of the completeness property. Special topics such as finite cardinal numbers, summation notation, decimal representation, or complex numbers are treated when time allows. Prerequisite: successful completion of MATH 300 with a grade of C– or better. As needed.

MATH 450 - Introduction to Real Analysis (3 cr hrs)
Emphasis on the rigorous processes of analysis: proofs of limit theorems, properties of continuous functions, existence of integrals, and uniform continuity. Topics include completeness, Bolzano-Weierstrass theorem, sequences, and derivatives. Topics from among the theory of Riemann integration, infinite series, partial differentiation, and implicit function theorem covered as time allows. Prerequisite: successful completion of MATH 300 with a grade of C– or better. As needed.

MATH 460 - Modern Algebra (3 cr hrs)
Elements of modern algebra are addressed with a focus on rings, fields, and integral domains. Groups and other topics covered as time permits. Prerequisite: successful completion of MATH 300 with a grade of C– or better. As needed.

MATH 470– Mathematics in the Secondary Classroom (3 cr hrs)
Presentation and discussion of the content of the secondary school mathematics classroom from an advanced viewpoint. This viewpoint addresses the many interconnections among secondary school mathematics topics as well as their relationship to college-level mathematics. Topics will be drawn from those of central importance in the secondary school mathematics curriculum: functions, polynomials, trigonometry, exponential and logarithmic functions, numbers and operations, and geometry and measurement. Relevant articles from mathematical publications also will be incorporated into the course. Prerequisite: successful completion of MATH 300 with a grade of C– or better and acceptance into the School of Education's Initial Teacher Licensure program. Fall as needed.

COMMUNICATIONS AND MEDIA

MCOM 100 Introduction to Film (3 cr hrs)
This course introduces students to the various film genres, film industry history including attempts at censorship and analyzes the cultural context that add meaning to certain movies. Several movies will be shown during the course and some may have scenes and dialogue of an explicit nature. As needed.

MCOM 110 - Introduction to Mass Media (3 cr hrs)
An overview of the social, legal, technological, and economic factors that have affected media history. Students will gain an understanding of media literacy, analyzing media message construction, an understanding of the tools used by media practitioners to attain specific effects as well as discussion of the source credibility and context of media messages and the media's collective effect on the population and culture. Fall.

MCOM 203 - Production Practicum (1-3 cr hrs)
Practicum experience as production staff in a supervised broadcasting environment. Completing a minimum of 45 hours of assigned activities is required for one (1) credit hour earned. May be repeated for a total four (4) credit hours applicable to program and/or degree requirements. Activities performed in fulfillment of assignments/requirements for other courses or the work-study program will not earn credit for MCOM 203. Fall, Spring. Prerequisite: Sophomore status or permission of instructor.

MCOM 260-Copywriting for the Digital Media (3 cr hrs)
Analysis and practice in writing content for a variety of media and genres, including and not limited to, commercials, PSA's, blogging and promotion. As needed.

MCOM 261-Newswriting for Digital Media (3 cr hrs)
Methods of news gathering including interviewing and research for journalistic purposes will be covered along with writing for range of media, beginning with print and ranging to broadcast, tweeting, and blogging. Ethical newsgathering and writing practices will be discussed and analyzed. As needed.

MCOM 271-Audio Production (3 cr hrs)
Hands-on approach to the principles of tapeless digital recording on a variety of digital platforms using audio production software. In-depth discussions of digital audio, synchronization, audio for video and film, and multichannel sound mixing techniques. Focuses on use of digital audio workstations in an audio post-production environment. Student may be introduced to the college radio station where they are required to perform various live air-shifts throughout the course. Fall.

MCOM 280-Multiple Camera Production (3 cr hrs)
This course examines the planning, set up, direction, recording, and dissemination of multiple camera events. Events may include sports, news programs, talk shows, and plays. Experiential learning takes place in controlled studio environment and on-location. As needed.

MCOM 281-Single-camera Production (3 cr hrs)
Instruction and hands-on experience with producing content for news, PSA's, commercials, and/or short videos. The class will include an introduction to the concepts of nonlinear editing, shooting, and editing for continuity in both audio and video, field lighting, and performing as an "OMB-One Man Band" in terms of being able to write, shoot, edit, and be talent for various programming formats. As needed.

MCOM 320(X)-Media Theory (3 cr hrs)
This course will look at communication theories relevant to media professionals. These theories will help the future professional anticipate the possible effects and reactions that the audience may have to certain programming. Prerequisite: MCOM 110. As needed.

MCOM 333-Film Genre (3 cr hrs)
This course is designed to give students both a practical and theoretical overview of dominant film genres and their conventions. The evolution of each genre will be illustrated from its earliest beginnings to its latest examples. The student will learn how to define film genres, how to read their codes, and how to recognize elements of film genres even when they are mixed into a heterogeneous film. Spring.

MCOM 335-Video Performer (3 cr hrs)
Explores and applies principles and techniques toward the development of skills in video performance relative to a variety of traditional and emerging video performance situations: news anchor, reporter, commercial spokesperson, video training sessions, and other such contexts. Video performance exercises include: anchoring, interviewing, field reporting, talk show hosting, commercial, and public service announcing, and acting. Spring.

MCOM 370-Television News Production (3 cr hrs)
Showing and demonstrating best practices for researching, writing, shooting, lighting, and editing news packages for television and other media. Prerequisite: MCOM 281. As needed.

MCOM 372 -Digital Editing (3 cr hrs)
Theory and practical application of editing skills and techniques utilizing nonlinear video and audio editing programs for a variety of programming formats including, but not limited to, commercials and PSA's, news, short movies, and other material. As needed.

MCOM 410 (Z)-Media Law and Ethics (3 cr hrs)
Overview of legal theory and analysis of cases that provide basis for students understanding what is permissible and what is legally proscribed in relation to libel, obscenity, indecency, copyright, and issues related to the journalist. Special attention is given to how traditional legal definitions have evolved with the digital communication technologies. Ethical standards and codes related to media professionals will be analyzed along with case studies. *This course meets a General Education Core Curriculum requirement*. As needed.

MCOM 420-Media, Sales, and Promotion (3 cr hrs)

This course will cover terminology and approaches to media sales, covering sales for TV, radio, cable, newspaper, and new media. Included are discussions and exploration of terms and techniques related to media marketing and promotion analyzing the evolution of such techniques with a growing need to cross-promote media, reach an increasingly fractured audience, and exploit new technologies. As needed.

MCOM 470 - Advanced Video Production (3 cr hrs)
Analyzes in detail the process of pre-production, production, and postproduction followed by the production of a single project of a scripted or unscripted program. The class will include analysis of target audience and soliciting funding for such a project. Prerequisites: MCOM 372. As needed.

MCOM 475 - Advanced Digital Editing (3 cr hrs)
Designed to expand the student's understanding of the video post-production compositing and editing process. Throughout the course the students will analyze various forms of editing styles and compositing techniques in professionally produced productions. It is assumed that the student already possesses an understanding of the non-linear video editing software. Prerequisite: MCOM 372. As needed.

MCOM 485 - Senior Seminar (3 cr hrs)
Each student will contract with the instructor to write, direct, and produce a production or productions that will serve as a resume tape to further the student's portfolio. Each project will be accompanied by a written report covering purpose of production, timeline of steps, budget, script and post-production analysis of what was learned during the process. Each project must have approval of instructor before beginning production. Prerequisite: Senior status or permission of instructor. As needed.

MCOM 498 - Internship (1-6 cr hrs)
Staff/apprentice work experience at an approved business/agency directly related to communication arts. Each credit hour earned requires 60 hours of logged, on-duty work. The student must submit a written report or journal at the conclusion of the internship. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. Maximum 3 credit hours of MCOM 498 applicable to the major program in Communications and Media. Up to 3 additional credit hours applicable as electives to the baccalaureate degree. LMU retains ultimate control and supervision of the internship. Prerequisites: At least junior status and approval of the director of the Communications and Media program. Fall and Spring.

MEDICAL LABORATORY SCIENCES

MEDT 301– Introduction to Lab Methods and Techniques I
(1cr hr) Introduction to the basic issues and laboratory techniques in the clinical laboratory science field such as the application of safety and governmental regulations and standards as applied to clinical laboratory science, principles and practices of professional conduct, communication skills sufficient to serve the needs of patients, the public, and members of the health care team, HIPAA and patient confidentiality issues in modern healthcare, basic biological hazard and laboratory safety training, ethics, and introduction to phlebotomy techniques. Corequisite: MEDT 391.

MEDT 302- Introduction to Lab Methods and Techniques II
(1 cr hr)
Practical introduction to medical microbiology emphasizing specimen collection, susceptibility testing, laboratory safety, microbiology media, staining techniques, and basic methods of identification of microorganisms that are commonly encountered in the clinical laboratory.

MEDT 310 - Hemostasis (1 cr hr)
Assessment of blood clotting mechanisms in health and disease; hemorrhagic disorders of coagulation and fibrinolysis; routine and special coagulation procedures; monitoring of anticoagulant therapy; quality assurance including pre-analytical, analytical, and post-analytical causes of variation in hemostasis. Corequisite: MEDT 391.

MEDT 320 - Hematology (4 cr hrs)
Classification, morphology, and function of human erythrocytes, leukocytes, and thrombocytes; laboratory diagnosis of anemias, leukemias, and other hematologic disorders; instrumentation and quality assurance including pre-analytical, analytical, and post-analytical causes of variation in hematology. Corequisite: MEDT 391.

MEDT 330 - Immunology and Serology (3 cr hrs)
The human immune system, including principles of humoral and cellular immunity, autoimmune responses, and defects in the immune system. Theory and methodology of diagnostic serology procedures commonly performed in the laboratory, with emphasis on serological diagnosis of infectious disease; introduction to molecular diagnostic techniques; and quality assurance including pre-analytical, analytical, and post-analytical causes of variation in immunological techniques.

MEDT 340- Immunohematology (4 cr hrs)
Genetics of blood groups, antigen-antibody reactions within different blood group systems, and related immunology principles; focus on techniques of blood typing, compatibility testing, antibody screening, antibody identification, and quality assurance including pre-analytical, analytical, and post-analytical causes of variation in immunohematology; donation, storage, and transfusion of blood and its components; AABB guidelines for operating the Blood Bank. Corequisite: MEDT 392.

MEDT 391- Intermediate Clinical Practice I (2 cr hrs)
Application of material studied in MEDT 301, 310, and 320. Conducted at affiliate hospitals.

MEDT 392- Intermediate Clinical Practice II (2 cr hrs)
Application of material studied in MEDT 340. Conducted at affiliate hospitals.

MEDT 400- Urinalysis and Body Fluids (2 cr hrs)
Biochemical and microscopic findings in urine and body fluids during health and disease states; diagnostic significance of laboratory results on urine, cerebrospinal, amniotic, pleural, synovial, seminal, and peritoneal fluids; quality assurance including pre-analytical, analytical, and post-analytical causes of variation in urinalysis and body fluid analysis.

MEDT 410 - Laboratory Management and Supervision (2 cr hrs)
Principles and practices of laboratory administration and supervision, review of governmental regulations and standards applicable to clinical laboratory science, significance of continuing professional development of the medical laboratory scientist, educational methodologies and terminology sufficient to train/educate users and providers of laboratory services; principles and practices of clinical study design, implementation and dissemination of results, laboratory operations, and problem solving techniques in the modern clinical laboratory.

MEDT 451 - Clinical Chemistry I (3 cr hrs)
Principles and methods of measuring proteins, enzymes, electrolytes, and other analytes of human serum including molecular diagnostics, spectra techniques, chromatography, etc.; quality assurance including pre-analytical, analytical, and post-analytical causes of variation in clinical chemistry; and introduction to the physiology and pathophysiology aspects of clinical chemistry.

MEDT 452 - Clinical Chemistry II (3 cr hr)
An advanced overview of the physiology and pathophysiology aspects of clinical chemistry to include acid-base balance, liver function, pancreatic function, cardiac function, lipid metabolism, bilirubin metabolism, heme synthesis, and endocrinology; introduction to toxicology and therapeutic drug monitoring (TDM); quality assurance including pre-analytical, analytical, and post-analytical causes of variation in clinical chemistry. Correlation of clinical chemistry results

with healthy and pathological states is emphasized. Corequisites: MEDT 492.

MEDT 461 - Medical Microbiology I (3 cr hr)
Theory and techniques of culture, isolation, and identification of pathogenic bacteria commonly encountered in human disease. Morphology, staining, biochemical characteristics, disease correlations, uses of selective media, and quality assurance including pre-analytical, analytical, and post-analytical causes of variation in the medical microbiology laboratory are emphasized. Prerequisite: MEDT 302. Corequisite: MEDT 491.

MEDT 462 - Medical Microbiology II (3 cr hrs)
Continuation of the study of medical microbiology to include the theory and techniques of identification of Spirochetes, Chlamydia, Rickettsia, and Mycobacteria. Mycology, parasitology, and virology are also included. Prerequisite: MEDT 461.

MEDT 491 - Advanced Clinical Practice I (2 cr hrs)
Application of materials studied in MEDT 302 and MEDT 461. Conducted at affiliate hospitals and/or reference laboratories.

MEDT 492 - Advanced Clinical Practice II (3 cr hrs)
Application of material studied in MEDT 330, 400, 451, 452. Conducted at affiliate hospitals and/or reference laboratories.

MEDT 497 - Senior Review (3 cr hrs)
Structured review of selected Medical Laboratory Science courses: immunohematology, hematology, hemostasis, immunology and serology, urinalysis and body fluid analysis, and microbiology. Preparation for certification examination and professional practice. Prerequisite: Successful completion with a final grade of B- or above in MEDT 400, MEDT 451, and MEDT 461.

MILITARY SCIENCE

MILS 100 - Military History of the US (3 cr hrs**)**
History of the US military from 1776 to the present. Freshmen and sophomores only. Junior status with permission of instructor. Spring.

MILS 101 - Introduction to ROTC and Leadership I (1 cr hr)
Introduces you to the personal challenges and competencies that are critical for effective leadership and the structure of the ROTC Basic Courses. You will learn how the personal development of life skills such as cultural understanding, goal setting, time management, mental/physical resiliency, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes, and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Fall.

MILS 102 - Introduction to Military Leadership II (1 cr hr)
Students explore the dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Overview the fundamentals of the military such as setting direction, problem solving, presenting briefings, providing feedback, and using effective writing skills. Spring.

MILS 103 - Physical Conditioning I (1 cr hr)
Introduction to physical fitness. Set and meet a physical fitness goal. Learn the principles of fitness and apply these principles to pass the Army Physical Fitness Test. Fall.

MILS 104 - Physical Conditioning II (1 cr hr)
Progressive conditioning program. Army Physical Fitness Test is given as midterm and final. Spring.

MILS 201 - Military Leadership and Management I (2 cr hrs)
Introduces the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Develop military leadership competencies through the understanding of the military rank structure, Army values, and basic military skills like land navigation. Fall.

MILS 202 - Military Leadership and Management II (2 cr hrs)
Continues to develop knowledge of leadership attributes and core leader competencies, focusing on small unit tactic. Aspects of personal motivation and team building are practiced by planning, executing, and assessing team exercises like squad tactics and land navigation. Spring.

MILS 203 - Airborne Operations (2 cr hrs)
Students who successfully complete the three week course at Fort Benning, Georgia are awarded the coveted Army Parachutist Badge. The course has three phases: Ground Week, Tower Week, and Jump Week. Students make five static line qualification parachute jumps during the third week from military cargo aircraft. The course is very physically demanding. To qualify, students must pass an Airborne Physical Readiness Test. Prerequisites: U.S. Army ROTC Cadet status and permission of the Professor of Military Science. Summer.

MILS 204 - Airmobile Operations (2 cr hrs)
Students who successfully complete this two-week course at an Army post are awarded the prestigious Air Assault Badge. The course includes active participation in aircraft safety and familiarization in pathfinder techniques, airmobile insertions, basic rappelling and knots, advanced rappelling, helicopter rappelling, medical evacuation procedures, and rigging/sling loading of rotary wing aircraft. Offered annually during the summer. Prerequisite: U.S. Army ROTC Cadet status or permission of the Professor of Military Science. Summer.

MILS 300 - Leader's Training Course (6 cr hrs)
Four weeks military training at Fort Knox, KY, or 9 weeks of basic training will qualify you for the ROTC Advanced course. Equal to first two years of the on campus program. The Army pays housing, meals, travel expenses and a stipend (approximately $700) for the period. ROTC scholarships available. Summer.

MILS 301 - Advanced Leadership and Management I (3 cr hrs)
In-depth study of the management of personnel and programs, emphasizing military operations, terrain analysis, intelligence, and security. Survey of contemporary leadership issues, great leaders of history, and combat leadership. Weekly laboratory for practical application of leadership techniques. Two lectures and one two-hour lab per week. Prerequisite: MILS 202 or 300. Fall.

MILS 302 - Advanced Leadership and Management II (3 cr hrs)
Advanced principles of influencing human behavior applying the principles of planning, organizing, staffing, directing, and controlling in organizations. Includes detail knowledge of small unit tactics, land navigation, and communications. Two lectures and one two-hour lab per week. Prerequisite: MILS 202 or 300. Spring.

MILS 303 - Leader Development and Assessment Course (4 cr hrs)
Five weeks of practical leadership application training, performed primarily in a field environment, at an Army installation between the junior and senior years. Nurses may attend a three-week clinical phase in an Army hospital. The Army pays housing, meals, travel expenses, and a stipend (approx. $700) for the period. Prerequisites: MILS 302 and consent of Professor of Military Science**.** Summer.

MILS 304 - Cadet Troop Leader Training (3 cr hrs)
Assignment off-campus in an officer role with an active Army unit for three to five weeks in the summer after completion of Advanced Camp. Prerequisites: MILS 302, MILS 303 and consent of Professor of Military Science. Summer.

MILS 305 - Nurse Summer Training Program (NSTP) (2 cr hrs)
A three-week clinical experience for selected nurse cadets which provides opportunities to develop and practice leadership skills in a clinical environment. Incorporates use of military, leadership, clinical nursing, administrative, and interpersonal skills. Summer.

MILS 306 - Military Science Practicum I (1 cr hr)
Participation on the intercollegiate Ranger competition Team, Carson-Newman Color Guard, Marksmanship Competition team, or other selected official Military Science regular, on-going, supervised

activity. Prerequisite: Enrollment in the ROTC Program and permission of the Professor of Military Science. Fall.

MILS 307 - Military Science Practicum II (1 cr hr**)**
Additional hands-on experience in military enrichment activities which contribute to the development of leadership and management such as the intercollegiate Ranger Competition Team, Color Guard, Marksmanship Competition Team, Eagle Battalion Drill team, and other selected official Military Science regular, on-going, supervised developmental activities. Prerequisite: Enrollment in the ROTC Program and permission of the Professor of Military Science. Spring.

MILS 401 - Seminar in Leadership and Management I (3 cr hrs)
Case study/discussion of topics in individual leadership and organizational management. Emphasis on functions and role of an officer in charge of a military unit. Operations, training, administration, and logistical support of organizations are covered in-depth, with the student practicing leadership and management skills in a designated cadet battalion leadership position. Two lectures and one two-hour lab a week**.** Prerequisite: MILS 302.

MUSIC

MUSC 100 - Music Appreciation (3 cr hrs)
Study of the elements and styles of music through listening, reading, and lecture. Reading knowledge of music is not required. *This course meets a General Education Core Curriculum requirement.* Fall/Spring.

MUSIC ENSEMBLE*
MUSC 103 - Tri-State Community Chorus (1 cr hr)
MUSC 143A - Pep Band (1 cr hr)
MUSC 143G - Jazz Ensemble (1 cr hr)
MUSC 153 - Concert Band (1 cr hr)
MUSC 195 - Music Ensemble (1 cr hr)
*Each music ensemble course may be repeated for additional credit. Fall/Spring.

MUSC 467 – Music of Appalachia (3 cr hrs)
This course is an introduction to Appalachian Music. It will examine several different musical styles from this genre including both vocal and instrumental. The goals of this course include developing an appreciation of Appalachian Music as well as gaining an understanding of the common performance practices associated with this musical dialect. Alternate years as needed.

MUSC 468 - Survey of World Music (3 cr hrs)
This course is designed to familiarize students with selected music cultures from around the world and at home. *This course meets a General Education Core Curriculum requiremen*t. Alternate years as needed.

NURSING

NURS 115 - Foundations of Nursing (6 cr hrs)
(4 hr lecture, 2 hr laboratory/clinical) Introducing the nursing process with focus on the development of psychomotor and psychosocial skills. The Roy Adaptation Model (RAM) of Nursing is introduced and is utilized as basis for promotion of adaptation in human persons as evidenced in the four adaptive modes: physiologic, self-concept, role function, and interdependence; emphasis on beginning recognition of adaptive human responses versus ineffective responses. History of nursing, selected theories of nursing, nursing roles, and definitions of human person, environment, health, and nursing are discussed; beginning skills related to basic nursing care, communication, and assessment are included. Clinical learning experiences occur in the campus lab and in structured health care facilities with adults. Prerequisite: admission to the ASN program. Pre- or Corequisite: BIOL 261, MATH 105 or higher.

NURS 124 - Humans as Adaptive Systems: Promotion of Adaptation in the Physiologic Mode (for LPN-RN students only) (5 cr hrs) (3 hr lecture, 2 hr clinical)
Bridging the gap between the role of LPN and basic nursing practice as an RN. Focus is on recognition of adaptive human responses versus ineffective responses related to the physiologic mode of human adaptive systems. The RAM nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the identified physiologic mode needs. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. In addition to the classroom and campus laboratory, clinical learning experiences occur in community and hospital settings with adults. Prerequisite: Admission into the LPN-RN program. Pre- or Corequisite: BIOL 261 and BIOL 262, PSYC 100 or 221.

NURS 125 - Humans as Adaptive Systems: Promotion of Adaptation in the Physiologic Mode (6 cr hrs)
(3 hr lecture, 3 hr clinical) Focusing on recognition of adaptive human responses versus ineffective responses related to the physiologic mode of human adaptive systems. The RAM nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the identified physiologic mode needs. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. In addition to the classroom and campus laboratory, clinical learning experiences occur in community and hospital settings with adults. Prerequisite: NURS 115 or its equivalent. Pre- or Corequisite: BIOL 261 and BIOL 262, PSYC 100 or 221.

NURS 126 - Humans as Adaptive Systems: Promotion of Adaptation in the Psychosocial Modes (3 cr hrs)
(2 hr lecture, 1 hr clinical) Focusing on recognition of adaptive human responses versus ineffective responses related to the 3 psychosocial modes of human adaptive systems. The RAM nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the psychosocial modes: self-concept, role function, and interdependence. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. Clinical experiences occur in community and/or hospital mental health care facilities with adults/children/adolescents. Prerequisites: NURS 115, BIOL 261. Pre-or Corequisite: NURS 125, BIOL 262, PSYC 100 or 221. Pre- or Corequisite for LPN-RN students: NURS 124, BIOL 262, PSCY 100 or 221.

NURS 241 - Promotion of Adaptation in Adults (I) (7 cr hrs)
(4 hr lecture, 3 hr clinical) Utilizing the RAM nursing process to promote adaptation in young, middle-age, and elder adults; focusing on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to oxygenation (respiratory, cardiac); fluid, electrolyte, and acid-base balance (renal/urinary); activity/rest (musculoskeletal); endocrine function. Use of current research findings in promotion of adaptive physiologic, self-concept, role function, and interdependence responses in the adult. Clinical experiences occur in community and/or hospital settings. Prerequisites: NURS 125, NURS 126 Pre-or Corequisite: NURS 245 or NURS 246. Prerequisite for LPN-RN students: NURS 124, NURS 126. Pre- or Corequisites: NURS 245 or NURS 246.

NURS 242 - Promotion of Adaptation in Adults (II) (6 cr hrs)
(3 hr lecture, 3 hr clinical course) A continuation of promotion of adaptation in young, middle-age, and elder adults. Utilizes the RAM nursing process to focus on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to protection (hematologic, immune, integument); nutrition, elimination (gastrointestinal); senses; neurologic function. Use of current research findings in promotion of adaptive physiologic, self-concept, role function, and interdependence responses in adults. Clinical experiences occur in community and/or hospital settings.

Prerequisites: NURS 241. Pre-or Corequisite: NURS 245 or NURS 246.

NURS 244 - Promotion of Adaptation in Adults (II) (For LPN-RN students only) (5 cr hrs) (3 hr lecture, 2 hr clinical)
For LPN-RN students that is a continuation of promotion of adaptation in young, middle-age, and elder adults. Utilizes the RAM nursing process to focus on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to protection (hematologic, immune, integument); nutrition, elimination (gastrointestinal); senses; neurologic function. Use of current research findings in promotion of adaptive physiologic, self-concept, role function, and interdependence responses in adults. Clinical experiences occur in community and/or hospital settings. Prerequisites: For LPN-RN students only; NURS 241. Pre- or Corequisites: NURS 245 or NURS 246.

NURS 245 - Promotion of Adaptation in Children (3 cr hrs)
(2hr lecture, 1hr clinical) Utilizing the RAM nursing process to promote adaptation in children; specifically focuses on adaptive and ineffective responses seen in infants, toddlers, preschool children, school-age children, adolescents, and their families. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states examined. Use of current research findings in promotion of adaptive physiologic, self-concept, role function, and interdependence responses in children and their families. Clinical experiences occur in community and/or hospital settings. Prerequisites: NURS 125. Pre-or Corequisite: NURS 241 or NURS 242 or permission of ASN Program Chair. Pre- or Corequisite for LPN-RN students: NURS 241 or NURS 244 or permission of ASN Program Chair.

NURS 246 - Promotion of Adaptation in Childbearing Families
(3 cr hrs) (2 hr lecture, 1 hr clinical) Utilizing the RAM nursing process to promote adaptation in childbearing families; specifically focuses on adaptive and ineffective human responses seen in women, including childbearing years, neonates, and families. Physiological and behavioral deviations associated with ineffective human responses seen in compensatory and/or compromised health states examined. Use of current research findings in promotion of adaptation for human persons/family adaptive systems included. Clinical learning experiences occur in campus laboratory and in community and/or hospital settings to develop skills in providing care for human persons/families. Prerequisites: NURS 125. Pre-or Corequisite: NURS 241 or NURS 242 or permission of ASN Program Chair. Pre- or Corequisite for LPN-RN students: NURS 241 or NURS 244 or permission of ASN Program Chair.

NURS 290 - Nursing Seminar (2 cr hr)
Current trends and issues in nursing, application of nursing care to promote adaptation for human persons and families, management principles, application for licensure, job seeking skills, and continuing education activities. Prerequisite: NURS 241. Pre-or Corequisite: NURS 242. Prerequisite for LPN-RN students: NURS 241. Pre- or Corequisite for LPN-RN students: NURS 244. Prerequisite Course taken in last semester of ASN program.

NURS 300 - Transitions to Professional Nursing (2 cr hrs)
Bridges the gap between basic nursing education and professional nursing practice. Current trends and issues in nursing; philosophies and theories influencing nursing; role transition; analysis of the nursing process as applied to human persons, families, groups, communities, and society to promote adaptation in today's health care environment. Prerequisite: admission to the RN-BSN Option; must be taken in first semester of RN-BSN program.

NURS 310 - Pharmacology to Promote Adaptation (3 cr hrs)
Introduction to the basic principles of pharmacology and to the broad spectrum of commonly used prescriptive medications in the promotion of human health and adaptation. Historical and cultural perspectives and current pharmacological principles addressed. Role of the professional nurse in administering medication, client education, cultural diversity, and drug abuse prevention. Prerequisites: NURS 320, 330, 340, 350. Corequisites: NURS 360, 375. RN-BSN Option: Pre – or Corequisite: NURS 300.

NURS 320 - Concepts and Fundamentals of Professional Nursing
(7 cr hrs) (5 hr lecture, 2 hr clinical)
Focus on beginning professional nursing practice. Discussion of health care policy and financial systems; current regulatory measures affecting nursing care delivery; review of evidence-based practice guidelines; nursing philosophies and theories; role transition; analysis of the culturally sensitive nursing process as it is applied to human persons, families, groups, communities, and society to promote adaptation in today's health care environment. Evaluates the nursing paradigm concepts (person, health, nursing and environment) as described by the Roy Adaptation Model (RAM). Clinical experiences occur in the campus laboratory and various health care settings. Prerequisites: general education courses/admission to nursing program; Corequisites: NURS 330, 340, 350.

NURS 330 - Health Assessment of Humans as Adaptive Systems
(3 cr hrs)(2 hr lecture, 1 hr clinical)
Principles and theories of health screening; development of history taking skill, physical assessment, and communication skills necessary to synthesize a culturally sensitive nursing database to determine health status in the four adaptive modes: physiologic, self-concept, role function, and interdependence. Prerequisites: general education courses/admission to nursing program; Corequisites: NURS 320, 340, 350. RN-BSN Option: Pre – or Corequisite: NURS 300.

NURS 340 - Foundations of Nursing Informatics (3 cr hrs)
Examines the evolution, role, and future of nursing informatics. Benefits of information technology integration into nursing practice are evaluated. Prerequisite: general education courses/admission to nursing program. Corequisites: NURS 320, 330, 350.
RN-BSN Option: Consent of the student's academic advisor if current ASN student. Pre – or Corequisite: NURS 300.

NURS 350 - Pathophysiology of Ineffective Human Responses
(3 cr hrs)
Builds on concepts and principles from the basic sciences. Emphasis on pathological responses to illness and concepts of adaptation and the culturally sensitive analysis of genetic, physiological, and behavioral deviations associated with ineffective human adaptive responses in compensatory and/or compromised health states. Prerequisites: general education courses/admission to nursing program. Corequisites: NURS 320, 330, 340.RN-BSN Option: Pre – or Corequisite: NURS 300.

NURS 360 - Promotion of Adaptation: Young, Middle, and Elderly Adults I (8 cr hrs) (4 hr lecture, 4 hr clinical)
Utilizes the RAM nursing process to promote adaptation in young, middle-age, and elderly adults. Focuses on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to oxygenation (respiratory, cardiac); fluid, electrolyte, and acid-base balance (renal-urinary); activity/rest (musculoskeletal); endocrine function; and neurologic functions. Incorporates research findings in promotion of adaptive, physiologic, self-concept, role function, and interdependence responses in the adult. Clinical experiences occur in a variety of health care settings. Prerequisites: NURS 320, 330, 340, 350. Corequisites: NURS 310, 375.

NURS 375 - Promotion of Adaptation in Groups, Communities, and Transcultural Societies (5 cr hrs) (3 hr lecture, 2 hr clinical)
Evaluation of the role of community in the promotion of adaptation of individuals, families, groups, and society with regard to the 4 RAM modes; culturally sensitive assessments of group, and community; assessment of societal resources; promotion of patient safety across the lifespan; and prevention/control of communicable diseases across the lifespan. Clinical experiences occur in a variety of health care settings.

Prerequisites: NURS 320, 330, 340, 350. Corequisites: NURS 310, 360. RN-BSN Option: Pre – or Corequisite: NURS 300.

NURS 380 - Substance Abuse in Society (2 cr hrs)
The study of issues arising from the intentional or inadvertent abuse of misuse of drugs and good as well as the legal and physical implications of such behavior. Emphasis is placed on theories of causation and treatment methodologies. The course will emphasize the scientific theories related to the causes and treatment for abuse or misuse of substances such as recreational drugs (opiates, Hallucinogens, marijuana, steroids), prescription and/or over the counter drugs, tobacco, alcohol, and caffeine. Pre- or Corequisites: NURS 115 or equivalent.

NURS 390 - Promotion of Adaptation in the Elderly (2 cr hrs)
Enhances the knowledge and skills of the professional nurse in assessing and promoting adaptation for the expanding population of elderly adults. Use of research findings in promotion of adaptive physiologic, self-concept, role function, and interdependence responses in the elderly adult. Prerequisite: Consent of the student's academic advisor; RN-BSN Option: Consent of the student's academic advisor if current ASN student. Pre – or Corequisite: NURS 300.

NURS 415 - Promotion of Adaptation in Newborns, Women, and Childbearing Families (5 cr hrs) (3 hr lecture, 2 hr clinical)
Utilizes the RAM nursing process to promote adaptation in childbearing families. Nursing interventions are based on research findings to maximize the childbearing family's physiologic-physical, self-concept-group identity, role function, and interdependence modes. Focus on adaptive and ineffective human responses seen in pregnancy and the childbearing process. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states are examined. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses and NURS 425, 430, 435 (Harrogate site). Corequisites: NURS 425, 430 or NURS 460, 470, 480.

NURS 425 - Promotion of Adaptation in Infants, Children and Adolescents (5 cr hrs) (3 hr lecture, 2 hr clinical)
Utilizes the RAM nursing process to promote adaptation in children. Nursing strategies are based on research findings to maximize the child's physiologic-physical, self-concept, role function, and interdependence modes. Focus on adaptive and ineffective human responses seen in children. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states are examined. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses. Corequisites: NURS 415, 430 or NURS 435, 430.

NURS 430 - Nursing Research (3 cr hrs) *Senior Writing Requirement*
Roy's Adaption Model posits that persons and the Earth have common patterns and integral relationships which can be studied and described through systematic methods of research. Research terminology, methods of sampling, research design, data analysis, and significance of research findings. Evaluation of research data to foster evidence-based nursing practice in promotion of adaptation for human systems in the four adaptive modes. Prerequisites: completion of 300-level Nursing courses. Corequisites: NURS 415, 425 or NURS 425, 435. RN-BSN Option: Pre – or Corequisite: NURS 300.

NURS 435 - Promotion of Psychosocial Adaptation (5 cr hrs)
(3 hr lecture, 2 hr clinical) Emphasis on nursing interventions that focus on the promotion of adaptation of clients with acute, chronic, and complex mental health problems across the life span. Current trends, ethical and legal issues, political, economic, cultural, and social issues that influence the health care of mental health clients and families are examined. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses and NURS 415, 425, 430 (Cedar Bluff site). Corequisites: NURS 460, 470, 480 or NURS 425, 430.

NURS 460 - Promotion of Adaptation: Young, Middle and Elderly Adults II (5 cr hrs) (3 hr lecture, 2 hr clinical)
Utilizes the RAM nursing process to promote adaptation in young, middle-age, and elderly adults. Focuses on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to multi-system conditions/diseases/states. Incorporates research findings in promotion of adaptive, physiologic, self-concept, role function, and interdependence responses in the adult. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses and NURS 425, 430 and NURS 415 or 425. Corequisites: NURS 415 or 435 and 470, 480.

NURS 470 -Professional Nursing Role Development/Preceptorship (4 cr hrs) (2 hr lecture, 2 hr clinical)
Facilitates transition from the role of student to that of beginning professional nurse. Focus on the baccalaureate nurse as a leader/manager and member of an inter-professional health care team in the promotion of adaptation for the human system. Emphasis on theories of critical thinking, health care administration, quality improvement, organizational management, and leadership as applied to the delivery of health care. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses, NURS 430; Corequisites: NURS 435, 460, 480 or NURS 415, 425, 480. RN-BSN Option: Pre – or Corequisite: NURS 300.

NURS 480 - Senior Nursing Seminar (1 cr hr)
Culminating capstone course designed to demonstrate a synthesis of knowledge presented throughout the generic nursing curriculum. Facilitates achievement of program outcomes through integration of content review with a systematic analysis of questions, critical thinking activities, refinement of test taking skills, and preparation for the NCLEX-RN. Prerequisites: completion of 300-level Nursing courses and NURS 425, 430 and NURS 415 or 425. Corequisites: NURS 415 or 435 and 460, 470.

NURS 490- Senior Nursing Seminar for Registered Nurses (1 cr hr)
Culminating capstone course designed to demonstrate learning gained from coursework in nursing and General Education Core Curriculum. Communication, critical thinking, and therapeutic nursing skills are examined through oral and written assessments, including standardized tests, papers, and student presentations. Course must be taken in last semester of RN-BSN program.

- **Please check the nursing site to which you were accepted for information regarding which semester NURS courses are offered.**

NURSING HOME ADMINISTRATION

NHA 498 - Nursing Home Administration Internship (9 cr hrs)
Students must complete a four hundred (400) hour internship taken for credit and served in a licensed long-term care nursing facility. This course provides on-the-job experience directed by a member of the School of Business faculty. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation with the supervising representative of the business/agency. LMU retains ultimate control and supervision of the internship. The internship component of the program provides students with the opportunity to obtain experience within an area of nursing home administration as required by the State of Tennessee.

EXERCISE SCIENCE

PEXS 200 – Introduction to Sport and Exercise Science (2 cr hrs)
Principles underlying the normative, sociological, biological, philosophical, and historical foundations of physical education and kinesiology. Fall.

PEXS 265 Injury Prevention and Emergency (3 cr hrs)
This course is designed to provide the student with an introduction to

sports first aid and injury prevention. It involves fulfilling the role of being a competent first responder to athletic injuries and illness. Fall.

PEXS 271 - Anatomy and Physiology for Sport (3 cr hrs)
The human body, organs and organ systems, and functions related to physical activity and sports.

PEXS 275 Technology for Sport and Exercise Science (2 cr hrs)
The purpose of this course is to familiarize and enhance Health, Physical Education, and Exercise Science majors with technology skills to support them in their field, including the K-12 setting. This course includes personal computer use in creating materials to enhance instruction and aid in assessment. Also included are other technologies, such as tablet devices (iPads), heart rate monitors, bioelectrical impendence, dartfish, and various field related software and internet tools. Spring.

PEXS 300 - Physiology of Exercise (3 cr hrs)
Components of physical fitness and athletic conditioning, adaptations in the body that result as consequence of short and long term exercise. Risk factors encountered by athletes and others involved in physical activity and the development of fitness and conditioning programs. Fall.

PEXS 303-Application of Exercise Physiology I (1 cr hr)
Laboratory experience examining the topics of homeostasis, bioenergetics, cell metabolism, and hormone responses as they relate to exercise. Additional topics to be covered are acute and chronic responses of the immune, nervous, skeletal, muscular, circulatory, and respiratory systems to exercise. Also included are acid-base balance, temperature regulation, and the physiology of training effect on various performance factors. Co-requisite: PEXS 300. Fall.

PEXS 310 - Measurement and Evaluation for Sport and Exercise Science (3 cr hrs)
Techniques to effectively evaluate skill achievement, deficiencies, and level of fitness and to cognitive abilities. Written test construction and fitness evaluation. Prerequisite: MATH105 Fall.

PEXS 313 – Issues in Sport –Youth thru Young Adult (3 cr hrs)
A theoretical approach to multiple social and ethical issues in youth and young adults. Examines positive and negative influences in youth and young adults in sports. Pre-requisites: at least Junior classification and ENGL 102. As needed.

PEXS 320 – Legal Aspects of Sports (3 cr hrs)
This course provides a foundation of legal knowledge for students to apply to the sport industry and opportunities for students to engage with the legal information through assignments and examinations. Topics to be discussed include sports in society, torts, risk management, discrimination, drug testing, contracts, antitrust law, labor relations, agents, intercollegiate and interscholastic athletic issues, and international sports. As needed.

PEXS 344 - Human Learning and Psychomotor Development (3 cr hrs)
Developmental stages of the young child; curriculum, methodology, resources, assessment, game and rhythmic activities, and safety of learning environment. Clinical and field-based experiences included.

PEXS 350 Sport and Exercise Psychology (3 cr hrs)
This course is a detailed study of the application of selected psychological variables for coaches and individuals who participate in physical activity and sport. Variables such as motivation, stress, arousal, and various intervention techniques that significantly affect the acquisition and performance of skilled behavior will be studied.

PEXS 354 Techniques and Coaching of Sports Skills (3cr hrs)
This course is designed to provide a theoretical foundation for research in the development of cognitive and motor processes which underlie skilled sport performance. Emphasis is on the acquisition and integration of sports skills strategies and sports skills.

PEXS 360 - Games and Dance (3 cr hrs)
Teaching basic games, gymnastics, dance, and rhythm activities for the skilled, unskilled, and special needs learner. As needed.

PEXS 372 - Kinesiology and Biomechanics (3 cr hrs)
Basic movement and function of the muscular and skeletal systems; application of basic physics and biomechanical principles to improve sport performance. Prerequisites: MATH. Spring.

PEXS 385 - Scientific Foundations of Strength and Conditioning (3 cr hrs)
This course is intended to serve as preparation for the certified strength and conditioning specialist examination. It will include material covering the concepts and applications of the exercise sciences, nutrition sciences, performance enhancing substances, psychology of performance, and age-and sex-related differences in regards to resistance training. Prerequisite: PEXS 300.

PEXS 386 - Practice and Application of Strength and Conditioning (3 cr hrs)
This course is intended to serve as preparation for the certified strength and conditioning specialist examination. It will include material covering the concepts and applications of testing and evaluation, exercise techniques, program design, and organization and administration of resistance training. Prerequisite or Corequisite: PEXS 385.

PEXS 400 Exercise Physiology II (3 cr hrs)
This course functions as an advanced supplement to PEXS 300 Exercise Physiology. In addition to reviewing the major concepts from PEXS 300, this course will also focus on topics such as: Acid-base balance during exercise, temperature regulation, chronic disease, exercise prescriptions for health and fitness, exercise for special populations, factors affecting performance, training for the female athlete, children, special populations, and the masters athlete. This course will also involve more intensive laboratory experiences. Prerequisite: PEXS 300. Spring.

PEXS 403 Application of Exercise Physiology II (1 cr hr)
This course will cover the topics of homeostasis, bioenergentics, cell metabolism, and hormone responses as they relate to exercise. Additional topics to be covered are acute and chronic responses of the immune, nervous, skeletal, muscular, circulatory, and respiratory systems to exercise. Also included are acid-base balance, temperature regulation, and the physiology of training effect on various performance factors. Pre-requisites: PEXS 300, Co-requisites: PEXS 400. Spring.

PEXS 430 - Organization and Administration (3 cr hrs)
Principles and procedures of organization, supervision, planning, budgeting, evaluation, and legal responsibilities in physical education, sport, and athletic training programs.

PEXS 434 – Foundations and Administration of Healthcare Programs (3 cr hrs)
Principles and procedures of administration, supervision, planning, budgeting, human resources, legal liability concerns, and administrative issues concerning the operation of a health care facility. Foundations and administrative issues concerning the operation of a health care facility with practical hands-on approach. Pre-requisite: at least Junior classification and ENGL 102

PEXS 435 – Exercise Prescription (3 cr hrs)
This course is designed to introduce the student to the parameters of exercise prescription for various special populations, including pregnant women, children and adolescents, older adult, cardiac disease, environmental considerations, and other various disease states. The course will also include information on exercise testing in pre-exercise, health-related physical fitness, and clinical settings.

PEXS 436 Ergogenic Aids in Sports (3 cr hrs)
Ergogenic Aids are defined as substances, nutritional supplements, or practices intended to increase sport performance. This course educates students of the positive and negative uses of ergogenic aids. An evidence-based approach will be taken to evaluate the most current literature regarding the usage and safety of relevant ergogenic aids as well as prevention of ergogenic aid abuse and misuse. Current usage

guidelines, limitations, consequences, and ethical considerations regarding certain ergogenic aid usage will be discussed. Prerequisites: PEXS 300 & HLTH 425. As needed.

PEXS 440 - K-12 Curriculum and Methods in Physical Education (3 cr hrs)
Principles and procedures for developing a comprehensive physical education curriculum for the K-12 grades. Prerequisites: PEXS 372, 310, and 344. As needed.

PEXS 444 – Advanced Sports Emergency Care (3 cr hrs)
This course is designed to provide the student with advanced knowledge and skills to meet the needs of most injury situations when emergency first aid and care is critical to saving a life and minimizing the severity of injuries. The course includes examining risk management, prevention strategies, various risk factors related to sports and exercise, and discussion of personal safety and accident prevention. Pre-requisite: at least Junior classification, ENGL 102 and HLTH 120/CPR certification. Fall.

PEXS 450 - Leadership in Sports and Coaching (3 cr hrs)
Motivation, conditioning practice and game preparation, budget, strategies, public relations, and coaching ethics.

PEXS 474 – Injury Evaluation of Upper & Lower Extremities (3 cr hrs)
Analysis of musculoskeletal injuries and conditions of the extremities, injury pathology, evaluation techniques, and orthopedic assessment as pertaining to the upper extremity and lower extremity. Pre-requisite: at least Junior classification and ENGL 102. Fall.

PEXS 476 – Evidence Base Practice & Research Methods (3 cr hrs)
This course will focus on outlining the foundations of evidence-based practice and research in healthcare. The student will gain a basic understanding of principles in evidence-based practice and how to incorporate those principles into clinical practice. Pre-requisite: at least Junior classification and completion of the Junior writing requirement. Fall.

PEXS 480 - Physical Education for Special Populations (3 cr hrs)
Identification of abnormalities and classification of special cases requiring modified physical education; methods of assisting special needs individuals to adapt. Prerequisite: Junior/Senior classification.

PEXS 485 Research Methods (3 cr hrs)
This course is designed to introduce students to methods and statistics common to Exercise Science and Health research. Specifically, students will develop a working knowledge of how to interpret published research, design research, analyze data, and present research in a scientific format. Students will learn the basic concepts of research and the research process. Students will prepare and present a research proposal as part of this course. Prerequisite: PEXS 310.

PEXS 487 – Therapeutic Modalities in Health Care (3 cr hrs)
Provides students with foundational knowledge of electrotherapy, therapeutic modalities, ultrasound, and current trends in therapeutic modalities. Pre-requisites: PEXS 476. Spring.

PEXS 488 – Rehabilitation & Therapeutic Exercise (3 cr hrs)
Practical application of rehabilitation and therapeutic exercise techniques related to general rehabilitation concepts. Pre-requisites: PEXS 476. Spring.

PEXS 493A - Practicum in Exercise Science (3 cr hrs)
This course is intended to serve as a capstone experience for the Exercise Science student. This is a course in which the student will demonstrate all that they have learned throughout the program through papers and presentations. Students will have 2 credits standard lecture and one (1) credit field experience with 60 contact hours. Prerequisite: Approval of Academic Advisor. Fall and Spring.

PEXS 493B - Practicum in Coaching (3 cr hrs)
Supervised experience in a coaching environment, assisting in design of practice and game plans, workouts, and learning experiences. Students will have two (2) credits standard lecture and one (1) credit field experience with 60 contact hours. Prerequisites: PEXS 450. As Needed.

PEXS 493C - Practicum in Strength and Conditioning (3 cr hrs)
This course is intended to serve as preparation for the certified strength and conditioning specialist examination. It will include a review of the material covered in PEXS 385 and 386 such as: the concepts and applications of the exercise sciences, testing and evaluation, exercise techniques, program design, and organization and administration. Students will have two (2) credits standard lecture and one (1) credit field experience with 60 contact hours. Prerequisites: PEXS 385, PEXS 386.

PEXS 494 – General Medical Considerations in Sports Therapy (3 cr hrs)
Provides students foundational knowledge in the common medical conditions and pharmacological interventions associated with the body systems (digestive, sensory, nervous system, urinary system, immune system, skin disorders/integumentary system, endocrine disorders, lymphatic system, cardiovascular and respiratory systems). Pre-requisites: PEXS 476. Spring

PEXS 497 – Senior Seminar in Exercise & Rehabilitation Science (3 cr hrs)
Course will serve as a capstone for the Sport Therapy concentration and include discussions of topics relevant to professionals in various sports therapy professions. Students will complete practice written and practical test. PEXS 497 represents the culmination of the academic and clinical progression through the Sports Therapy concentration. Pre-requisite: PEXS 476. Spring.

PHILOSOPHY

PHIL 100 - The Meaning of Life (3 cr hrs)
Readings in documents that have attempted to answer the question: What is the meaning of life? Texts include: those of Plato, Confucius, Epictetus, Marcus Aurelius, Martin Buber, C.S. Lewis, Camus, Sartre, the Book of Ecclesiastes, the Book of Job. *This course meets a General Education Core Curriculum requirement.* Spring.

PHIL 200 - Introduction to Philosophy (3 cr hrs)
A survey of the major questions and issues in philosophy, including the scope and justification of knowledge, the nature of truth and reality, determinism and free will, the mind-body problem, the existence of God, and the nature and scope of morality. *This course meets a General Education Core Curriculum requirement*. Fall.

PHIL 210 – Logic and Critical Thinking (3 cr hrs)
A study of the methods and principles of sound reasoning and their application to important issues in the public square. The course will discuss the nature of arguments and how to evaluate them, covering such topics as deduction and induction, informal fallacies, and techniques for critically analyzing controversial claims. *This course meets a General Education Core Curriculum requirement*. Fall alternate years.

PHIL 311 - Ancient & Medieval Philosophy (3 cr hrs)
A survey of the major philosophers and their ideas from the Ancient Greek period through the Medieval period. Fall alternate years.

PHIL 312 - Modern & Contemporary Philosophy (3 cr hrs)
A survey of the major philosophers and their ideas from the Modern period to the Contemporary period. Spring alternate years

PHIL 330 - Ethics (3 cr hrs)
A study and evaluation of major ethical theories such as moral relativism, Kantian deontology, utilitarianism, natural law theory, and divine command ethics. Application of these theories will be made to important ethical issues such as abortion, euthanasia, capital punishment, human cloning, and war. *This course meets a General Education Core Curriculum requirement*. Spring.

PHIL 340 – Philosophy of Religion (3 cr hrs)
An examination of the rational justification of religious belief. The focus will be on central issues in the Western philosophical tradition

such as the nature and existence of God, miracles, the problem of evil, and religious pluralism. Fall alternate years.

PHIL 430 - Medical Ethics (3 cr hrs)
Explores bioethical theory applied to medical issues such as human research, confidentiality, personhood, defining health and disease, euthanasia, patient rights. Case analysis emphasized. Prerequisite: ENGL 240 or 250. *This course meets a General Education Core Curriculum requirement*. Fall and Spring.

PHYSICS

PHYS 100 - Introduction to Physics (3 cr hrs)
An elementary treatment of the principles of physics: mechanics, thermodynamics, waves, sound, electricity, optics, and elementary quantum mechanics. Corequisite: PHYS 100 Lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement*. Fall/Spring.

PHYS 211-212 - General Physics I, II (3, 3 cr hrs)
This is a two-course sequence studying the topics of mechanics, sound, heat, optics, electricity, and magnetism. Prerequisite for PHYS 211 is (1) a Math ACT sub-score of 26 or higher, or (2) successful completion (grade of C- or better) in MATH 120 Trigonometry, or (3) successful completion (grade of C- or better) in MATH 150 Calculus I. Prerequisite for enrollment in PHYS 212 is successful completion (grade of C- or better) in PHYS 211. Co-requisite: PHYS 211-212 labs, 1 credit hour each. *These courses meet a General Education Core Curriculum requirement.* PHYS 211, Fall; PHYS 212, Spring.

PHYS 215-Applications of Calculus to General Physics I (1 cr hr)
An extension to PHYS 211 developing the same concepts (mechanics, waves, and thermal physics) from a calculus-based approach. Both differential and integral calculus will be used to solve problems, as well as including more rigorous treatment of vectors.
Corequisites: PHYS 211, PHYS211L, MATH 150 (Calculus I). Fall.

PHYS 216-Applications of Calculus to General Physics II (1 cr hr)
An extension to PHYS 212 developing the same concepts (electricity, magnetism, circuits, and optics) from a calculus-based approach. Both differential and integral calculus will be used to solve problems, as well as including more rigorous treatment of vectors. Corequisites: PHYS 212, PHYS212L, MATH 250 (Calculus II). Spring.

PHYS 320- Modern Physics (3 cr hrs)
An introduction to the concepts of modern physics. Topics include relativistic dynamics, quantum mechanics, statistical physics, particle physics, and solid state physics. Prerequisites: PHYS 212, PHYS 216. Fall

PHYS 350-Introduction to Electronics (3 cr hrs)
An introductory course to serve as a survey of electronics, particularly as applicable to laboratory work. Topics include basic electronic components, circuits, op-amps, data acquisition, and instrumentation interfacing. Prerequisite: PHYS 212. Co-requisites: PHYS 350 lab, one (1) credit. Fall.

POLITICAL SCIENCE

POLS 100 - American Government: National (3 cr hrs)
Examination of the basic principles, institutions, and processes of American national government, with a focus on the Constitution, the Presidency, Congress, the Supreme Court, political parties, and other political and public institutions. *This course meets a General Education Core Curriculum requirement.* Fall.

POLS 220 – **Introduction to Public Administration** (3 cr hrs)
Introduction to the theory and practice of public administration. Emphasis on the role of public servants, the relationship between politics and public management, political accountability of public agencies, organizational theories, and administrative policymaking. Spring.

POLS 240 – Introduction to Political Ideas (3 cr. hrs.)
Study of perennial philosophic questions of political life including, "What is justice?" "What is the purpose of government?" and "What is the best possible regime?" Such questions will be considered by carefully reading classic works of political philosophy and literature. Prerequisite: ENGL 102. *This course meets a General Education Core Curriculum requirement*. Fall.

POLS 250 – **Introduction to International Relations** (3 cr. hrs.)
Introduction to the theory and practice of international politics through examination of the economic, military, and political forces which operate among states, international organizations, and other actors. Prerequisite: ENGL 102. *This course meets a General Education Core Curriculum requirement.* Spring.

POLS 320 - Comparative Politics (3 cr hrs)
Comparative study of political systems of industrialized and developing countries. Fall.

POLS 322 - Introduction to Public Policy (3 cr hrs)
Study of the nature of the public policymaking process as it reveals itself in the creation, formulation, and implementation of public policy. Prerequisite: ENGL 102. Spring.

POLS 324 - Law and the Judicial System (3 cr hrs)
An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of jurisprudence and legal studies. Prerequisite: ENGL 102 or POLS 100 Spring.

POLS 325 – State and Local Government (3 cr hrs)
Study of state, county, and municipal government. Emphasis on the institutional structure of government, the principles of federalism as they apply to state and local governments, the policymaking process, and inter/intra agency relations. Prerequisites: POLS 100 OR POLS 220 OR ENGL 102.

POLS 331 - Introduction to Constitutional Law (3 cr hrs)
This is a study of major developments and cases in constitutional law as interpreted by the Supreme Court. This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting. Prerequisites: ENGL 102 or POLS 100. Fall.

POLS 332 - Politics and the Legislative Process (3 cr hrs)
Understanding the legislative process with special attention given to the role of interest groups, constituency, and political parties. Prerequisite: ENGL 102. Spring.

POLS 335 – The Presidency (3 cr. Hrs.)
Study of the history and evolution of the political and constitutional roles of the U.S. presidency. Emphasis on presidential elections, the president's relationship to the legislative and judicial branches, and the expanding foreign policy role. Prerequisites: ENGL 102, POLS 100.

POLS 350 – **American foreign and Security Policy** (3 cr. Hrs.)
Study of the major issues relating to American foreign policy and national security including the foreign policymaking process, economic agreements, geopolitical rivals, terrorism, weapons proliferation, and energy concerns. Prerequisite: POLS 250.

POLS 441 – Liberal Democracy and its Critics (3 cr. Hrs.)
An in-depth study of the origins and evolutions of the concept of liberal democracy and its prominent critics, including those from conservative, Marxist, and existential perspectives. Examines the work of Locke, prominent American founders, Mill, Rawls, Rousseau, Burke, Marx, Nietzsche and MacIntyre. Prerequisite: POLS 240.

POLS 497 - Political Science Seminar (3 cr hrs)
Seminar on selected problems in political science. Fall/Spring as needed. Prerequisites: POLS 100 , and Senior status. Spring.

POLS 498 - Internship (3 cr hrs)
Staff/apprentice work at a law firm, government or other political or large organization or agency. Each credit hour earned requires 60 hours of logged-on, on-duty work. The student must submit a written report or journal at the conclusion of the internship and other requirements as stated in syllabus. The internship is monitored and evaluated by a faculty sponsor, in verification and close consultation

with the supervising representative of the organization. Prerequisites: POLS 100. Fall/Spring/summer as needed.

PRE-REHABILITATION SCIENCES

PRS 185 – Freshman Seminar in Rehabilitation Sciences (1 cr hr)
This course is the first in the sequence of two courses designed to introduce students to the rehabilitation science professions and to the professional phase of the physical and occupational therapy curriculum. Students will be introduced to the history of the physical and occupational therapy professions, scope of practice, professional organizations, roles of other health care professionals, and the importance of scientific research and its link to the concept of evidence-based practice. Concepts related to the managed care and the changing healthcare environment will be explored as they relate to the healthcare professional and consumer. Additionally, issues of contemporary practice will be discussed and debated.

PRS 285 – Sophomore Seminar in Rehabilitation Sciences (1cr hr)
This course is the second in a sequence of two courses designed to introduce students to the professional phase of the physical and occupational therapy curriculum and the profession. Topics will include principles of therapeutic communication, ethics and core values, sociocultural issues and cultural fluency in health care delivery, issues in professional continuing education in a dynamic profession, computer literacy in physical and occupational therapy, and an introduction to rehabilitation science medical terminology and documentation formats in physical and occupational therapy.
Prerequisite: PRS 185 or permission of instructor.

PRS 385 – Junior Seminar in Rehabilitation Sciences (1cr hrs)
the physical therapist as an educator addressing the changing needs of the learner across the lifespan. We will begin with an exploration of the role of education in health care including its historical evolution, and associated ethical, legal, and economic issues. Topics will include theoretical models of adult learning styles, adult learning theories, cognitive development, and taxonomies of educational objectives. Principles of teaching and learning will be applied in the affective, cognitive, and psychomotor domains. As the course progresses we will explore characteristics of the learner including: assessment of the learner's needs across the lifespan, and contextual factors that influence the process of learning including adherence, empowerment, and motivation. Cross-cultural issues broadly defined that affect the teaching and learning process will be discussed including: access to healthcare, age, culture, disability, family, gender, poverty, religion, and socio-economic status. Throughout this course students will formally and informally present content to their peers affording the opportunity for application of course content, practice, and feedback. The final course presentation is evidence-based and draws on work completed in PRS 185 and PRS 285.
Prerequisite: PRS 285

PSYCHOLOGY

PSYC 100 - Introduction to Psychology (3 cr hrs)
An introduction to the basic concepts, methods, theories and applications of psychology. Survey of the major areas of psychology such as the scientific method, biological basis of behavior, sensation, perception and consciousness, conditioning and learning, memory and cognition, motivation and emotions, personality and mental disorders. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

PSYC 221 - Child & Adolescent Development (3 cr hrs)
Developmental transitions from infancy through adolescence. Emphasis on biological, psychological, and socio-cultural factors affecting change and stability across this age span. *This course meets a General Education Core Curriculum requirement. Fall, Spring.*

PSYC 222 - Adult Development (3 cr hrs)
Study of adult life with emphasis on mid-life change and stability. Topics include methodology, theories, and research related to adult changes in cognition, personality, and socioemotional life from 20 to 70 years of age. *This course meets a General Education Core Curriculum requirement. Spring.*

PSYC 255 – Introduction to Social Psychology (3 cr hrs)
Social factors of human behavior; social-cognition, interpersonal influences, and relations; group process; interplay of individuals, groups, and society. Prerequisites: PSYC 100. Fall/Spring as needed.

PSYC 260 Introduction to Evolutionary Psychology. (3 cr hrs)
This course examines the application of evolutionary theory and methods to the field of psychology. Attention will be given to the role evolution plays in the understanding of complex human behavior, including cooperation, mating strategies and preferences, parenting, aggression, etc. Special attention will be given to efforts at integrating this perspective into the broader context of psychological inquiry. Prerequisites: PSYC 100. Spring.

PSYC 280 - Statistical Methods for the Social Sciences (3 cr hrs)
Introductory statistics course from the perspective of the social sciences. Purpose and application of procedures in research analysis are emphasized. Topics include descriptive and inferential statistics, correlation and regression, probability, and hypothesis testing. Prerequisites: PSYC 100, MATH 110 or MATH 115 (preferred). Fall.

PSYC 314 - History and Systems of Psychology (3 cr hrs)
Historical development of psychology as a science and profession; emphasis on rationalism-empiricism, mind-body dualism, functionalism, and development of contemporary behavioral and cognitive approaches. Prerequisites: PSYC 100 and one other Psychology course. Corequisite: PSYC 314X. Fall.

PSYC 314X – Junior Writing Requirement (0 cr hrs)
Junior writing requirement (SEWS) for all psychology majors. Prerequisites: PSYC 100, Junior standing. Co-requisite: PSYC 314. Fall.

PSYC 315 - Theories of Personality (3 cr hrs)
Analysis of extant theories and their contribution to understanding individual differences in behavior and emotions. Prerequisites: PSYC 100; PSYC 221 or PSYC 222, Junior standing. Fall.

PSYC 340 - Abnormal Psychology (3 cr hrs)
Diagnosis, classification, and etiology of behavior disorders using the DSM criteria. Nature of psychopathology in relation to relevant biological, behavior, and socio-cultural variables. Prerequisites: PSYC 100, Junior standing. Spring.

PSYC 370 - Educational Psychology (3 cr hrs)
Psycho-educational aspects of the teaching-learning environment. Application of psychological theories to education, psychological processes, and psycho-social variables relating to learning and assessment of performance. Prerequisite: PSYC 100; PSYC 221 or PSYC 222. Fall, Spring as needed.

PSYC 337 – Psychology of Music (3 cr hrs)
A survey of classic and contemporary issues regarding the psychology of music. Topics include: music origins, music and social behavior, auditory sensation and musical perception, neuroscience of music, physiological and emotional responses to music, and musical acquisition. Prerequisite: PSYC 100. Spring as needed.

PSYC 380 - Research in Psychology (3 cr hrs)
Fundamental techniques of research design and methodology in psychology. Topics include description, observation, and measurement of behavior; ethics, correlational and experimental designs. Prerequisites: PSYC 100, PSYC 280, Junior standing. Spring.

PSYC 394 - Cognitive Psychology (3 cr hrs)
Experimental and theoretical aspects of information processing and cognitive processes. Topics include memory, attention, knowledge, sensation & perception, language, decision-making, problem solving,

and intelligence. Prerequisites: PSYC 100; Junior or Senior Standing. Spring.

PSYC 420 - The Psychology of Aging (3 cr hrs)
Psychology of older adults 75 years to end of life. Topics include the dementias; psychology of health related issues, including long-term care, hospice and end of life issues. Prerequisites; PSYC 100, PSYC 221 or 222, PSYC 390. Spring as needed.

PSYC 450 - Health Psychology (3 cr hrs)
Introduction of behavior applications to contemporary medical and health related issues. Topics include: how 'mind' and body communicate to one another, the role of stress in relation to the immune system and, ultimately, one's health. Other factors will be discussed as they relate to health and disease. Prerequisites: PSYC 280, PSYC 380, Senior standing (or permission of instructor.) Spring.

P**SYC 460 - Theories of Psychotherapy** (3 cr hrs)
Contemporary issues regarding psychotherapeutic approaches to treating psychological disorders. Theories and research in clinical assessment and treatment. Prerequisites; PSYC 340, Senior standing or permission of instructor. Spring.

PSYC 470 - Psychological Tests and Measurements (3 cr hrs)
Study of principles and techniques of psychological assessment and testing, including test construction, norming, and issues of reliability and validity. Major Psychological tests of intelligence and personality will be discussed. Prerequisites: PSYC 280, PSYC 380, Senior standing. Fall.

PSYC 475 - Neuropsychology (3 cr hrs)
Examines structures and functions of the human nervous system as the foundation of behavior. Topics include anatomy and physiology, intra- and intercellular communication, the biological basis of movement, sleep, disorders, memory, and perceptual systems. Prerequisites: PSYC 280, PSYC 380; Senior standing. Fall.

PSYC 480 - Experimental Psychology (3 cr hrs)
Senior level 'capstone' course in which students complete an original investigation regarding a topic in psychology, resulting in a comprehensive APA-style paper / research proposal. In addition, students will complete research ethics and compliance training, culminating in certification, as well as a professional portfolio based on their academic / career goals following graduation. Prerequisites: PSYC 100, PSYC 280, PSYC 380; Senior Standing. Co-requisite: PSYC 480Z. Fall.

PSYC 480Z – Senior Writing Requirement (0 cr hrs).
Senior writing requirement (SEWS) for students completing PSYC 480 as part of the General, Research/Cognitive, or Psychology/Pre-medical concentration. Prerequisites: PSYC 100, PSYC 280, PSYC 380, Senior Standing. Co-requisite: PSYC 480. Fall.

PSYC 488 - Senior Thesis (3 cr hrs)
Students design, conduct, and present an original empirical study. This course is intended for advanced students who, upon completion of PSYC 480, have designed an empirical study and have completed CITI certification. May be repeated. Prerequisites: PSYC 480, PSYC 480Z, and Permission of Faculty. Spring as needed.

PSYC 490 - Practicum in Psychology (3 cr hrs)
Clinical field placement within a facility offering psychological services. Field placement of 60 clock hours per credit hour. LMU retains ultimate control and supervision of the practicum. Prerequisite: Approval of the instructor / Program Director. As needed.

PSYC 496 Seminar in Psychotherapy (3 cr hrs)
This course addresses specific issues in regard to the student's field experiences as well as addresses approaches to practical and ethical problems that arise in the course of providing treatment to individuals with mental illness. The course is to be taken in conjunction with PSYC 498. The course requires a written case study. Prerequisites: PSYC 315, 340, 460, & 470; permission of instructor required. As needed.

PSYC 498 - Seminar & Internship in Psychological Services (3 – 6 cr hrs) Seminar and supervised internship experience for students enrolled in the Counseling / Practice concentration. It involves 60-120 clock hours, during the senior year with an approved agency or organization offering psychological services. LMU retains ultimate control and supervision of the internship. The course is to be taken in conjunction with PSYC 496. Prerequisites: PSYC 100, PSYC 280, PSYC 380, Senior standing, and Permission of Instructor. Corequisite: PSYC 498Z. Fall

PSYC 498Z – Senior Writing Requirement (0 cr hrs)
Senior writing requirement (SEWS) for students completing PSYC 498 as part of the Counseling / Practice concentration. Prerequisites: PSYC 100, PSYC 280, PSYC 380, Senior Standing. Co-requisite: PSYC 498. Fall.

RELIGION

REL 210 - Survey of the Old Testament (3 cr hrs)
Examines the books of the Old Testament from historical, cultural, religious, and critical perspectives to achieve greater understanding and appreciation. Includes study of Old Testament cities and contributions of major biblical personalities. *This course meets a General Education Core Curriculum requirement.* Fall.

REL 220 - Survey of the New Testament (3 cr hrs)
Examines the books of the New Testament from historical, cultural, religious, and critical perspectives to achieve greater understanding and appreciation. Includes study of locations of New Testament biblical cities and contributions of major biblical personalities. *This course meets a General Education Core Curriculum requirement.* Spring.

REL 310 - Comparative World Religions (3 cr hrs)
This course undertakes an historical survey of world religions, including Shinto, Hinduism, Jainism, Buddhism, Taoism, Confucianism, Zoroastrianism, Judaism, and Islam. *This course meets a General Education Core Curriculum requirement.* Fall.

REL 315 - Comparative Christianity (3 cr hrs)
A survey of the major agreements on Christian doctrine and practice coupled with a study of the various denominational differences between the following traditions: Eastern Orthodox, Roman Catholic, Reformed, Wesleyan, Evangelical, and Free Tradition. *This course meets a General Education Core Curriculum requirement.* Spring, alternate years.

REL 325 - Religion in America (3 cr hrs)
A survey of the major religious movements that have developed in America. Special emphasis on Native American religion, the influence of religion on social change, and legal issues involving religion and the U.S. Constitution. Spring, alternate years.

SCIENCE, TECHNOLOGY, ENGINEERNG AND MATHEMATICS

STEM 460 Methods of Secondary Mathematics and Natural Science Instruction (3 cr hrs)
This course will address focused aspects of the STEM disciplines for effective secondary classroom and laboratory instruction. Topics will include contemporary state and national math and natural science learning standards, lab safety, learning assessment, computational integration, design and preparation of laboratory experiences, and writing real-world problems and application exercises. The literature of STEM instruction and the use of demonstrations are the focus of projects. A portion of instructional time will be in science lab settings. Prerequisites: MATH 150 and both general education natural science courses.

SOCIOLOGY

SOCI 100 - Introduction to Sociology (3 cr hrs)

Overview of principles employed in analyzing the nature of societal, cultural, and group behavior. Applications to major social institutions and individual lives. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

SOCI 330 - Cultural Diversity (3 cr hrs)
Perspectives on the dynamics of oppression, assimilation, and pluralism. Populations distinguished by age, gender, race, disablement, sexual orientation, and ethnicity. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

SOCIAL WORK

SOCW 100 – Introduction to Social Work (3 cr hrs)
Development of the social work profession; mission; knowledge, values and skills; practice settings; client groups; helping services; career patterns; and practice methods. Developing awareness of abilities and interests for this career choice. Fall.

SOCW 230 - Introduction to Social Welfare (3 cr hrs)
Origins, values, and problems encountered in program development and delivery of social welfare services in American society. Fall.

SOCW 240 - Orientation to Practice (3 cr hrs)
Interviewing skills, written documentation requirements, and technological competencies within the organizational setting. Fall.

SOCW 310 – Human Behavior in Social Environment (3 cr hrs)
Sociocultural, psychological, and biological influences within the social systems context. Focus on individual development and interactions between families, groups, organizations, and communities. Examples applied to Appalachian environments. Prerequisite: PSYC 221. Junior SEWS paper. Spring.

SOCW 315 –Family Grief and Loss (3 cr hrs)
Family grief and loss is more prevalent today due to terrorism, illness, natural disasters, or senseless tragedies, such as school shootings. This class will introduce the student to the experiences of grief and loss in their own lives and in their helping roles for clients, family, and friends. They will learn about support systems, resources, and policies that are in place to help those coping with grief and loss. Prerequisite: ENGL 102 or sophomore status. Fall.

SOCW 320 - Child and Family Welfare (3 cr hrs)
Social issues and problems impacting children and families in urban and rural environments. Overview of the major intervention programs and social service delivery systems. Spring.

SOCW 330 - Human Diversity and Social Justice (3 cr hrs)
Role of human diversity in society; focus on understanding the impact of discrimination, oppression, differences and similarities in experiences, needs, beliefs, and values in working with diverse groups. Includes discussion of human rights and social/economic justice. Spring.

SOCW 340 - Practice with Individuals (3 cr hrs)
Introduction to knowledge, values, and skills for entry-level generalist practice with diverse individuals and families. Focus on skills needed for case management and intervention: data collection and recording, client involvement, assessment, and intervention planning. Prerequisites: SOCW 240 and Phase I Admission to Social Work program. Spring.

SOCW 380 - Social Work Research: Design and Methodology (3 cr hrs)
Scientific method and research strategies: design and methodologies for qualitative and quantitative research. Focus on development of a research proposal and application of methodologies to evaluation of social work practice and service delivery. Prerequisites: Completion of Mathematics requirement Statistics course or permission of instructor. Fall.

SOCW 385 - Social Work Research: Data Analysis (3 cr hrs)
Analysis and interpretation of qualitative and quantitative data. Focus on skill development in data preparation using computers, basic statistical techniques, and understanding data presentation /interpretation as both producer and consumer of research. Prerequisite: SOCW 380. Spring.

SOCW 450 - Practice with Groups and Families (3 cr hrs)
Application of knowledge, values, and skills to entry-level generalist practice with groups and families. Emphasis on theory based techniques for conducting both task and interventive groups. Prerequisite: Phase II Admission to Field Experience. Corequisite: SOCW 497. Fall.

SOCW 460 - Practice with Communities and Organizations (3 cr hrs)
Application of knowledge, values, and skills to entry-level generalist practice with organizations and community systems. Social work administration, leadership, and community organizing skills. Prerequisite: Phase II Admission to Field Experience. Corequisite: SOCW 497. Fall.

SOCW 470 - Social Welfare Policy and Issues (3 cr hrs)
Dynamics of social welfare policy formulation and policy-related role expectations. Emphasis on analysis and evaluation of programs and policies in the social welfare system. Prerequisites: Phase II Admission to Field Experience. Corequisite: SOCW 498. Senior SEWS paper. Spring.

SOCW 497 - Senior Seminar and Field Experience I (8 cr hrs)
Integration of generalist knowledge, values, and skills in preparation for student's transition to professional position. A weekly seminar accompanied by a supervised work experience in an approved agency setting. LMU retains ultimate control and supervision of the internship. Prerequisite: Phase II Admission to Field Experience. Corequisite: SOCW 497F Field Experience I (225 clock hours). Fall.

SOCW 498 - Senior Seminar and Field Experience II (7 cr hrs)
Integration of generalist knowledge, values, and skills in preparation for student's transition to a professional position. A weekly seminar accompanied by a supervised work experience in an approved agency setting. LMU retains ultimate control and supervision of the internship. Prerequisites: Phase II Admission to Field Experience; SOCW 497 and SOCW 497F. Corequisite: SOCW 498F Field Experience II (225 clock hours). Spring.

SPANISH

SPAN 111- Beginning Spanish I (3 cr hrs)
Introduces modes of Spanish communication; emphasizes conversational language through application of grammatical structures to vocabulary. Includes listening and reading comprehension. Fall, Spring.

SPAN 112 - Beginning Spanish II (3 cr hrs)
Introduces modes of Spanish communication; emphasizes conversational language through application of grammatical structures to vocabulary. Includes listening and reading comprehension. Prerequisite: SPAN 111 or one year of high school Spanish. Fall, Spring.

SPAN 211 - Intermediate Spanish I (3 cr hrs)
Emphasizes conversation and composition with more detailed study of grammar and syntax. Work on refining oral and written skills through original writing. Further studies in history, geography, and cultural aspects of the Hispanic world. Prerequisites: SPAN 111, SPAN 112 or consent of the Instructor. Fall.

SPAN 212 - Intermediate Spanish II (3 cr hrs)
Emphasizes conversation and composition with more detailed study of grammar and syntax. Work on refining oral and written skills through original writing. Further studies in history, geography, and cultural aspects of the Hispanic world. Prerequisite: SPAN 111-112 or consent of the Instructor. Spring.

SPAN 330 - Advanced Grammar and Composition (3 cr hrs)
Emphasizes study of compound verb tenses, subjunctive mood, and comparisons and use of clauses. Student compositions complemented

by oral reading and classroom conversation. Prerequisite: SPAN 211, SPAN 212 or appropriate placement test score. Fall/Spring as needed.

SPECIAL EDUCATION

SPED 180-Assessment and IEP Development (3 cr hrs)
Candidates in this course prepare to use valid assessment techniques for screening, placement, programming for, and monitoring progress of individuals with diverse learning needs and disabilities. Emphasis is placed on how to assess for IEP eligibility while minimizing bias. Through collaborative effort, candidates develop IEPs that are meaningful, accessible to the family, and exemplary in terms of instructional, legal, and ethical standards. Fall, Spring.

SPED 190-Family School Collaboration (3 cr hrs)
Candidates employ collaborative team work. They prepare to partner with, understand, and support diverse families of children with special needs. Through collaborative effort, candidates form professional teams with staff, administrators, and others for the purpose of professional development, instruction, and problem solving. Fall, Spring.

SPED 210-Managing Academic and Social Behavior of Students with Disabilities (3 cr hrs)
Candidates apply knowledge of how their behaviors as teachers, the environment, and disabilities influence the behaviors of all students including those with disabilities. They develop and deliver effective instruction using behavioral principles within a framework of positive behavioral interventions and supports, and functional behavior assessments. They create and modify behavioral intervention plans to help students whose behaviors may interfere with the learning process. Fall, Spring.

SPED 230-Characteristics and Communication of Students with Severe Disabilities (3 cr hrs)
Candidates evaluate the varied characteristics and communication skills of students with extensive support needs such as health care, self-care, community-living, and self-advocacy. They focus on how these support needs affect performance at school. They understand how to apply various definitions of intelligence, disability, and communication. They adopt an inclusive philosophy that promotes self-determination. Fall, Spring.

SPED 270-Teaching the Exceptional Learner (2 cr hrs)
This course is designed to prepare candidates to develop individualized plans for students with learning exceptionalities. Candidates will learn to adjust goals and teaching strategies to help students with exceptionalities succeed in the regular classroom. Pre-requisite or Co-requisite: EDUC 210 and EDUC 290. Fall, Spring.

SPED 320 - K - 12 Differentiated Instruction (3 cr hrs)
An in-depth study of individual teaching styles and learning styles. The course is designed to align appropriate teaching styles to diverse learning styles. Clinical field experience in an exceptional needs setting required. Prerequisite: EDUC 290, EDUC 210, SPED 270. Fall, Spring.

SPED 330-Methods of Instruction and Support for Students with Severe Disabilities (3 cr hrs)
Candidates plan, implement, and evaluate instructional practices, curricula, and methods of supporting learners with severe or multiple disabilities. They examine community-based, educational, recreational, work, and living options and supports. They use task analysis to functionally assess curricular and IEP goals and individualize instruction for all learners. Clinical field experience in an exceptional needs setting required. Fall, Spring.

SPED 340 – Characteristics of Students with High Incidence Disabilities (3 cr hrs)
Candidates evaluate the varied characteristics and communication skills of students with high incidence disabilities, including learning disabilities, emotional and behavioral disabilities and mild or moderate intellectual disabilities. They focus on how these support needs affect performance at school. They understand how to apply various strategies of accommodations and curricular modifications to meet individualized learning needs. They adopt an inclusive philosophy that promotes self-determination. Clinical field experience in an exceptional needs setting required. Fall, Spring.

SPED 400-Literacy, Language, and Communication (3 cr hrs)
Candidates in this course learn collaborative team work with Speech/language pathologists and other professionals in addressing literacy, communication, and language development of children with special needs. They learn to collaborate and consult with professionals in order to evaluate students' needs, contribute to IEP preparation, and provide exemplary instruction. Fall, Spring.

SPED 410-Access, Assistive Technology, AAC, and Functional Academics (3 cr hrs)
Candidates ensure that students have access to grade level instruction with appropriate accommodations in the common core curriculum and/or state standards. Candidates design instruction to maximize learner response and participation using principles of Universal Design for Learning. They also ensure that assistive technology provides access to valuable skills, opportunities, and relationships within the school. They adapt their methods of communication to include individuals who access alternative or augmentative communication (AAC). They also implement communicative, instructional, and social platforms for students afforded by recent technology. Fall, Spring.

SPED 420-Postsecondary Transition for Students with Disabilities (3 cr hrs)
Candidates, in compliance with IDEA transition assessment requirements, will identify transition assessments and programs suitable for individuals with varying characteristics, skills, and aptitudes. They will accurately interpret assessment results in order to develop appropriate, individualized postsecondary goals. Candidates will develop strategies to report results to students, families, and other team members and work collaboratively to plan for students' self-determination, skill development, and identification of supports and services. Candidates work directly with a student to plan and conduct a portion of a transition assessment. Fall, Spring.

SPED 490-Research to Practice Seminar (3 cr hrs)
Candidates will familiarize themselves with sources of contemporary research and practice in special education. They will conduct a literature review pertaining to a contemporary issue in special education. Based on the results of the review, candidates will provide recommendations for improving special education practice. Candidates will learn how to present the results of their research to colleagues in the field. Fall, Spring.

SPORT MANAGEMENT

SMT 200 - Introduction to Sport Management (3 cr hrs)
This course will provide students with an introduction to the sport industry, sport governance planning, and basic organizational structures found in sport. It provides an overview of the responsibilities of those involved in the sport industry (interscholastic, intercollegiate, and professional). In addition, this course will provide students with a historical perspective of sports. Discussion will feature various cultures and a global sport historical aspect. Emphasis on the future development of sport and discussions on career opportunities are presented. Fall, Spring.

SMT 310 – Sport Public and Media Relations (3 cr hours)
This course is an intensive exploration of selected topics in sport information. Specific topics include models of sport communication, print and electronic media, sport advertising, public relations, media

relations, social media, employment opportunities, and current trends in the field. Fall.

SMT 314 – Sport and Society (3 cr hours)
This course will address research and discussion of critical questions in sport management. This course will examine the relationship of sport, both professional and amateur, and society. Topics include sport and global social issues, such as gender, ethnicity, social class, economics, politics, and mass media. It can examine the social and cultural history of sport and its influence on our social institutions, such as politics, the economy, and government. Guest speakers and sport professionals may lecture in the classes. Spring.

SMT 405 – Legal Aspects of Sport Management (3 cr hrs)
This course is designed to assist the students in exploring how the legal system applies to the sport industry and impacts managerial decisions. Topics covered include tort law, negligence, risk management, agency law, contract law, employment law, constitutional law, gender equity, intellectual property law, and antitrust law. Students will examine how prior cases impact future decisions. Spring.

SMT 430 - Sport Governance and Administration (3 cr hrs)
This course is designed to assist students in understanding the aims, objectives, principles, policies, procedures, and requirements for a successful career as a sport administrator. It is important in today's dynamic environment of global athletics that students value effective leadership and management principles. Through analyzing case studies, students will demonstrate problem solving related to handling athletic personnel and program issues. Course will also develop a contemporary understanding of governing bodies, leadership, decision making, and policy at all levels of sport. Prerequisite: Senior Status, MGMT 420 (Fundamentals of Leadership). Fall**.**

SMT 450 – Sports Facility and Event Management (3 cr hrs)
This course focuses on the fundamentals of managing sporting events and sports facilities. Emphasis is placed on examining various management techniques and the development of performance measurements associated with event and facilities operations. Project management skills are developed within the framework of sport event and facilities design, finance and budgeting, bidding and planning process, emergency management, ticketing, concessions, transportation, crowd management, parking, and coordination of dignitaries. Students will examine events ranging from local one-day contests to multi-day international events. Students will be expected to observe a designated number of events on campus as well as plan and conduct an event on campus. Pre-requisite: MGMT 330; Spring.

THEATRE

THEA 100 - Introduction to Theatre (3 cr hrs)
Brief survey of the history of the theatre; elements of theatre; typical functions of the various personnel in theatre production; analysis of a play script; viewing and critique of live theatre performance. *This course meets a General Education Core Curriculum requirement.* Fall.

THEA 230 - Fundamentals of Acting (3 cr hrs)
Basic acting techniques, emphasizing a structured approach. Includes scene work from play scripts. Fall.

THEA 250 Fundamentals of Stage Lighting (3 cr hrs)
A lecture-laboratory course; fundamental drafting and construction techniques for stage and studio scenery; hardware and basic procedures in lighting for stage/studio. Spring.

THEA 330 Acting for the Camera (3 cr hrs)
Methods of acting for television and film, incorporating movement, vocal quality, drawing on self for character exploration, how to read and interpret scripts, and how to work with directors and technical staff. Fall.

THEA 340(X) - Survey of Dramatic Literature (3 cr hrs)
Selected play scripts from the Classic Greeks to the present; as literary art and from the perspective of production mechanics and theatre practitioners. Prerequisite: ENGL 102. *This course meets a General Education Core Curriculum requirement.* Spring.

THEA 350 - Production Design (3 cr hrs)
This course deals with the visual design elements used in the stage and studio. Composition, color, spatial relationships, line, and movement for scene and costume are discussed. Topics include: design processes, artistic media for renderings, perspective techniques, and creating a ground plan and elevations. Prerequisite: MCOM 250. Fall.

THEA 360 – Introduction to Playwriting (3 cr hrs)
This course is an introduction to playwriting; emphasis on creating dialogue, writing theory and techniques; introduction to dramaturgy and staged reading. Prerequisite: ENGL 102. Fall every even year.

UNIVERSITY ACTIVITIES

The University activities courses exist to award credit appropriately earned in a variety of structured campus activities related to vocational, avocational, or leisure interests.

UACT 100- Strategies for College Success (1 cr hr)
This course explores and integrates topics of relevance for a more successful transition to university academic and social life. Along with gaining a better understanding of LMU's values, topics such as time management, learning strategies, self-understanding, and career and life choices will be addressed. Health issues such as managing stress, substance use and abuse, and general wellness are also examined. This course is required of all new freshman with less than 15 credits of college credit. Given the goals of this course, AP, CLEP, dual-enrollment, and online courses may not be included in the calculation of the 15 credits necessary to be exempt from this course. University Honors Scholars may substitute HNRS 100. Fall/Spring.

The following courses are given a grade of Pass/Fail. These courses are offered as needed Fall and/or Spring.

UACT 103 - Student Government (1 cr hr)
Participation in the Student Government Association (SGA). Requires regular attendance at SGA meetings, service on a minimum of three committees, and presentation of two bills. Open to all LMU students regardless of election as a representative. May be repeated to a total four (4) credit hours applicable to degree requirements. Graded Pass/Fail.

UACT 113 - Student Newspaper Staff (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member of the staff of the LMU student newspaper, The Blue and Gray. May be repeated to a total four (4) credit hours applicable to degree requirements. Graded Pass/Fail.

UACT 120 – Golf (1 cr hr)
Activity courses sport/exercise fundamentals, rules, etiquette, and skills for lifelong physical activity. These are all given a grade as Pass/Fail. Fall/Spring

UACT 123 - Student Yearbook Staff (2 cr hrs)
Participation and fulfillment of assigned responsibilities as a member of the staff of the LMU student yearbook, Railsplitter. May be repeated to a total four (4) credit hours applicable to degree requirements. Graded Pass/Fail.

UACT 130 – Bowling (1 cr hr)
Activity courses sport/exercise fundamentals, rules, etiquette, and skills for lifelong physical activity. These are all given a grade as Pass/Fail. Fall/Spring

UACT 133 - Varsity Soccer/Volleyball (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity soccer/volleyball team. May be repeated to a total four (4) credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

UACT 143 - Varsity Baseball/Softball (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity baseball/softball team. May be repeated to a total four (4) credit hours applicable to degree requirements.

Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

UACT 150 Walking and Jogging (1 cr hr)
Fundamental principles for lifelong physical activity with expected minimum validated personal walking and/or jogging activity.

UACT 153 - Varsity Basketball (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity basketball team. May be repeated to a total four (4) credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

UACT 163 - Varsity Cheerleading (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity cheerleading squad. May be repeated to a total four (4) credit hours applicable to degree requirements. Prerequisite:
Consent of appropriate athletic coach. Graded Pass/Fail.

UACT 173 - Varsity Cross Country/Track & Field (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity cross country/track & field team. May be repeated to a total four (4) credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

UACT 180 – Volleyball (1 cr hr)
Activity courses sport/exercise fundamentals, rules, etiquette, and skills for lifelong physical activity. These are all given a grade as Pass/Fail. Fall/Spring.

UACT 183 - Varsity Golf/Lacrosse (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity golf/lacrosse team. May be repeated to a total four (4) credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

UACT 193 - Varsity Tennis (1 cr hr)
Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity tennis team. May be repeated to a total four (4) credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

UACT 200 - Career Planning (2 cr hrs)
Interest and aptitude inventories, resume writing, job searching, use of the web, career fairs, interviewing, company visits, etiquette and ethics, networking, negotiating, relocation/travel issues, and first year job survival. Requires use of computers to complete course objectives.

UACT 204 – Foundations of Leadership (1 cr hr)
The primary purpose of this course is to facilitate learning opportunities, which provide students with the knowledge, skills, and abilities to become effective Lincoln Ambassadors. In addition, the course will aid in the development of leadership skills and competencies, which are essential to enhancing the social and interpersonal development of others. Finally, grounded in student development theories, the course will examine the role of the Lincoln Ambassador in the University community and in the matriculation and retention processes for new students. The prerequisites for this class include: 1. Having earned a B or higher in UACT 100. 2. Completing an interview for the Lincoln Ambassador position and being selected to enroll in the course.

UACT 210 - Resident Assistant (2 cr hrs)
This course examines the roles and responsibilities of the Resident Assistant. It reviews the history of residence halls. Course study includes understanding and working with college students, confrontation and crisis management, social issues, educational outreach, and Resident Assistant survival skills. The course reveals the importance of retention, knowing LMU resources, proper check-in/check-out procedures, enforcing rules, and following correct emergency procedures.

UACT 295 - Pre-law Career Seminar (1 cr hr)
This course is for students considering law school and the legal profession. It may include presentations, lectures, visits to law institutions, and LSAT preparation. Fall or Spring.

VETERINARY HEALTH SCIENCE

VHS 101 - Introduction to Veterinary Medicine (1 cr hr)
This course is designed to give students an overview of veterinary medicine from its origin to the present time. The course will include, but not be limited to, the following: regulatory and government bodies, biosecurity, one health/one medicine concept, public health, professional associations, education and licensing requirements for veterinarians, careers in veterinary medicine, disease management, animal welfare, and veterinary ethics.

VHS 194 Pre-vet Career Seminar (2 cr hrs) – this course is open to those students that qualify academically for the guaranteed early admission pathway to LMU-CVM. It offers exposure to the veterinary medical profession through topics and speakers relevant to a career pathway in the veterinary medical field. Practicing veterinarians from a variety of clinical settings, upper-level students, and veterinary students will share about the profession. Prerequisites: ACT Math $\geq$ 24, ACT Reading $\geq$ 24 (or analogous SAT scores). Fall.

VHS 211 - Domestic Animal Anatomy & Physiology I (3 cr hrs)
This is the first of a two-course sequence examining the structure, function, and interdependence of the animal body systems important in health and disease. Terminology and nomenclature of the veterinary field will be emphasized. This course includes a study of the anatomy and physiology of cells and tissues as well as the integumentary, skeletal, muscular, cardiovascular, respiratory, and immune systems. In conjunction with classroom instruction, the anatomy and physiology lab component for this course requires students to apply knowledge from the classroom to hands-on and critical-thinking application exercises. Prerequisite: Successful completion (C- or better) in BIOL 111 and 112 with labs Corequisite: VHS 211L (1 cr hr). Fall.

VHS 212 - Domestic Animal Anatomy & Physiology II (3 cr hrs)
This is the second of a two-course sequence examining the structure, function, and interdependence of the animal body systems important in health and disease. Terminology and nomenclature of the veterinary field will be emphasized. This course includes a study of the anatomy and physiology of the urinary, gastrointestinal, nervous, endocrine, and reproductive systems, as well as the special sense organs. In conjunction with classroom instruction, the anatomy and physiology lab component for this course requires students to apply knowledge from the classroom to hands-on and critical-thinking application exercises. Prerequisites: Successful completion (C- or better) in VHS 211 and lab. Corequisite: VHS 212L (1 cr hr). Spring.

VHS 230 – Companion and Rural Animal Handling and Husbandry (3 cr hrs) The rural animal husbandry and handling portion of this course will focus on the practical aspects of behavior, nutrition, breeding, reproduction, health, economics, and management of horses, large and small ruminants, poultry, pigs, and other hobby type, rural farm animals will be discussed. The companion animal husbandry and handling portion of this course will provide information on basic animal care and husbandry of small animals including pocket pets. Course topics include behavior, vaccinations, common diseases, and nutrition. The semester will be split into two sections, one for rural animal material and one for companion animal material. Corequisite VHS 230L (1 cr hr), VHS 211 or 212 w/lab. Fall and Spring.

VHS 240 Pre-vet Experience I (1 cr hr) - This is the first of two experiential learning courses in the veterinary health science curriculum. In this course, the student will complete work experience at an approved veterinary clinical or scientific setting. The student must submit written reports throughout the course detailing time spent in the setting and description of activities. Submission of an experiential portfolio is required. Prerequisite: Successful completion (B- or better) in VHS 194 and approval of Department Chair.

VHS 300 - Veterinary Parasitology & Entomology (3 cr hrs) Common internal and external parasites of domestic animals including

parasitic life cycles, pathology, and control measures. Prerequisite: Successful completion (C- or better) of BIOL 112 with lab and Junior Standing. Corequisite: VHS 300L (1 cr hr). Fall.

VHS 310 Wildlife Diseases (3 cr hrs**)**
Survey of wildlife diseases with emphasis on disease mechanism and etiology, pathobiology, epidemiology, and significance of disease. This course will describe the common diseases affecting North American wildlife and explore disease at the interface of human, wildlife, and domestic animals. Prerequisite BIOL 112/112L.

VHS 320 – Veterinary Junior Science Seminar (3 cr hrs)
This junior seminar course will cover select current topics in veterinary medicine through lecture and guest speaker visits. Students will gain experience with professional skills such as resume writing and interview skills. Students will investigate a research question relevant to the field of veterinary medicine using primary literature sources (e.g. JAVMA, AJVR, etc). The student will write a research paper exploring the research question they have chosen. A faculty mentor with expertise in the field chosen will be assigned. The critique will be summarized and presented to an audience of peers and faculty. Prerequisites: Successful completion (C- or better) of ENGL 102 or equivalent and Junior standing. Corequisite: VHS 320X. Fall and Spring.

VHS 330- One Health (3 cr hrs**)**
Review of the history, concepts, disciplines, and organizations that define the One Health concept. Examination of the collaborative efforts of multiple disciplines working locally, nationally, and globally to attain optimal health for people, animals, and the environment. Prerequisites: ENGL 102 and Junior Standing. Fall.

VHS 340- Pre-vet Experience II (1 cr hr) This is the second of two experiential learning courses in the veterinary health science curriculum. In this course, the student will complete work experience at an approved veterinary clinical or scientific setting. The student must submit written reports throughout the course detailing time spent in the setting and description of activities. Submission of an experiential portfolio is required. Prerequisite: Successful completion (B- or better) in VHS 194 and approval of Department Chair

VHS 360 Advanced Animal Anatomy (3 cr hrs) This course is an in-depth study of macroscopic comparative anatomy of common veterinary species (canine, feline, bovine, equine, and small ruminant). Body structure will be studied by region and organ systems. Form-function relationships will be emphasized. Prerequisite: Successful completion (B- or better) in VHS 211 & 212 w/labs Corequisite: VHS 360L (1 cr hr).

VHS 370 - Animal Nutrition (3 cr hrs)
This course provides an in-depth study of the classification and function of nutrients, digestive processes, characterization of feedstuffs, and interpretation of pet food labels. Common nutritional diseases will be covered. The course includes feeding principles that can be applied to all domestic species. The first part of the course emphasizes fundamentals of nutrition and applications for beef/dairy cattle, swine, equine, and poultry; the later part of the course covers basics of proper application for life stage feeding, therapeutic nutrition, and critical care nutrition for dogs and cats. Prerequisite: CHEM 111, Junior Standing. Spring.

VHS 380 Animal Reproductive Anatomy and Physiology (3 cr hrs) Comparative anatomy, physiology, and endocrinology of the male and female reproductive systems of common domestic species. Covers processes of reproduction, gestation, and parturition. The student will understand and apply aspects of anatomy and physiology of animal reproduction, aspects of animal reproductive physiology and endocrinology, the differences/similarities of different species in the reproductive aspect, understand different strategies in management practices to control different reproductive processes. Prerequisites: Successful completion (B- or better) of VHS 212 with lab. Corequisite: VHS 380L(1 cr hr) Spring.

VHS 390 - Human Animal Bond: An Interdisciplinary Approach (3 cr hrs)
This course explores the complex relationship between humans and animals in our society. Topics will include benefits of pet ownership, animal welfare and animal rights, animals in disasters, animal cruelty, relinquishment, grief, and death and dying. Prerequisite ENGL 102; Junior Standing or Instructor Approval. Spring. Online.

VHS 400 - Zoonotic Diseases of Vet and Public Health Importance (3 cr hrs)
This course provides an overview of the most important Zoonotic Diseases of public health concern. Epidemiology of disease and methods of prevention and control will be emphasized. Topics covered will include infectious disease epidemiology, principles of immunity, basis for disease testing, domestic animal zoonosis, food-borne illness, bioterrorism agents, emerging and re-emerging diseases, and foreign animal zoonoses. Pre-requisite: BIOL 112 and Junior Standing. Fall. Online.

VHS 410 - Equine Health and Management (3 cr hrs)
Practical aspects of behavior, nutrition, breeding, reproduction, health, economics, and management of horses. Prerequisite: Successful completion (B- or better) of VHS 212 with lab, VHS 230 with lab, and VHS 370. Fall.

VHS 450 – Livestock Health and Management (3 cr hrs)
Practical aspects of behavior, nutrition, reproduction, health, disease prevention, biosecurity, economics and business management of livestock and poultry. Emphasis on herd/flock health management. Prerequisite: Successful completion (B- or better) of VHS 212 with lab, VHS 230 with lab, and VHS 370. Spring.

VHS 480 - Companion Animal Health and Management (3 cr hrs)
Practical aspects of behavior, nutrition, breeding, reproduction, health, economics, and management of dogs, cats, and other animals generally considered human companions. Prerequisite: Successful completion (B- or better) of VHS 212 with lab, VHS 230 with lab, and VHS 370. Fall.

VHS 497– Veterinary Senior Research and Writing Seminar (3 cr hrs) This course is designed to introduce students to the field of scientific research in veterinary medicine and provide a comprehensive introduction to research methodology and proposal writing. Students will be assisted in identifying a study topic, formulating research questions, developing a testable hypothesis, organizing a literature review, and selecting appropriate research designs and methodologies. The course is designed to develop students' scientific curiosity, independent study skills, and collaboration via a mentor-mentee relationship with a faculty advisor. By the end of the course, students will complete a written scientific research proposal that includes an abstract, introduction, problem statement, testable hypothesis, methods section, a project timeline and discussion, and appropriate references. Prerequisite: VHS 320, 320X. Corequisite VHS 497Z. Spring.

VETERINARY MEDICAL TECHNOLOGY

VMT 100 - Introduction to Veterinary Technology (1 cr hrs)
The following areas are included in this course: jurisprudence, regulatory agencies and governing bodies, job opportunities, veterinary health care team, operations in a clinical setting (scheduling, ordering, teamwork dynamics, compassion fatigue, inventory control, and communication skills), human animal bond, professionalism and ethics. Fall.

VMT 111- Domestic Animal Anatomy & Physiology I (3 cr hrs)
This is the first of a two-course sequence examining the structure, function, and interdependence of the animal body systems important in health and disease. This course will focus on the anatomy and physiology important to veterinary nursing care. This course includes a study of the anatomy and physiology of cells and tissues as well as the integumentary, skeletal, muscular, cardiovascular, respiratory, and

immune systems. In conjunction with classroom instruction, the anatomy and physiology lab component for this course requires students to apply knowledge from the classroom to hands-on and critical-thinking application exercises. Terminology and nomenclature of the veterinary field will be emphasized. Prerequisite: admission to the two-year track of VMT Program. Corequisite: VMT 111L. Fall.

VMT 112 - Domestic Animal Anatomy & Physiology II (3 cr hrs)

This is the second of a two-course sequence examining the structure, function, and interdependence of the animal body systems important in health and disease. This course will focus on the anatomy and physiology important to veterinary nursing care. This course includes a study of the anatomy and physiology of cells and tissues as well as the urinary, digestive, nervous, endocrine, reproductive, and special sensing systems. In conjunction with classroom instruction, the anatomy and physiology lab component for this course requires students to apply knowledge from the classroom to hands-on and critical-thinking application exercises. Terminology and nomenclature of the veterinary field will be emphasized. Prerequisite VMT 111 with lab. Corequisite: VMT 112L.

VMT 120- Animal Husbandry/Nutrition & Breeds (2 cr hrs)

This course introduces students to the basic care and management of common companion and farm animals. Various breeds of each species are highlighted as well as basic nutritional requirements. Common toxins that are detrimental to the studied species are studied. Students will be required to participate in animal care activities to gain hands-on experience to enhance the course material, which may require the student to come in early, attend late afternoon and weekend animal care activities. Prerequisite: admission to the two-year track of VMT Program. Corequisite: VMT 120L (1 cr hr). Fall.

VMT 180 - Laboratory and Zoo Animals (2 cr hrs) (1 cr hr lecture - 1 cr hr lab)

An introduction to laboratory animals most commonly used in research. Course will include identification procedures, husbandry, housing, sanitation, diseases, and parasites of laboratory animals. This course will also include laboratory sessions, where students will gain hands-on experience handling living animals and performing routine procedures with laboratory animals. Students will be required to participate in animal care activities to gain hands-on experience that enhances the course material which may require the student to come in early, attend late afternoon and weekend animal care activities. Prerequisites: VMT 111, VMT 111L. Corequisite: VMT 180L. Fall.

VMT 210-Small Animal Clinical Procedures and Techniques (2 cr hrs)

VMT 210-Small Animal Clinical Procedures and Techniques (2 cr hrs) This course provides information on clinical procedures and techniques in small animal medicine. The following areas are included in this course: checking in patients, discharging patients, outpatient skill development; handling and restraint, exam room, estimates, medical and nursing care of small animals, medication administration, bandaging, casting, intravenous catherization, cystocentesis, sample collection, patient care and assessment, and medical records. Students will be required to participate in animal care activities to gain hands-on experience that enhances the course material which may require the student to come in early, attend late afternoon and weekend animal care activities. Prerequisites: VMT 120, VMT 120L. Corequisite: VMT 210L (1 cr hr). Spring.

VMT 220-Large Animal Clinical Procedures and Techniques (1 cr hr)

This course provides information on clinical procedures and techniques in large animals. The following areas are included in this course: handling and restraint of large animals, safety in working with large animals, basic nursing care; medicating, physical exams, sample collection, various other routine procedures, and medical records. Student will familiarize themselves with the large animal setting (farms/barns) in addition to various tools, equipment, and techniques found in large animal medicine. Farm visits include instruction in safely handling of large domestic animals and client communication. Prerequisites: VMT 111, VMT 111L. Corequisite: VMT 220L (2 cr hrs). Travel off campus will be required for this course. Fall/Spring.

VMT 230 – Dental Procedures & Techniques (2 cr hrs)

An in-depth study of veterinary dentistry, prophylaxis techniques, and current dental trends & practices. The course will familiarize the student with proper care and treatment of dental disease and routine care & maintenance. This course will also include laboratory sessions where students will gain hands-on experience with routine dental procedures. Prerequisites: VMT 210, VMT 210L. Fall.

VMT 231- Diagnostic Lab Procedures I (1 cr hr)

This course will familiarize students to the laboratory equipment used in veterinary clinic and hospitals, maintenance of equipment, quality control, and lab safety procedures (OSHA). The course includes a complete description of laboratory procedures such as sample collection for veterinary hematology, blood transfusion, blood typing and cross-match. Prerequisites: VMT 112, VMT 112L. Corequisite: VMT 231L (1 cr hr). Fall.

VMT 232 - Diagnostic Lab Procedures II (1 cr hr)

An in-depth study of blood chemistry analysis**,** urinalysis, cytology (ear, skin, aspirates), including vaginal cytology, specimen submissions, semen evaluation, necropsy procedures, microbiology including identification of dermatophytosis, and quality control for veterinary labs. The student will become familiar with laboratory equipment in veterinary laboratories. Prerequisites: VMT 231, VMT 231L. Corequisites: VMT 232L (1 cr hr). Spring.

VMT 240 – Emergency & Critical Care Procedures & Techniques (2 cr hrs)

This course provides an introduction to current emergency & critical care procedures, techniques, and trends. The student will become familiar with patient evaluation, procedures involved in emergency/critical care and use of appropriate methods to assure maximum benefit to the patient in an emergency situation. Prerequisites: VMT 210, VMT 210L. Fall.

VMT 241- Pharmacology & Anesthesia for Veterinary Technicians I (2 cr hrs)

This course is the study of the theory and application of pharmacology. Classifications of drugs and their uses and contraindications, with specific information on mechanism of action, side effects, and dosing will be discussed. Prerequisites: Completion of MATH 105 with at least a C-. Fall.

VMT 242- Pharmacology & Anesthesia for Veterinary Technicians II (2 cr hrs)

This course is the study of the theory and application of pharmacology. Classifications of drugs and their uses and contraindications, with specific information on mechanism of action, side effects, and dosing will be discussed. Prerequisites: VMT 241. Spring.

VMT 251 - Surgical Nursing & Anesthesia I (2 cr hrs)

Live animals are used in this course. Students are required to provide all pre and post care of patients used in labs and will be required to be at school after hours and/or on weekends. This course focuses on anesthesia principles and practices and standard surgical procedures for technicians. Dental procedures are included in this course. Students will perform surgical scrub, gown, and glove without anesthesia machine and surgical instruments and other tools used in same semester. Students will be required to participate in animal care activities to gain hands-on experience that enhances the course material which may require the student to come in early, attend late afternoon and weekend animal care activities. Prerequisites: VMT 112, VMT 112L. Corequisite: VMT 251L (1 cr hr). Fall.

VMT 252 - Surgical Nursing and Anesthesia II (2 cr hrs)
Live animals are used in this course. This course focuses on anesthesia principles and practices and standard surgical procedures for technicians. This course covers the role of a surgical technician in regards to preoperative procedures, medical records and logs, patient prep, scrubbing of patient and personnel, assisting in a sterile setting, and post-operative procedures such as client communication /education. Students will have mastery of principles of emergency critical care and CPCR as it pertains to anesthesia. Students will be required to participate in animal care activities to gain hands-on experience that enhances the course material which may require the student to come in early, attend late afternoon and weekend animal care activities. Prerequisites: VMT 251, VMT 251L. Corequisite: VMT 252L (1 cr hr). Spring.

VMT 260 - Animal Diseases & Zoonoses (3 cr hrs)
Overview of common infectious and contagious diseases in domestic animals. Etiology, clinical signs, modes of transmission, diagnostics, treatment, and vaccine schedules will be emphasized. Public Health issues and disease prevention and client education are also components of this course. Prerequisites: VMT 231, VMT 231L. Spring.

VMT 270 - Imaging & Ultrasound for Veterinary Technicians (1cr hr)
A study of radiological procedures for domestic animals common to veterinary medicine. Prerequisite: VMT 111, VMT 111L. Corequisite: VMT 270L (1 cr hr). Spring.

VMT 291 - Veterinary Technician Practicum I (3 cr hrs)
Clinical hands on experience and skill development. VTPI consists of 120 hours of clinical experience. All clinical practicum sites must be approved by the Program Director. Fall, Spring, Summer.

VMT 292 - Veterinary Technician Practicum II (3 cr hrs)
Clinical hands on experience and skill development. VTPII consists of 120 hours of clinical experience. All clinical practicum sites must be approved by the Program Director. Fall, Spring, Summer.

VMT 297- Veterinary Technology Clinical Review (1 cr hr)
Structured review of selected veterinary technology courses: anatomy and physiology, clinical techniques, parasitology, disease processes, pharmacology, radiology, diagnostic procedures, and surgical prep/anesthesiology. Preparation for licensure examination and professional practice includes passing score on mock VTNE exam (HESI). Students must achieve a minimum score on HESI examination in order to receive passing grade in course and be eligible for graduation. Spring.

VMT 370- Advanced Anesthesia for Veterinary Technologists (3 cr hrs) The course will enhance the knowledge acquired in Surgical/Anesthesia Nursing core courses. The skills which the student should master are to deliver anesthesia and monitor patients classified as ASA Status 2+. Prerequisite: Junior classification

VMT 450 – Communication & Ethics in Veterinary Technology (3 cr hrs) This course will target the veterinary technician's role in effective communication and will focus on communication skills necessary to build solid relationships with clients, staff, and the external community. Verbal, non-verbal, and active listening skills will be covered including important variables such as generational, gender, and cultural differences. This course will also focus on the impact of communication on legal and ethical issues in veterinary practice. Prerequisite: COMM 200, junior standing.

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Dean, College of Veterinary Medicine

FACULTY

While many part-time and adjunct faculty make valuable contributions to the teaching and learning at LMU, only full-time employees holding faculty rank are included in this catalog. The date following each name indicates year of initial LMU faculty appointment. Periodically, new faculty will be added via the "Updates" page.

Oscar Acosta, 2017
Instructor of Nursing
Diploma (Nursing), Mountainside Hospital School of Nursing
BSN (Nursing), South University
MSN (Nursing), Grand Canyon University

Joanna Adams, 2019
Instructor of Nursing
BSN (Nursing), Baptist College of Health Sciences
MSN (Nursing), University of Tennessee-Knoxville

Stephen Adkins, 2017
Coordinator of AHSS Graduate Programs
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
Associate Professor of Pharmacology
BS (Biology and Chemistry), University of Tennessee-Knoxville
PharmD (Pharmacy), University of Tennessee Health Sciences Center

Ashraf Aly, 2018
Assistant Professor of Computer Science
Program Director, Computer Science
BS (Computer Science), Cairo University
MS (Computer Science), University of Colorado
PhD (Computer Science), University of Technology, Malaysia

Arléne Amarante, 2019
Assistant Professor of Law
BA (English), University of Nevada
JD, Nova Southeastern University, Shepard Broad Law Center, Fort Lauderdale, Florida

Kirsten Andersen, 2019
Instructor of Nursing
AS (Fire Science), Miramar College
ASN (Nursing), Edison State College
BSN (Nursing), Florida Gulf Coast University
MSN (Nursing with Education Focus), Walden University

Rhonda Armstrong, 2012
Instructor of Learning Resources
Director of the Library
BBA (Information Systems) Middle Tennessee State University
MLS (Library Science) Indiana University
EdS (Educational Leadership) Lincoln Memorial University
EdD (Higher Education) Lincoln Memorial University

Philip Ashley, 2015
Associate Professor of Law
BA (Psychology), Rockford College, Rockford, IL
JD, Tulsa University College of Law
LLM (Taxation), New York University School of Law

Mary Beth Babos, 2008
Chair of Pharmacology
Professor of Pharmacy
BS (Pharmacy), Duquesne University School of Pharmacy
MS (Forensic Toxicology), University of Florida
MS (Pharmaceutical Chemistry), University of Florida
PharmD, Albany College of Pharmacy, Union University

Randal Batchelor, 2014
Director of Academic Assessment
Assistant Professor of Professional Education
BA (History), Montana State University
MA (History), University of Virginia
EdD (Higher Education Administration), Montana State University

Kristy L. Bay, 2013
Director of Special Projects and Operations for Enrollment and Student Affairs
Instructor of Religion
BA (French), Belmont University
BA (Commercial Music), Belmont University
MDiv (Academic Research), McAfee School of Theology-Mercer University

Sarah Beason, 2021
Instructor of Nursing
BSN, University of South Alabama
MSN, University of South Alabama

Sydney Beckman, 2008
Professor of Law
BA (Psychology), Stephen F. Austin University
JD, Baylor School of Law

Brian Bell, 2008
Assistant Professor of Education
BA, (History), Rocky Mountain College
MEd, (Educational Administration & Supervision), Lincoln Memorial University
EdD, (Professional Practices), Trevecca Nazarene

Kimberly Benge, 2016
Instructor of Nursing
ASN (Nursing), LMU
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

Heather Bhakta, 2017
Assistant Professor of Veterinary Science
Program Director, Veterinary Medical Technology Program
BS (Biology), Stetson University
DVM (Veterinary Medicine), University of Tennessee

Teresa Bicknell, 2003
Interim Dean, School of Education
Associate Professor of Education
BS (Elementary Education), University of Tennessee–Knoxville
MA (Administration and Supervision), Tennessee Technological University
EdS (Administration and Supervision), Tennessee Technological University
EdD (Administration and Supervision), Tennessee State University

Jacqueline Black, 2018
Graduate Program Director, MSCJ
Associate Professor of Criminal Justice
BA (Humanities), University of Alabama
MA (Criminal Justice and Criminology) East Tennessee State University
PhD (Criminal Justice/Juvenile Justice) Nova Southeastern University

Joshua Boone, 2013
Associate Professor of Mathematics
BS (Mathematics), Southern Illinois University-Carbondale
MS (Mathematics), Southern Illinois University-Carbondale
PhD (Mathematics), Southern Illinois University-Carbondale

Ted Booth, 2012
Director of Academic Support
Instructor of History and Religion
BA (History), Milligan College
MSSW (Social Work), University of Tennessee-Knoxville
MA (Historical Theology and Religion), Emmanuel Christian Seminary
PhD (History), University of Tennessee-Knoxville

Megan Boring, 2010
Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville

Rebecca Brackmann, 2006
Associate Professor of English
BA (English), Illinois Wesleyan University
MA (English), University of Illinois Urbana-Champaign
PhD (English), University of Illinois Urbana-Champaign

Donna Kay Bradley, 2011
Instructor of Nursing
BSN (Nursing), Tennessee Wesleyan College
MSN (Nursing), Liberty University

Thomas Bragg, 2018
Assistant Professor of English
BA (English Literature), University of North Florida
MA (English), University of Florida
PhD (English), University of Florida

LaRoy Brandt, 2016
Associate Professor of Biology
Director, Cumberland Mountain Research Center
AA, State Fair Community College
BS (Biology), Missouri State University
MS (Biology), University of Central Missouri
PhD (Biology), The University of Kansas

Petra Brnova, 2021
Assistant Professor of Management
BS (Psychology), Florida Institute of Technology
MS (Industrial and Organizational Psychology), Florida Institute of Technology
DBA (Business Administration), Florida Institute of Technology

Juanita Brown, 2014
Associate Professor of OMM
ASN (Nursing), Vermont College
BS (Biology), Florida Southern University
DO, NOVA Southeastern College of Osteopathic Medicine

Lynda Browning, 2014
Instructor of Nursing
ADN (Nursing), Western Oklahoma State College
BSN (Nursing), Chamberlain College
MSN (Nursing), University of Alabama-Birmingham

Ann-Marie Buchanan, 2013
Chair, Department of Social Work
Associate Professor of Social Work
BSW (Social Work), Oakwood College
MSW (Clinical Social Work), University of Central Florida
PhD (Human Services and Management of Non-Profit Agencies), Capella University

Rebecca Burleson, 2009
Associate Professor of Education
BS (Elementary Education), East Tennessee State University
MEd (Special Education), East Tennessee State University
EdD (Special Education), University of Kentucky

Vickie Burns, 2018
Instructor of Nursing
BS (Earth Science/Science Teaching, minor in Biology), Eastern Kentucky University

BSN (Nursing), Eastern Kentucky University
MSN (Nursing Education), Western Governors University

Teresa Campbell, 2010
Associate Professor of Pathology
BS (Chemistry), Mars Hill College
MD, Medical University of South Carolina

Chessica Cave, 2014
Associate Professor of Education
BA (Interdisciplinary Studies), Virginia Intermont College
MEd (Administration and Supervision), Lincoln Memorial University
EdS (Administration and Supervision), Lincoln Memorial University
EdD, (Curriculum and Instruction), Lincoln Memorial University

Noel Cawley, 2017
Associate Professor of Biology, Plant Science
BS (Crop and Soil Environmental Sciences), Virginia Tech
MS (Crop Science), North Carolina State University
PhD (Soil and Water Science), University of Florida

Alyssa Charles, 2021
BSN, Tennessee Wesleyan University
MSN, Western Governor's University

Stacy Chelf, 2019
Assistant Professor of Neuroanatomy
BS (Biological Science) Lee University, Cleveland TN
MA (Instructional Leadership) Tennessee Technological University, Cookeville TN
MS (Anatomical Science) Lincoln Memorial University
PhD (Clinical Anatomy) Lincoln Memorial University

Jeffrey Chesnut, 2018
Associate Professor of Clinical Medicine
BS (Biology) Oral Roberts University
DO, Kirksville College of Osteopathic Medicine

KesLee Chessor, 2020
BSN (Nursing), University of Tennessee
MSN (Women's Health &Gerontology), University of Alabama, Birmingham

Mahdia Ben Salem Churchwell, 2011
Assistant Professor of Foreign Language
BA (Foreign Language), Nice University–France
MA (Foreign Language), Nice University–France
PhD (Modern Foreign Language), University of Tennessee-Knoxville

Darrin Clark, 2018
Instructor of Mathematics
BAE (Secondary Mathematics Education), University of Kentucky
MSE (Secondary Mathematics Education), University of Kentucky

Timothy Clayton, 2013
Assistant Professor of Mathematics
BS (Mathematics), Lee College
MS (Applied Mathematics), University of Tennessee-Knoxville
PhD (Mathematics), University of Tennessee-Knoxville

Vicki Clevinger 2017
Assistant Professor of Education
BS (English), East Tennessee State University
MA (English), East Tennessee State University
EdD, East Tennessee State University

Kelly Cole, 2013
Instructor of Nursing
Diploma (Registered Nurse), St. Mary's School of Nursing, Knoxville, TN
BSN (Nursing), King College
MSN (Nursing Education), King College

Mark Coleman, 2019
Associate Professor of Anatomy
BS (Anthropology), University of Tennessee, Knoxville
MS (Anthropological Sciences), Stony Brook University, NY
PhD (Anthropological Sciences), Stony Brook University, NY

Clarence Colle, 2010
Professor of Microbiology
Associate Dean of Preclinical Academic Affairs/Basic Medical Sciences
BS (Geology), Mount Union College, Alliance, OH
PhD, Louisiana State University Health Sciences Center

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

Kevin Cooper, 2013
Assistant Professor of Physics
BS (Physics), Morehead State University
MS (Experimental Nuclear Physics), Ohio University
PhD (Experimental Matter Physics), Ohio University

Anya Kerin Cope, 2017
Chair of Internal Medicine
Assistant Professor of Internal Medicine
BA (History), University of Virginia
DO, Pikeville College School of Osteopathic Medicine

John Coppinger, 2019
Vice Chair of Osteopathic Manipulative Medicine
Assistant Professor of Osteopathic Manipulative Medicine
DO, University of New England College of Osteopathic Medicine

Stephen Cowan, 2014
Chair, Department of Humanities
Professor of Philosophy & Religion
BA (Sociology), University of Southern Mississippi
MDiv., Southwestern Baptist Theological Seminary
MA (Philosophy), University of Arkansas
PhD (Philosophy), University of Arkansas

Lisa Blair Cox, 2019
Assistant Professor of Business
BBA, Lincoln Memorial University
MS (Human Resource Management), Golden Gate University
DBA (Human Resource Management), Northcentral University

Jeffrey R. Darrow, 2003
Associate Professor of Mathematics
Chair, Department of Mathematics
BS (Secondary Education/Mathematics), Bloomsburg University of Pennsylvania
MS (Mathematics), Shippensburg University of Pennsylvania
DA (Mathematics), Idaho State University

Gwendolyn M. Davis, 2007
Instructor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), Saint Joseph's College

Melissa Day, 2016
Assistant Professor of Physician Assistant Studies
Bachelor of Arts, University of the Cumberlands (major in Biology, minor in Chemistry and Spanish)
MPAS, University of the Cumberlands

Tammy Dean, **1988**
Dean CSON
Professor of Nursing
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), University of Tennessee-Knoxville
DNP (Nursing Administration), Samford University

Jacques Debrot, 2004
Associate Professor of English
BA (English and American Literature and Language), City College (The City University), New York
MA (English and American Literature and Language), Harvard University
PhD (English and American Literature and Language), Harvard University

Gina DeFranco, 2009
Associate Professor of Family Medicine
BS (Biology), University of North Carolina, Chapel Hill
DO, University of Health Sciences College of Osteopathic Medicine, Kansas

Muthu Dharmasena, 2018
Assistant Professor of Biology, Microbiology
BS (Microbiology), University of Kelaniya
MS (Food Technology), Clemson University
PhD (Food Technology), Clemson University

Edward Diden, 2018
Assistant Professor of Education
BS (Education), Tennessee Technological University
MA (Health and Physical Education), Tennessee Technological University
EdD (Educational Administration and Policy Studies), University of Tennessee

Lea Dodge, 2017
Executive Director, Tampa Site
Assistant Professor of Nursing
Diploma (Registered Nurse), Lawrence Memorial Hospital School of Nursing
BSN (Nursing), Salem State College
MSN (Nursing,) University of Phoenix
DNP/Family Nurse Practitioner, University of Massachusetts

Christina Dougherty, 2019
Clinical Relations Lead DVM III
Assistant Professor of Veterinary Medicine
BS (Biology), Chestnut Hill College
VMD (Veterinariae Medicinae Doctoris), University of Pennsylvania

Beatrix Dudzik, 2015
Assistant Professor of Anatomy
BA (Anthropology), University of Tennessee-Knoxville
MA (Forensic Anthropology), University of Montana
PhD (Anthropology), University of Tennessee-Knoxville

Steven Edwards, **2005**
Assistant Professor of Medical Laboratory Science
BS (Medical Technology), Lincoln Memorial University
MS (Clinical Laboratory Science), University of North Dakota

Joel David Effler, 2011
Assistant Professor of Education
BA (Psychology), University of Tennessee
MA (Clinical Psychology), Appalachian State University
PhD (Education), University of Tennessee-Knoxville

Joan Eiffe, 1992
Assistant Professor of Nursing
BSN (Nursing), East Tennessee State University
MSN (Nursing), Saint Joseph's College

Timothy Elledge, 2017
Assistant Professor of Ethics
BA (Classical Studies and Philosophy) University of Tennessee-Knoxville
MA (Philosophy) University of Tennessee-Knoxville
PhD (Philosophy) University of Tennessee-Knoxville

Jami England, 2014
Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), University of Tennessee-Knoxville
MSN (Nursing), Vanderbilt University
DNP (Nursing), Frontier Nursing University

Billy Joe Engle, **2003**
Associate Professor of Medical Laboratory Science
Director of Medical Laboratory Science Program
BHS (Medical Technology), University of Kentucky
MS (Clinical Laboratory Science), University of North Dakota
MA (Theology), Emmanuel Baptist University
ThD (Theology), Emmanuel Baptist University
DDiv (Divinity), Emmanuel Baptist University

Stephen C. Everly, **2003**
Associate Professor of Chemistry
Chair, Department of Chemistry and Physics
BS (Chemistry, History), United States Naval Academy
PhD (Chemistry), University of Idaho

M. Akram Faizer, 2011
Professor of Law
BA, McGill University
JD, University of Notre Dame Law School

Charles Faulkner, 2011
Associate Professor of Parasitology
BA (Anthropology), University of Tennessee-Knoxville
MA (Anthropology), University of Tennessee-Knoxville
PhD (Anthropology/ Parasitology), University of Tennessee-Knoxville

Vina Faulkner, 2001
MS Veterinary Biomedical Science Program Director
Associate Professor of Veterinary Science
BS (Biology), Mt. Senario College, Wisconsin
MS (Biology), University of Wisconsin-Eau Claire
PhD (Comparative and Experimental Medicine), University of Tennessee–Knoxville

Andrew Fels
Visiting Assistant Professor of Law
BA (English Literature), Maryville College
JD, University of Tennessee College of Law

Leanna Ferguson, 2019
Instructor of Nursing
BSN (Nursing), Florida State University
MSN (Nursing Education), Concordia University

Clint Field, 2017
Assistant Professor of Biology, Anatomy and Physiology
BS (Zoology), Idaho State University
MD (Medicine), University of Texas Health Science Center at San Antonio

Douglas Fitzovich, 2008
Professor of Physiology
BGS (General Studies), University of Kentucky
PhD (Physiology and Biophysics), University of Kentucky

Barbara Flanagan, 2018
Assistant Professor of Education
BA (Teacher Education), Frostburg State University
MS (Educational Administration), Radford University
PhD (Curriculum and Instruction), Virginia Tech

Asher Flynn, 2019
Assistant Professor of Exercise Science
BS (Exercise Science), Evangel University
MS (Kinesiology), University of Central Arkansas
PhD (Sport Physiology and Performance), East Tennessee State University

Karen Foster 2017
Associate Professor of Education
BS (Elementary Education), University of Tennessee-Knoxville
MS (Elementary Education and Reading Education), Portland State University
PhD (Curriculum and Instruction – Elementary Education, Research Cognate), University of Southern Mississippi

Jason Fowler, 2012
Associate Professor of Biochemistry
AS (Biology), Columbus State Community College
BS (Biochemistry), Ohio State University
PhD (Biochemistry), Ohio State University

Tyler Francis, 2021
Assistant Professor of Economics
BA (Economics & Mathematics), Radford University
MA (Economics), Clemson University
PhD (Economics), Clemson University

Lindsey Frasure, 2021
Instructor of Nursing
ASN, Southeast Kentucky Community and Technical College
BSN, University of the Cumberlands
MSN, Walden University

Sandra Frempong, 2019
Assistant Professor of Accounting
BS (International Business), State University of New York
MBA (Accounting), St. John's University
PhD (Advanced Accounting), Northcentral University

Cherie Gaines, 2011
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

Whitney Gann, 2021
ASN, Lincoln Memorial University
BSN, Lincoln Memorial University
MSN, Lincoln Memorial University

John Gassler, 2013
Associate Professor of Anatomy
AA (Pre-Physical Therapy), University of Florida
BS (Physical Therapy), Medical College of Georgia
MS (Anatomy), Medical College of Georgia
DPT (Physical Therapy), Hardin-Simmons University

Charlie Gee, 2016
Program Director, Communications and Media
Associate Professor of Communications and Media
BA (Communications) Middle Tennessee State University
MA (Communications) University of Tennessee
PhD (Communications and Information) University of Tennessee

John Gibbons, 2018
Assistant Professor of Physiology
BS (Animal Science), Texas A&M University
MS (Dairy Science), Virginia Polytechnic Institute & State University
PhD (Endocrinology) University of Wisconsin-Madison

Michael Giles, 2015
Program Director, Art
Associate Professor of Art
BFA (Painting & Drawing), Ohio State University
MFA (Painting & Drawing), University of Tennessee-Knoxville

William Gill, 2015
Director of Legal Writing and Assessment
Associate Professor of Law
BA (English Literature), University of Tennessee-Knoxville
JD, Emory University School of Law

Joseph Gill, 2016
Assistant Professor of Theatre
BA (Theatre Arts/Dance), California State University, Los Angeles
MFA (Theater), Naropa University

Jessey Gilley, 2015
Associate Professor of Geography
BA (Geography, Political Science), Concord University
MA (Geography), Ohio University
PhD (Geography), University of Kansas

Lee Gilroy, 2014
Program Director, Psychology
Associate Professor of Psychology
BA (Psychology), Florida Atlantic University
MA (Psychology), Florida Atlantic University
PhD (Cognitive/Experimental Psychology), Florida Atlantic University

Kristi Givens, 2019
Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), South University
MSN (Nursing Education), Grand Canyon University

Jody Goins, 2016
Executive Vice President and Dean for Enrollment and Student Affairs
Instructor of Education
BA (History Education), Lincoln Memorial University
MEd (Education Administration & Supervision), Lincoln Memorial University
EdS (Educational Administration & Supervision), Lincoln Memorial University
EdD (Executive Leadership), Lincoln Memorial University

Jozie Moore Gold, 2019
Instructor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Western Governors University
MSN (Nursing Education), Western Governors University

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

Randal Gregg, 2019
Associate Professor of Immunology
BS (Biology), East Tennessee State University
BS (Health Sciences), East Tennessee State University
PhD (Molecular Microbiology and Immunology), University of Missouri, Columbia School of Medicine

Sarah Griffith, 2012
Instructor of Nursing
AAS ((Nursing), St. Clair County Community College
BSN (Nursing), Kaplan University
MSN (Nurse Educator Track), Liberty University

Donny Grigsby, 2011
Head Athletic Trainer
BS (Athletic Training), Lincoln Memorial University
MEd (Counseling and Guidance), Lincoln Memorial University

Adam Gromley, 2012
Director of Research
Associate Professor of Molecular/Cellular Biology

BS (Microbiology and Molecular Cell Sciences), University of Memphis
PhD (Biomedical Sciences), University of Massachusetts Medical School

Zeynep Gromley, 2012
Chair of Molecular Sciences
Associate Professor of Biochemistry
Bachelors, Dokuz Eylul University, Turkey
Masters, Dokuz Eylul University, Turkey
PhD (Biochemistry), The Medical College of Wisconsin

Karen Gruszynski, 2018
CAHA Epidemiologist
Assistant Professor of Epidemiology
BS, University of Minnesota – Twin Cities
DVM (Veterinary Medicine), University of Wisconsin – Madison
MPH, Louisiana State University
PhD (Epidemiology), Louisiana State University

Kristie Hale, 2021
ASN, Lincoln Memorial University
BSN, Lindsey Wilson College
MSN, University of the Cumberlands

Julie Hall, 2014
Associate Professor of Molecular Biology
Chair, Department of Biology
BS (Biotechnology), Elizabethtown College
PhD (Biology), University of North Carolina- Chapel Hill

Gayle Hamann, 2018
Assistant Professor of Osteopathic Manipulative Medicine
BS (Biology) Central Washington University
DO, Western University of Health Science College of Osteopathic Medicine of the Pacific

Beverly Hamilton, 2016
Associate Professor of Biology
Program Director, Master of Science Biomedical Professions
BS (Biology), Virginia Commonwealth University
MBA, Strayer University
PhD (Immunology and Microbiology), Virginia Commonwealth University

Stewart Harris, 2016
Director of Major Gifts for DSOL
Adjunct Professor of Law
Associate Director, Abraham Lincoln Institute for the Study of Leadership and Public Policy
BA (Public & International Affairs), Princeton University
JD, University of Pennsylvania School of Law

Jason Hauser, 2021
Special Assistant to the President
Instructor of History
BA (History), Appalachian State University
MA (History), Appalachian State University
PhD (History), Mississippi State University

Abigail Heiniger, 2020
Chair of Literature and Languages
Assistant Professor of English
BA (English and Humanities), University of Louisville
MA (Humanities), University of Louisville
MA (English), University of Louisville
PhD (English), Wayne State University

Erin Hermann, 2017
Instructor of Nursing
BSN (Nursing), University of Tennessee-Chattanooga
MSN (Nursing), Old Dominion University
DNP (Nursing), UT Knoxville

Donna Hermey, 2009
Chair and Professor of Anatomy
BS (Biology), Muhlenberg College
PhD (Anatomy and Cell Biology), Temple University School of Medicine

Tracie Gooch, 2019
Assistant Professor of Nursing
ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing), Lincoln Memorial University
DNP (Nursing), Lincoln Memorial University

Cheryl Hild, 2019
Assistant Professor of Decision Science
BS (Economics), University of Alabama at Birmingham
PhD (Management Science), University of Tennessee

Jennifer Holt, 2018
Instructor of Nursing
AAS (Nursing), Walters State Community College
BSN (Nursing), King University
MSN (Education), King University

Roger Holt, 2011
Assistant Professor of Management
BS (Business Administration), Lincoln Memorial University
MA (Human Relations/Management), Webster College
DBA (Business Administration), Nova Southeastern University

Marisa Hricovsky, 2019
Assistant Professor of Art
BFA (Three-Dimensional Studies), Bowling Green State University
MFA (Studio Art), School of the Art Institute of Chicago

Charles Hubbard, 1995
Professor of History
The Abraham Lincoln Historian
BA (History and Philosophy), Mercer University

MA (History), Middle Tennessee State University
PhD (History), University of Tennessee

Kristina Hudson, 2018
Assistant Professor of Education
BS (Interdisciplinary Studies, Human Learning and Development), Lincoln Memorial University
EdS (Curriculum and Instruction), Lincoln Memorial University
EdD (Instructional Leadership), Lincoln Memorial University

Stephanie Hull, 2011
Associate Professor of PA Studies
Associate Program Director
BS (Physician Assistant Studies), Pennsylvania College of Technology
MS (Emergency Medicine), Alderson Broaddus College, Philippi

Julius Ikome, 2019
Assistant Professor of Accounting
BS (Economics), Concordia University
MA (Economics), University of Windsor
MScA (Accounting), Strayer University
DBA (Accounting), Argosy University

April James, 2010
Professor of Law
BA (English), Lincoln Memorial University
JD, Samford University- Cumberland School of Law

Sherry Jimenez, 2017
Associate Dean for Assessment and Interprofessional Education
Assistant Professor of Medical Education
BS (Finance/Economics) Rochester Institute of Technology
MS (Management) Nazareth College
EdD (Executive Leadership), St. John Fisher College

Kevin W. Jennings, 2020
Program Director, Undergraduate Criminal Justice
Assistant Professor of Criminal Justice
BA (Anthropology), Texas State University
BS (Criminal Justice), Texas State University
MS (Criminal Justice), Texas State University
PhD (Criminal Justice), Texas State University

Judy Johnson, 2013
Instructor of Nursing
LPN (Nursing), Cumberland Valley Health Occupations
AAS (Business), Southeast Community College
ASN (Nursing), Walters State Community College
BSN (Nursing), Excelsior College
MSN (Nursing), Walden University
DNP (Nursing), UT Chattanooga

Kathryn Jones, 2016
Instructor of Nursing
Nursing Simulation Coordinator
BSN (Nursing), Austin Peay State University
MSN (Nursing), Liberty University

Katie Jones, 2017
Assistant Professor of Law
BA (Political Science & Sociology), University of North Carolina-Chapel Hill
JD, University of Tennessee College of Law

Dennis Kiick, 2006
Professor of Biochemistry
BS (Biology), San Diego State University
MS (Biochemistry), LSU Medical Center
PhD (Biochemistry) University of North Texas

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BA (Anthropology), State University of New York, Binghamton
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PhD (Biological Anthropology), University of Tennessee, Knoxville

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BM (Piano Performance), Tennessee Tech
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DMA (Piano Performance), Louisiana State University

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Assistant Professor of Chemistry
BS (Chemistry), Murdoch University- Australia
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BS (Biology), Mercyhurst University
MS (Forest Resources), University of Georgia
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BS (Anthropology), Northern Illinois University
MS (Human Biology), University of Indianapolis
PhD (Anthropology), The Ohio State University

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BSc. (Biology), York University, Canada
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BS (Health Science), Armstrong State University, GA
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BS (Social Work), Lincoln Memorial University
MSW (Social Work), East Tennessee State University

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Dip. ED, University of the West Indies
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BSN (Nursing), East Tennessee State University
MSN (Nursing), Vanderbilt University

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BS (Physics), Georgetown College
MS (Physics), University of Kentucky
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Assistant Professor of Law
JD, Lincoln Memorial University Duncan School of Law
MS (Library Science), Catholic University of America
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BS (Biology), Creighton University, NE
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Director of the Abraham Lincoln Library and Museum
Instructor of History
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MSN (Nursing-FNP), University of South Florida
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Clinical Coordinator for Graduate Nurse Practitioner Programs
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BS (Psychology), University of Tennessee-Knoxville
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BS (Biology), Lincoln Memorial University
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Digital Resources Librarian
Assistant Professor of Law
BA, University of Tennessee
MIS, University of Tennessee
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Assistant Dean of Basic Medical Sciences
Associate Professor of Physiology
BSc (Movement Science), University of Pittsburgh School of Education, Pittsburgh
MSc (Clinical Exercise Physiology), Northeastern University, Bouve' College of Health Science, Boston
PhD (Health and Human Performance), University of Florida College of Health and Human Performance, Gainesville

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ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Eastern Kentucky University
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Dean of the School of Business
Professor of Management
BS (Management), Maryville University
MBA (Management/Marketing), Maryville University
D.MGT. (Management), Webster University

Ph.D. (Technology Management/Human Resource Development & Industrial Training), Indiana State University

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Chair, Department of Fine Arts and Communication
Associate Professor of Music
BM (Music Education), Shenandoah University, Virginia
MM (Wind Conducting), University of Delaware
PhD (Music Education), University of Kansas

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Assistant Professor of Nursing
BS (Psychology), Xavier University
BSN (Nursing), Lincoln Memorial University
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Program Director MEdITL Program
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BS (Math & Physics), Oglethorpe University
MS (Physics), University of Tennessee-Knoxville
EdD (Education Research Statistics & Science Ed, Higher Ed, Math Ed, Curriculum & Instruction), UT

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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

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BS (Physician Assistant Studies), Jefferson College of Health Sciences
BS (Biology), King College
MPAS, (Orthopedics), Nebraska Medical Center

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Chair of Pediatrics
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BS (Biology), Tennessee Technological University
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BSN (Nursing), University of Cincinnati
MSN (Nursing), University of Cincinnati
DNP (Nursing), Mount Saint Joseph University

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AAS (Nursing), Walters State Community College
BSN (Nursing), King College
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BSN, West Virginia University
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Chair, Graduate Programs, Business
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Assistant Professor of Business
BBA (Marketing), Lincoln Memorial University
MBA, Carson-Newman University

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Assistant Professor of Veterinary Health Science and Technology
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BS (Animal and Poultry Science), Virginia Polytechnic and State University
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Associate Professor of Physician Assistant Studies
BS (Biology), Virginia Tech
MHS (Phys. Assistant studies), University of South Alabama

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BS (Biology), King College, Bristol, TN
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BA (Secondary Education English), Tusculum College
MBA, American InterContinental University
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AAS, Shelton State Community College
BSN, University of Alabama
MSN, Carson Newman University
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BS (Preaching), Johnson Bible College
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EdS (Educational Leadership), Lincoln Memorial University
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Instructor of Mathematics
BS (Business), University of Virginia, Wise
MEd (Vocational and Technical Education), Virginia Tech

MA (Mathematics), University of Virginia

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Associate Professor of History
BA (History and Dramatic Arts), Centre College
MA (History), Florida State University
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Electronic Resources Librarian
BA (Writing and Communication), Maryville College
MS (Information Sciences), University of Tennessee-Knoxville
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BS (Mathematics), Lincoln Memorial University
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BA (Allied Health Care), National Louis University
BSN (Nursing), The College of St. Scholastica
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BSN (Nursing), Troy State University
MSN (Nursing), Clemson University
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ASN (Nursing), Lincoln Memorial University
BSN (Nursing), Lincoln Memorial University
MSN (Nursing-FNP), Lincoln Memorial University
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Director, MSN Nurse Anesthesia Concentration
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MSNA (Nurse Anesthesia), Virginia Commonwealth University
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Professor of Physiology
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BA (Anthropology), University of Georgia
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MSSW (Social Work), University of Tennessee-Knoxville
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Instructor of Nursing
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ASN (Nursing), Walters State Community College
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MA Ed (Physical Education), University of North Alabama
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BS (Biology), Tulane University
MS (Wildlife Biology), Auburn University
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Clinical Relations Lead Veterinarian I
Assistant Professor of Veterinary Medicine
BS (Animal Science), Brigham Young University
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ASN (Nursing), Waubonsee Community College
BSN (Nursing), Northern Illinois University
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Associate Professor of Veterinary Science
BA (Anthropology), University of Tennessee-Knoxville
BS (Biological Sciences), University of Tennessee-Knoxville
MPH (Public Health), University of Tennessee-Knoxville
DVM (Veterinary Medicine), University of Tennessee-Knoxville

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Director, MSN Family Psychiatric Mental Health Nurse Practitioner Concentration
Professor of Nursing
ADN (Nursing), Gadsden State University
BSN (Nursing), Jacksonville State University
MSN (Family Nurse Practitioner), Mississippi University for Women
PhD (Educational Psychology), Mississippi State University

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Assistant Professor of Biology, Microbiology
BS (Fish and Wildlife Conservation), University of Illinois at Urbana
DVM (Veterinary Medicine), University of Tennessee
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Assistant Professor of Pharmacology
BS (Pharmaceutical Sciences), Shedan College of Pharmacy
PhD (Physiology and Pharmacology), University of Louisiana-Monroe

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Assistant Professor of Veterinary Science
BS, Anderson College
DVM (Veterinary Medicine), University of Georgia

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BA (Political Sciecne), Western Carolina University
MA (Political Science), Villanova University
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Professor of Law
BBA (Management), University of Notre Dame
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Instructor of Learning Resources
Information Literacy Librarian
BA (English), Lincoln Memorial University
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BSN (Nursing), University of South Florida
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MEd (Educ Administration & Supervision) Lincoln Memorial University
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ASN (Nursing), Broward College
BSN (Nursing), Barry University
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Dean, School of Mathematics and Sciences
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BS (Biology), Fairmont State University
MS (Forestry), West Virginia University
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BA (English), University of Georgia
MA (Special Education), Mary Baldwin College, VA
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Associate Dean, Director of Law Library
Professor of Law
BA, Brigham Young University
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BA (History), Illinois Benedictine College
MA (History), Northern Illinois University
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BA (Social Work) University of Tennessee-Chattanooga
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BA (Political Science and Sociology), Yale University
MS, Columbia University Graduate School of Journalism
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Director, MSN Family Nurse Practitioner Concentration
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ASN (Nursing), Lincoln Memorial University
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MSN (Family Nurse Practitioner), Lincoln Memorial University
DNP (Nursing), Frontier Nursing University

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BS (Biology/Chemistry), Lincoln Memorial University
MS (Management and Information Systems), Nova Southeastern University
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Professor of Government
BA (Political Science/Public Administration), Trenton State College
MPA (Public Administration), New York University
PhD (Public Administration and Political Science), Temple University
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BS, Community Texas A&M
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BS (Medical Technology), Lincoln Memorial University
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BS (Interdisciplinary Studies, Biochemistry and Molecular Biology), University of Florida
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BSN (Nursing), Adelphi University
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MS (Zoology), University of Maine
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BA (English), University of Florida
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BS (Biology), Lincoln Memorial University
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Errata

- 8/18/21 Corrections made to Conservation Biology (BS) Research Track
- 8/18/21 Corrections made to Conservation Biology (BS) Wildlife and Fisheries Management Track
- 8/18/21 Corrections made to Chemistry (BS) Pre-med Track

Revisions

- 8/18/21 BIOL 115 Gross Anatomy added to Course Descriptions section
- 8/18/21 Computer Science added to Table of Contents