

Mediasite by Sonic Foundry - Create Online Multimedia Presentations, Briefings and Courses Auto - Windows Internet Explorer

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Mediasite by Sonic Foundry - Create Online Multimed...

Page | Safety | Tools

How it looks

Mediasite Recorders

Mediasite Server

Organize

Schedule

Secure

Track and report

Podcast

Caption


Integrate

Why Mediasite

Hosting

Services

## Your know-how, online now.



**Record and deliver your online learning, interactive lectures and multimedia presentations automatically with Mediasite - the easiest, most reliable and most complete webcasting and knowledge management platform.**

**Your presenters teach, train or present as they always do, while Mediasite records everything they say and show and immediately delivers their multimedia presentation online for audiences to watch anytime, anywhere.**

**Discover how Mediasite works or read on to see how you can put Mediasite to work for you.**

Universities and colleges use Mediasite to capture lectures and presentations for both hybrid or blended and online learning, special events, training and alum relations

- > improve student learning, retention and matriculation
- > increase enrollment without new classrooms
- > generate new revenue through online and continuing education programs
- > bolster recruitment and outreach
- > capture, preserve and repurpose campus events

Businesses, healthcare facilities and government agencies use Mediasite to webcast training, employee briefings and corporate communications

- build stronger teams with direct management-employee communication
- reduce travel and boost efficiency
- empower staff through training and professional development
- capture, preserve and extend the reach of conferences and other events
- strengthen sales, marketing and investor communications
- reduce customer support costs and increase satisfaction

What's New in 8.2

101 Uses for Mediasite

Mediasite Payer Tech Spec

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Upcoming events

Case studies

Webcasts

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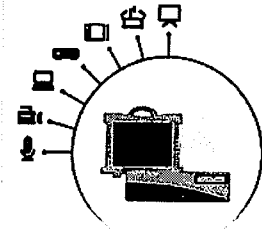
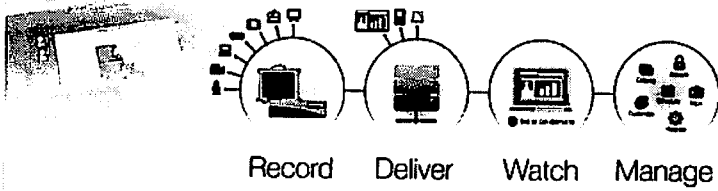
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- Mediasite
- How it works
- How it looks
- Mediasite Recorders
- Mediasite Server
- Organize
- Schedule
- Secure
- Track and report
- Podcast
- Caption
- Integrate
- Why Mediasite
- Hosting
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# How it works



## Record

Purpose-built for integration with your existing AV technology, Mediasite Recorders capture, encode and synchronize content from any video, audio and DV/VGA devices your presenters choose to use. From laptops and tablet PCs to whiteboards, document cameras and digital instrumentation, Mediasite Recorders capture any of your content in high resolution.

Real-time recording means there's no need to author content pre-upload slides or devote time to post-production.

Mediasite Recorders can be pre-scheduled to automatically start and stop recording without presenter interaction. Or let presenters control their own recordings with the easy-to-use Recorder application or from your Crestron or AMX room automation touch panel.

- Product information**
- What's New in 5.1
  - What's New in 5.2
  - Mediasite Recorders Tech Spec
  - Mediasite EX Server Software Tech Spec
  - Mediasite Payer Tech Spec
  - Why Choose Mediasite?

**News**

**Upcoming events**

**Case studies**

**Webcasts**

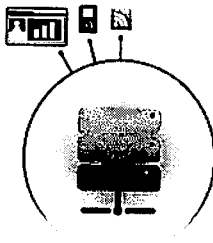
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**FINI-FISH**



## Deliver

Mediasite EX Server gives you control over how and when you deliver your recorded presentations.

- Stream presentations live or on-demand
- Create a podcast for on-the-go listening
- Publish presentations to a CD/DVD, USB or zipped folder for playback without Internet access

Because there are no processing or transcoding delays with Mediasite, your multimedia presentations are ready to watch immediately. Presentations can be automatically published to searchable online Mediasite Catalogs, your preferred course/learning management system or any web portal for anytime/anywhere access.



## Watch

The Mediasite Player powers the most dynamic multimedia experience - unconstrained by traditional video and slide layouts. Your audience watches Mediasite presentations with their favorite browser from any PC or Mac. And they control playback, choosing views that focus on the content most important to them. Every Mediasite Player includes:

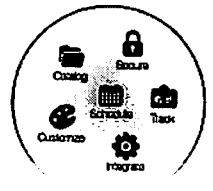
- High resolution video and slides
- User-controlled navigation
- Custom branding
- Interactive polls and Q&A
- Closed captioning support



## Watch

The Mediasite Player powers the most dynamic multimedia experience - unconstrained by traditional video and slide layouts. Your audience watches Mediasite presentations with their favorite browser from any PC or Mac. And they control playback, choosing views that focus on the content most important to them. Every Mediasite Player includes:

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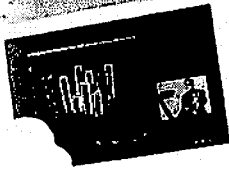


## Manage

Throughout the entire process, the Mediasite EX Server platform provides every management tool you need to schedule, secure, catalog, customize, integrate and track your webcasts. It brings order to your Mediasite presentation library making it easy to manage hundreds of system users, thousands of recorded hours and as many viewers as needed. Plus, it's built to reliably scale across any organization.

- Mediasite
- How it works
- How it looks
- Mediasite Recorders
- Mediasite Server
- Organize
- Schedule
- Secure
- Track and report
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- Caption
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- Why Mediasite
- Hosting
- Services

# Today's richest online presentation experience.



Three forms of communication - audio, visual and kinesthetic - play a unique role in the ability to communicate and learn. One reason people embrace Mediasite is because it incorporates all three ways to process information.

Mediasite's fresh, interactive design encourages users to click, watch and learn. The Mediasite Player provides today's students, employees and busy learners with the most dynamic multimedia experience - unconstrained by traditional video and slide layouts. Watching a live or on-demand Mediasite presentation is virtually the same as being in the room with the presenter, but with more control over the playback experience. Users choose the view that puts the focus on what's most important to them and interact with the presenter through polls and Q&A.

Plus, the newest Mediasite Players let you embed content directly within the sites your users access the most like course/learning management systems, portals, web pages or blogs. Context-based viewing means people watch presentations within the environment most relevant and useful to them.

**High resolution images**

View any content from a single window. No need to open a second PC or window. Resolution up to 1024x768.

**Custom branding**

**Zoom in** magnify any portion of a slide to full resolution.

**User-controlled layout**

Add a view     Hide by side     Save as a new slide  
 Full screen     Full screen capture     Add a new slide

- Product Information**
- What's New in E.1
  - What's New in E.2
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  - Mediasite Player Tech Spec
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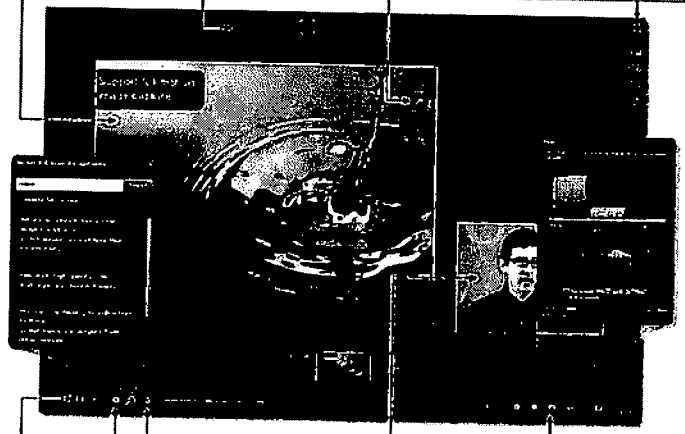
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- High resolution images**  
Show any content from 200 ppi  
whiteboard documents across a  
large PC or monitor or  
even a large up to 100 inch screen
- Custom branding**
- Zoom in** magnify  
any portion of a slide to  
full resolution
- User-controlled layout**
  - Full screen
  - Side by side
  - Zoomed & alternate
  - Picture-in-picture
  - Full screen picture



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- Video controls**  
play, pause, stop, full screen
- Presentation information**  
event description, presenter bio, and headshots
- Closed captioning**
- High resolution, full motion video**
- Audience interaction**
  - Posts
  - Ask a question
  - Share presentation
  - Embed a presentation
  - Links
  - Include alternate reference materials

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## TurningPoint® - PC



### TurningPoint

TurningPoint is our award-winning audience response solution. Ideal for all environments, it's 100% native with Microsoft PowerPoint®. For PowerPoint users, it is the easiest to use response solution on the market.

TurningPoint software in conjunction with ResponseCard® keypads (clickers) or ResponseWare software, creates a wireless audience response and voting system that enables educators, trainers and presenters to develop and administer real-time assessments of participants from within Microsoft® PowerPoint®. Transform your next presentations into a wireless audience response tool that can seamlessly identify and confirm participant understanding, increase participant attentiveness, and gather, rank and report critical information simultaneously in real-time.

TurningPoint provides further analysis of audience response data via reports that easily move data into preformatted MS Excel® and MS Word® templates. Sharing information is made simple through the TurningPoint response solution.

TurningPoint's unique design allows it to seamlessly operate with the leading hardware products and education content solutions, like Cengage and Glencoe/McGraw Hill, and productivity tools like Word, Excel, Blackboard, and WebCT. Our partners are the best in their industries.



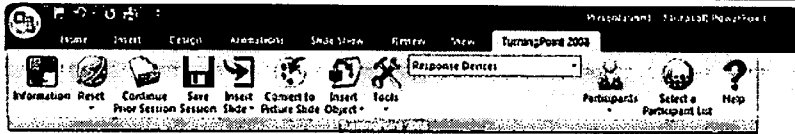
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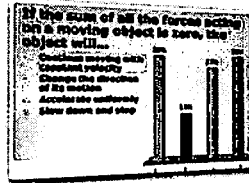
### Audience Response Products

- :: Polling Software
  - :: TurningPoint - PC
  - :: PowerPoint Features
  - :: Excel Features
  - :: Word Features
  - :: TurningPoint - Mac
  - :: TurningPoint AnyWhere - PC
  - :: TurningPoint AnyWhere - Mac
  - :: TestingPoint
  - :: RemotePoll
  - :: Response Options



Product Highlights

- Easy installation - Plug and play; hardware setup
- Native to Microsoft PowerPoint
- Customize your presentations with graphs, countdown timers and correct answer indicators
- Multiple post-session reporting options
- Support for remote locations via ResponseWare or RemotePoll— perfect for video conferencing meetings, trainings, and classes



Who's Using TurningPoint?

Today, TurningPoint is being used in a multitude of environments ranging from live and broadcasted classroom instruction in both K-12 and higher education to corporate consulting and training events, conference keynotes and sessions, and town hall meetings. The possibilities are endless.

Learn More About Wireless Audience Response Systems For:

- [Education K-12](#)
- [Higher Education](#)
- [Professional & Government](#)
- [Retail Events](#)

System Requirements

TurningPoint 2008 4.1

- Windows XP, Vista 32 or 64 bit OS

- TurningPoint - Mac
- TurningPoint AnyWhere - PC
- TurningPoint AnyWhere - Mac
- TestingPoint
- RemotePoll
- Response Options
- ResponseCard SDK
- Digital Content

Turning Technologies #2 on Weatherhead 100

ADVANCE for Health Information Executives: At a Turning Point

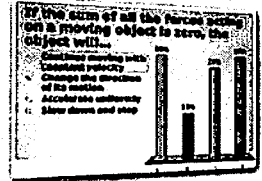
New Application Turns Phones into Learning Aids

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- [Higher Education](#)
- [Professional & Government](#)
- [Retail Events](#)

### System Requirements

#### TurningPoint 2008 4.1

- Windows XP, Vista 32 or 64 bit OS
- Office XP, 2003 or 2007
- Intel or AMD 600 MHz class processor (1 GHz or higher recommended)
- 256 MB RAM
- 60 MB hard disk space (an additional 32 MB is required if you do not have Microsoft .NET Framework 2.0 installed)
- 1024x768 resolution at 32-bit color or higher
- Standard USB 1.1/2.0 port (for USB-based hardware devices or USB-serial adapter)
- Ethernet or 802.11 compatible wireless network card (required if ResponseWare is used)

## Student Response Systems

### Student Response

Student response technology is an effective tool that helps facilitate pedagogical best practices and enhance student learning.

- Transform your classroom into an interactive and engaging learning environment
- Experience increased attendance and participation - even from those quiet, back-of-the-lecture-hall students.
- Create open discussions that are fueled by students, rather than forced by you
- Gauge student understanding instantly with visual charts in real-time.
- Provide students review questions that are reflective of their understanding, not just what you think they need work on.
- Check reading assignments instantly with short quizzes before class and grade assignments instantly.

### Proven Technology

The positive impact student response technology has on classroom environments has been documented in multiple published research papers, educational articles and real-life success stories. Its ability to enhance student engagement and encourage whole class participation creates a truly unique learning environment.

Review our [Research & Case Studies](#) page to familiarize yourself with this information.

### Featured Products



#### Accessibility

We strive to enhance the learning experience for all students, including those with disabilities. We have designed our products with input from the special needs community.

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#### Distance Learning

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CMU Class Teaches Students Using iPod Technology

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## ResponseWare

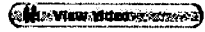
### Response Technology for Mobile Learning!

Imagine... a classroom where students use their cell phones and laptops to participate actively in class. Today's students are driven by connectivity and mobility. Offer your students the option of using the one tool inside class, that keeps them connected outside of class. With ResponseWare, professors can present a question during lecture and have students respond in real-time using a Wi-Fi or data connection. ResponseWare Instantly transfers their selection for immediate assessment in addition. ResponseWare can be used seamlessly in mbed environments alongside traditional ResponseCards<sup>®</sup>.



- **Active Participation:** Get every student involved in class using the tools that they use the most—cell phones and laptops.
- **Easy Campus Implementation:** No special software required to install or configure and no need to alter firewall or port settings.
- **One Device:** Simple and convenient solution for the students. One device for voice, data, and learning tools.
- **Mobile Learning:** Students can respond to interactive questions both inside and outside of the classroom. Ideal for distance education classes or in-field course work.

See ResponseWare in use at Youngstown State University



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### Student Response Systems for Higher Education

- Student Response Solutions
- LMS & Content Integration
- Mobile & Distance Learning
  - ResponseWare
  - RemotePoll
- Student Clickers
- Solutions for Apple
- Accessibility
- Turning Foundation
- Research & Case Studies
- User Community
- Training & Events

**RULES OF THE SUPREME COURT OF THE  
STATE OF TENNESSEE  
(Rules 1-9)**

EFFECTIVE JANUARY 28, 1981

**Rule 1. Scope.** —The Tennessee Rules of Appellate Procedure, which became effective on July 1, 1979, shall govern all matters on appeal before this Court. All rules of this Court in conflict with or modified by the Tennessee Rules of Appellate Procedure are hereby superseded and modified by the Tennessee Rules of Appellate Procedure. The Tennessee Rules of Appellate Procedure shall be cited as T.R.A.P. or as Tenn. R. App. P. [As amended by order filed April 17, 2000, effective April 17, 2000.]

**Rule 2. Rule day and motion docket.** —The first Monday of every month shall be rule day; and the clerk shall keep a rule docket, in which the clerk shall enter all orders under these rules.

**Rule 3. Requirement of counsel to abridge the record on appeal.** —In determining the content of the record and the scope of the transcript of evidence and proceedings in the trial court, as provided in T.R.A.P. 24(a) and 24(b), counsel for appellant and appellee are required to abridge the record so that only such part of the pleadings, testimony and other parts of the record which bear upon or affect the rights of the parties on the issues that are involved on the appeal, are included in the record. In the discretion of the Supreme Court, costs accruing for failure of counsel to comply with this rule will be adjudged against the party whose counsel is in default.

**Rule 4. Publication of Opinions —Not for Citation Designation —Precedential Value and Citation of Unpublished Opinions. —**

(A)(1) As used in this Rule, “publication” means publication in the official reporter (Southwestern Reporter 2d).

(2) Unless explicitly designated “Not For Publication,” all opinions of the Tennessee Supreme Court shall be published in the official reporter. Concurring and dissenting opinions shall be published along with the majority opinion.

(3) Opinions of the Special Workers' Compensation Appeals Panels shall not be published unless publication is ordered by a majority of the Supreme Court.

(4) The Clerk of this Court will promptly file opinions of this Court. A copy of the opinions shall be provided to the Attorney General and Reporter upon filing.

(B) No opinion of the Court of Appeals or Court of Criminal Appeals shall be published in the official reporter until after the time for filing an application for permission to appeal has expired.

(C) If an application for permission to appeal is filed and granted, the opinion of the intermediate appellate court shall not be published in the official reporter, unless otherwise directed by the Tennessee Supreme Court.

(D) If an application for permission to appeal is filed and denied, the opinion of the intermediate appellate court may be published in the official reporter in accordance with the rules of the intermediate appellate court if the opinion meets one or more of the following standards of publication:

(i) the opinion establishes a new rule of law, alters or modifies an existing rule, or applies an existing rule to a set of facts significantly different from those stated in other published opinions;

(ii) the opinion involves a legal issue of continuing public interest;

(iii) the opinion criticizes, with reasons given, an existing rule of law;

(iv) the opinion resolves an apparent conflict of authority, whether or not the earlier opinion or opinions are reported;

(v) the opinion updates, clarifies or distinguishes a principle of law; or

(vi) the opinion makes a significant contribution to legal literature by reviewing either the development of a common law rule or the legislative or judicial history of a provision of a constitution, statute, or other written law. See Court of Appeals Rule 11(b) and Court of Criminal Appeals Rule 19.1(a).

(E)(1) If an application for permission to appeal is hereafter denied by this Court with a "Not for Citation" designation, the opinion of the intermediate appellate court has no precedential value.

(2) An opinion so designated shall not be published in any official reporter nor cited by any judge in any trial or appellate court decision, or by any litigant in any brief, or other material presented to any court, except when the opinion is the basis for a claim of res judicata, collateral estoppel, law of the case, or to establish a split of authority, or when the opinion is relevant to a criminal, post-conviction or habeas corpus action involving the same defendant.

(3) From and after the effective date of this Rule, the precedential and citation value applicable to intermediate appellate court decisions designated "Not for Citation," shall also apply to intermediate appellate court decisions which have previously been designated, "Denied, Concurring in Results Only"(DCRO), or "Denied, Not for Publication,"(DNP).

(F) If no application for permission to appeal is filed, or if an application is filed but dismissed as untimely, publication of the intermediate appellate court opinion shall proceed in accordance with either Court of Appeals Rule 11 or Court of Criminal Appeals Rule 19.

(G)(1) An unpublished opinion shall be considered controlling authority between the parties to the case when relevant under the doctrines of the law of the case, *res judicata*, collateral estoppel, or in a criminal, post-conviction, or habeas corpus action involving the same defendant. Unless designated "Not For Citation," "DCRO" or "DNP" pursuant to subsection (F) of this Rule, unpublished opinions for all other purposes shall be considered persuasive authority. Unpublished opinions of the Special Workers' Compensation Appeals Panel shall likewise be considered persuasive authority.

(2) Opinions reported in the official reporter, however, shall be considered controlling authority for all purposes unless and until such opinion is reversed or modified by a court of competent jurisdiction.

(H)(1) A copy of any unpublished opinion cited shall be furnished to the court and all parties by attaching it to the document in which it is cited.

(2) The title page of the copies and any citation to the unpublished decision shall contain a notation indicating whether or not an application for permission to appeal has been filed and, if filed, the date and disposition of the application. Where appropriate, the notation shall indicate that an application has been filed and is currently pending. [As amended by order filed and effective November 1 and November 10, 1999. Amended by order filed december 13, 2006.]

**Rule 5. Research assistants.** —The employment of Research Assistants (Law Clerks) for the members of the appellate judiciary is governed by Tenn. Code Ann. § 8-23-108 and § 8-23-109. The employment of research assistants also is governed by Tenn. Code Ann. § 16-3-804(b).

Additional qualifications and/or conditions of employment are as follows:

(a) Research Assistants shall devote their full time, during regular working hours, to the performance of the official duties assigned to them by the judge or justice whom they serve.

(b) Research assistants shall not engage in the practice of law during the term of their employment, except as provided in paragraph (c). The term "practice of law" shall mean those services listed in Tenn. Sup. Ct. Rule 9 § 20.2, provided, however, for the limited purpose of this rule, the term shall not include service as a research assistant.

(c) Notwithstanding the provisions of paragraph (b), a research assistant ("assistant") may act pro se, may perform routine legal work incident to the management of the personal affairs of the assistant or a member of the assistant's family, and may provide pro bono legal services in civil matters, so long as such pro se, family, or pro bono legal work does not present an appearance of impropriety, does not take place while on duty or in the assistant's workplace, and does not interfere with the assistant's primary responsibility to the judge or justice whom the assistant serves, and further provided that"

(1) in the case of pro se legal work, such work is done without compensation (other than such compensation as may be allowed by statute or court rule in probate proceedings);

(2) in the case of family legal work, such work is done without compensation (other than such compensation as may be allowed by statute or court rule in probate proceedings) and does not involve the entry of an appearance in any court;

(3) in the case of pro bono legal services, such work: (i) is done without compensation; (ii) does not involve the entry of an appearance in any court, (iii) does not involve a matter of public controversy, an issue likely to come before the assistant's court, or litigation against federal, state or local government; and (iv) the proposed services are reviewed in advance with the appointing authority to determine whether the proposed services are consistent with the foregoing standards.

(d) Senior law students (those in their final year of law school) may be employed upon a part-time basis, with a commensurate apportionment of compensation.

(e) All full-time research assistants, as a condition of their entry upon their duties, will file with the Administrative Office of the Courts a certificate in the following form:

### CERTIFICATE

I, \_\_\_\_\_, Research Assistant to Judge \_\_\_\_\_, certify:

- a. that I have read and fully understand Rule 5 of the Tennessee Supreme Court;
- b. that I will devote my full time, during regular working hours, to the performance of my official duties as Research Assistant;
- c. that I will not engage in the practice of law as defined in Rule 9, during the term of my employment, except as permitted under Rule 5.

This the \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_.

---

[Signature]

(f) For the purposes of paragraphs (a) - (c) of this court, the term research assistant shall include any staff attorney employed by an appellate court.

[As amended by orders entered February 9, 1984, October 1, 1984, July 7, 1995,

September 11, 1995, February 17, 2000, and May 26, 2009.]

**Rule 6. Admission of attorneys.** — An applicant may seek admission to the bar of this Court by either:

(1) appearing in open court and representing through a reputable member of the bar, that he or she is a citizen of this State, a person of good moral character, has been duly licensed to practice law under the statutes of this State; or

(2) filing with the Clerk an application for admission by affidavit. Such application shall contain:

(A) A personal statement by the applicant that he or she possesses all qualifications and meets all requirements for admission as set out in the preceding paragraph; and

(B) A statement by two sponsors (who must be members of the Bar of this Court and must personally know the applicant) endorsing the correctness of the applicant's statement, stating that the applicant possesses all the qualifications required for admission and affirming that the applicant is of good moral and professional character. Upon timely application and for good cause shown, the Board of Law Examiners, in its discretion, may waive this requirement.

(3) The documents submitted by the applicant shall demonstrate that he or she possesses the necessary qualifications for admission. Upon the applicant's taking the oath or affirmation and paying the fee therefor, the Clerk shall issue a certificate of admission. The fee for admission to the Bar of this Court shall be fixed by the Court. Applications may be filed in the offices of the Clerk at Nashville, Knoxville, or Jackson.

(4) Each applicant for admission shall take the following oath:

I, \_\_\_\_\_, do solemnly swear or affirm that I will support the Constitution of the United States and the Constitution of the State of Tennessee, and that I will truly and honestly demean myself in the practice of my profession to the best of my skill and abilities, so help me God.  
[Amended by order filed April 18, 2002.]

(5) The foregoing oath of admission may be administered by one of the following judicial officials in Tennessee: (A) a Justice of the Supreme Court; (B) a Judge of the Court of Appeals; (C) a Judge of the Court of Criminal Appeals; (D) a Circuit Court Judge; (E) a Chancellor; (F) a Criminal Court Judge; (G) a General Sessions Court Judge; (H) a Judge of any other inferior court established by the General Assembly pursuant to Article VI, Section 1 of the Tennessee Constitution; (I) the Clerk of the Appellate Courts; (J) a Chief Deputy Clerk of the Appellate Courts; or (K) the Clerk (not including deputy clerks) of any of the courts of such trial judges listed above. The oath of admission also may be administered by a justice or judge of the court of last resort in any other state. [Amended by order filed October 5, 2009]



## Rule 7. Licensing of attorneys.

### Preface

The Board of Law Examiners for the State of Tennessee is created as a part of the judicial branch of government by the Supreme Court of Tennessee pursuant to its inherent authority to regulate courts. The Supreme Court appoints the members of the Board and has general supervisory authority over all the Board's actions. Admission to practice law is controlled by the Supreme Court, which acts on the basis of the certificate of the State Board of Law Examiners.

## ARTICLE I. ADMISSION TO THE BAR OF TENNESSEE

**Sec. 1.01. License Required.** —No person shall engage in the “practice of law” or the “law business” in Tennessee, except pursuant to the authority of this Court, as evidenced by a license issued in accordance with this Rule, or in accordance with the provisions of this Rule governing special or limited practice. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 1.02. Certificate of Board.** —A license evidencing admission to the bar of Tennessee shall be granted by this Court only upon the Certificate of the State Board of Law Examiners (here called the “Board”). [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 1.03. Criteria for Admission.** —The Certificate of the Board will be based upon a determination that the applicant: (i) is of the statutory age; (ii) has satisfied the educational requirements for admission specified by this Rule; (iii) has passed the examination or examinations required by this Rule, or is eligible for admission without examination as hereinafter provided in Article V; (iv) has demonstrated such reputation and character as in the opinion of the Board indicates no reasonable basis for substantial doubts that the applicant will adhere to the standards of conduct required of attorneys in this State; and (v) has evidenced a commitment to serve the administration of justice in this State. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 1.04. Waiver of Examination.** —In the case of an applicant who has been admitted to practice in another jurisdiction in this country, who satisfies the other requirements for admission, and who demonstrates competence to practice in Tennessee by meeting the criteria specified in this Rule, the Board may waive the requirement of passing an examination as hereinafter provided in Article V. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 1.05. Status of Persons Admitted.** —All persons admitted to the bar of Tennessee are by virtue of such admission: (i) officers of the courts of Tennessee, eligible for admission to practice in any court in this State, and entitled to engage in the

“law business”; and (ii) subject to the duties and standards imposed from time to time on attorneys in this State. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 1.06. Existing Licenses.** —Nothing in this Rule will be construed as requiring the relicensing of persons holding valid licenses to practice as of the date of its adoption. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

## ARTICLE II. EDUCATIONAL REQUIREMENTS FOR ADMISSION

**Sec. 2.01. Bachelor and Law Degrees.** —To be eligible to take the examination, an applicant must file as part of the application:

(a) Evidence satisfactory to the Board that prior to beginning the study of law, the applicant had received a Bachelor's Degree from a college on the approved list of the Southern Association of Colleges and Secondary Schools, or the equivalent regional accrediting association, or any accreditation agency imposing at least substantially equivalent standards; and

(b) A certificate from the dean or supervising authority of the school of law in which the applicant is enrolled or from which the applicant graduated, that the school is accredited by the American Bar Association, or has been approved by the Board under Section 2.03, and that the applicant has completed all the requirements for graduation and will have the number of credit hours required for graduation by the date of the bar examination. If the latter type of certificate is furnished, a supplemental statement by the dean or other supervising authority must be made showing completion of all requirements for graduation by the date of the examination.

(c) The Board in its discretion may waive the requirement of graduation from an accredited undergraduate school if the applicant has graduated from a law school accredited by the American Bar Association. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992; as amended by order filed April 15, 1999, effective May 1, 1999.]

**Sec. 2.02. Approval of Law Schools.** — Each applicant to take the examination must have completed a course of instruction in and graduated from a regularly organized law school which was accredited by the American Bar Association at the time of applicant's graduation, or one which has been approved by the Board pursuant to Section 2.03. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992 and by order filed March 23, 2004]

**Sec. 2.03. Approval of Tennessee Law Schools Not Accredited by the American Bar Association.** —The Board may approve any law school in Tennessee not

accredited by the American Bar Association for the purpose of allowing its graduates to be eligible to take the Tennessee bar examination when the standards in this section are met and the Board finds the school is effectively achieving its mission and objectives.

(a) Statement of Mission or Objectives

A school shall adopt a statement of its mission or objectives, which shall include a commitment to a program of legal education designed to provide its graduates with:

(1) An understanding of their professional responsibilities as representatives of clients, officers of the courts, and public citizens responsible for the quality and availability of justice under the law;

(2) A basic legal education through a course of study that develops an understanding of the fundamental principles of public and private law, an understanding of the nature, basis and role of the law and its institutions, and skills of legal analysis and writing, issue recognition, reasoning, problem solving, organization, and oral and written communications necessary to participate effectively in the legal profession.

(b) Organization and Administration

A school shall adopt and maintain an organizational and administrative structure that complies with the following standards:

(1) It shall be governed by, and its general policies shall be established by, a governing board composed of individuals who are not members of its faculty and who are dedicated to fulfilling the mission or objectives of the school.

(2) It shall have a dean, selected by the governing board, to whom the dean shall be accountable; and who shall be provided with the authority and support needed to carry out the responsibilities of the position.

(3) The dean, with the advice of the faculty or its representatives, shall formulate and administer the educational program of the school, including the course of study; methods of instruction; admission; and academic standards for retention, advancement and graduation of students; and shall recommend to the governing board the selection, retention and compensation of the faculty.

(4) Alumni, students and others may be involved in assisting the governing board, the dean and the faculty in developing policies and otherwise in fulfilling the mission or objectives of the school, in a participatory or advisory capacity.

(5) A school shall not be conducted as a commercial enterprise, and the compensation of any person shall not depend on the number of students or on the fees received.

(6) A law school shall foster and maintain equality of opportunity in legal education, including employment of faculty and staff, without discrimination or segregation on ground of race, color, religion, national origin, sex or disability.

(c) Faculty

A school shall establish policies with respect to its faculty consistent with the following standards:

(1) A law school shall have a faculty whose members possess a high level of competence and experience as may be demonstrated by education, teaching ability, judicial service, and capacity for legal research and writing.

(2) To be eligible for appointment to the faculty, a person must be a licensed attorney of known ability and integrity. Nothing in this section shall, however, prevent the appointment of other persons of known ability and integrity who are not licensed lawyers to instruct in inter-disciplinary courses such as accounting, taxation, legal research, writing skills, and medicine for lawyers.

(3) A law school shall take reasonable steps to ensure the teaching effectiveness of each member of the faculty.

(4) A number of faculty members shall be employed sufficient to fulfill the mission or objectives of the school.

(d) Facilities

A school shall have classrooms, other physical facilities and technological capacities that are adequate for the fulfillment of its mission or objectives.

(e) Library

A school shall maintain a law library, including access to computerized research, sufficient to meet the research needs of its students and facilitate the education of its students consistent with its mission or objectives. The library shall be available to all students at reasonable hours.

(f) Program of Legal Education

A school shall maintain an educational program designed to fulfill its mission or objectives, which program shall be consistent with the following standards:

(1) The educational program shall be designed to qualify its graduates for admission to the bar and to prepare them to participate effectively and honorably in the legal profession.

(2) The course of study shall:

(A) Include instruction in those subjects generally regarded as the core of the law school curriculum, including but not limited to the law school subjects covered on the Tennessee bar examination and listed in section 4.04;

(B) Be designed to fulfill the school's mission or objectives, including those expressed in

Subsection (a) above;

(C) Include at least one rigorous writing experience;

(D) Require at least the minimum standards of class hours required from time to time under the American Bar Association standards for approval of law schools for the particular category of school;

(E) Be based on a schedule of classes to meet the minimum standards of class hours, which schedule may include weekend classes;

(F) Include adequate opportunities, and emphasis on, instruction in professional skills, particularly skills in written communication.

(3) A school shall adopt and adhere to sound standards of academic achievement, including:

(A) Clearly stated standards for good standing, advancement and graduation; and

(B) Termination of enrollment of a student whose inability or unwillingness to do satisfactory work is sufficiently manifest so that such student's continuation in school would inculcate false hopes, constitute economic exploitation, or detrimentally affect the education of other students.

(g) Admissions

A school shall adopt and adhere to admission policies consistent with the following standards:

(1) A school's admission policy shall be based on, and consistent with, its mission or objectives.

(2) To be admitted, an applicant must have:

(A) Received a bachelor's degree as provided in Section 2.01; and

(B) Taken an acceptable test for the purpose of assessing the applicant's capability of satisfactorily completing the school's educational program; (the Law School Admission Test sponsored by the Law School Admission Council qualifies as an acceptable test; and the use of any other test must be approved by the Board) and

(C) Satisfied the minimum requirements for admission established by the governing board of the school; and

(D) Satisfied the dean and Admissions Committee that the applicant possesses good moral character.

(3) A law school may not use admission policies or take other action to preclude admission of applicants or retention of students on the basis of race, color, religion, national origin, sex or disability.

#### (h) Basic Consumer Information

A school shall publish basic consumer information in a fair and accurate manner, reflective of actual practice, including:

- (1) statement of mission or objectives;
- (2) admission data;
- (3) tuition, fees, living costs, financial aid, and refunds;
- (4) enrollment data and graduation rates;
- (5) composition and number of faculty and administrators;
- (6) description of educational program and curricular offerings;
- (7) library resources;
- (8) physical facilities; and
- (9) placement rates and bar passage data.

#### (i) Self-Study

(1) The dean and faculty shall develop and periodically revise a written self-study, including an evaluation of the following topics: the continuing relevance of the school's mission or objectives; the effectiveness of the program of legal education; the appropriateness of the school's admission policies; the significance of the trend in rates of graduation and attrition; and the significance of the trends in the pass/fail rate on the bar examination; the strengths and weaknesses of the school's policies; goals to improve the educational program; and means to accomplish unrealized goals.

(2) The self-study shall be completed every seven years or earlier upon written request of the Board of Law Examiners.

#### (j) Functions of Board

(1) The Board of Law Examiners shall determine whether such Tennessee law school has met these educational standards and is effectively achieving its mission and objectives and when such school is entitled to be approved as in good standing with the Board, subject to review by the Supreme Court under the provisions of Rule 7.

(2) The Board is authorized to make inquiry to the school and respond to inquiry by the school and to adopt such additional standards as in its judgment the educational needs of the school may justify, which changes shall be subject to the Court's approval.

(3) The Board may require a school to furnish such information, including periodic reports, as it deems reasonably appropriate for carrying out its responsibilities. The Board may also require a school to furnish information known to school officials relevant

to the character and fitness of its students.

(4) The Board may investigate such law schools in accordance with section 2.07, and such investigations shall be confidential to ensure a frank, candid exchange of information and evaluation.

(5) A law school may be granted approval and be in good standing when it establishes to the satisfaction of the Board that it is in compliance with the standards set forth herein and the Board finds the school is effectively achieving its mission and objectives.

(6) If the Board has reasonable cause to believe that a law school does not comply with the standards in section 2.03, and/or the school is not effectively achieving its mission and objectives, it shall inform the school of its apparent non-compliance or failure to effectively achieve its mission or objectives and follow the procedures in sections 2.09, 2.10, 2.11, 2.13 and related sections.

(k) Certification of Compliance

The dean and the chairperson of the board of directors of the law school shall certify annually in writing to the Board of Law Examiners that the school is in compliance with these standards and is effectively achieving its mission and objectives or, if not in compliance or not effectively achieving its mission or objectives, identify areas of non-compliance or other deficiencies, as well as its intention and plan of action to attain compliance. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992; amended by order filed December 15, 2000, effective as indicated in the compiler's note.]

**Sec. 2.04. No Correspondence Course.** —No correspondence course will be accepted by the Board as any part of an applicant's legal education to meet the requirements of this rule. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 2.05. Statement of Status.** —In its catalogs or other informational material distributed to prospective students, a law school shall state whether it is accredited by the American Bar Association or has been approved by the Board pursuant to section 2.03. Any law school in Tennessee, which has not been accredited by the American Bar Association or approved by the Board and which advertises in its catalog or otherwise that it is so accredited or approved, shall not be recognized by the Board as other than a substandard school and will be so classified and disapproved. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992; amended by order filed December 15, 2000, effective as indicated in the compiler's note.]

**Sec. 2.06. New Law Schools in Tennessee.** —Any law school located in Tennessee (whether full-time or part-time), which permits the enrollment of students without first having obtained the written approval of the Board, shall be classified as a substandard school. Its graduates shall be denied permission to take the examination. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992.]

**Sec. 2.07. Investigation and Evaluation by Board.** —The Board may investigate and evaluate any law school located in Tennessee, from time to time, with respect to the adequacy of its facilities, faculty and course of study. In addition, representatives of the Board may participate as observers in connection with law school evaluations or investigations conducted from time to time by the American Bar Association in its accreditation process. The refusal of any such school to cooperate or participate in the conduct of such evaluation shall be reported to the Court, which may, after hearing, take such actions as the facts may justify. Each law school located in Tennessee shall furnish to the Board copies of all documentation, including self-study analyses and evaluation reports, prepared, completed or received in connection with such school's accreditation status with the American Bar Association. The investigation of any law school, including all reports, data and other information provided to the Board in connection with approval of the law school's standing with the Board shall be confidential in order to ensure a frank, candid exchange of information. [Amended by order filed August 23, 1993, and entered nunc pro tunc effective October 19, 1992; amended by order filed December 15, 2000, effective January 13, 2001.]

**Sec. 2.08. Site Evaluation of Approved Law Schools.** —(a) A site evaluation by the Board of a law school approved by the Supreme Court shall be conducted in the third year following the granting of approval and every seventh year thereafter. The Board may order additional site evaluations of a school when special circumstances warrant.

(b) The Board shall arrange for the site evaluation or inspection of the law school by a team of qualified and objective persons who have no conflicts of interest as defined in section 2.15.

(c) Before the site evaluation, the law school shall furnish to the Board and members of the site evaluation team a completed application (if the school is applying for approval), the current self-study undertaken by the dean and faculty, and any complaints that the law school is not in compliance with the standards.

(d) The Board shall schedule the site evaluation of the law school to take place during the academic year at a time when regular academic classes are being conducted. A site evaluation usually requires several days, as classes are visited, faculty quality assessed, admissions policies reviewed, records inspected, physical facilities examined, the library assessed, information reviewed, and consultations held with the chairperson of the board, officers of the institution, the dean of the law school, members of the law school faculty, professional staff, law students, and members of the legal community. In the case of a law school seeking approval, such visit shall be scheduled within three months after receipt by the Board of an application for approval.

(e) Following a site evaluation, the team shall promptly prepare a written report based upon the site evaluation. The team shall not determine compliance or non-compliance with the standards, but shall report facts and observations that will enable the Board and the Supreme Court to determine compliance. The report of the team should give as much pertinent information as feasible.



# **Lincoln Memorial University**



## **School of Law Feasibility Study**

## **Introduction**

### **Why a Law School at LMU?**

“Does the world *really* need any more lawyers?” This is a rhetorical question that is often raised by many – sometimes in a jovial sense and sometimes in a pejorative sense. More often than not, when this question is asked, the person asking the question actually already has an answer.

However, to ask such a question based on an empirical observation without supportive research into the matter is no more valid than to ask, “Does the world *really* need any more butchers, bakers and candlestick makers?”

Just as any successful business enterprise does market research to determine if there is both need and demand for its goods and services, any educational institution seeking to add additional programs would do well to research the issue to determine need, demand, impact on the area, and other related issues.

In the fall of 2003, the Tennessee Alliance for Legal Services sponsored a study of needs for and effective delivery of civil legal services for low-income and elderly residents of Tennessee. The study was conducted by the University of Tennessee, College of Social Work Office of Research and Public Service. The primary purpose of the study was to identify unmet needs and to find possible ways to tailor services to more efficiently meet these needs.

A telephone survey was conducted statewide. Participants had to be a resident of the state of Tennessee and have a total household income below 125% of the 2003 Health and Human Services Poverty Guidelines issued by the U.S. Department of Health and Human Services. The results of the survey gave statewide totals and also regional totals for east Tennessee, middle Tennessee, west Tennessee and the Memphis Area. The information for each region was also compared with the other regions.

Although it was estimated that some of the results of the study were underrepresented due to reluctance of some participants to release information about themselves for various reasons, the information contained in the study was striking.

Approximately one million Tennessee residents are classified as “low-income” to “extremely-low income,” and approximately 300,000 of these reside in the 26 counties in east Tennessee served by Legal Aid of East Tennessee (LAET). A significant percentage of these residents qualified for aid programs such as Social Security, TennCare/Medicaid, Medicare, Food Stamps and Families First.

According to the results of this research the “findings seem to indicate that the numbers of legal problems experienced by low-income and middle-income households has risen in the last ten years... [and] a growing incidence of legal needs and a growing incidence of

multiple legal needs per household.” (Report from the Statewide Comprehensive Legal Needs Survey for 2003, Addendum B)

The results also noted that nearly 70% of the households surveyed faced one or more civil legal problems in the previous year (with an average of 3.3 civil legal problems per household and 1.2 per person). Additionally, less than one-third of the respondents were aware of the sources of assistance available to assist with these problems.

According to the 2000 Federal Census, east Tennessee has a growing population that is becoming much more diverse and complex. Although the Hispanic/Latino population is still small compared to the overall population, this population is experiencing the greatest percentage of growth.

Related to this growth in population, the 2003 Statewide Comprehensive Legal Needs Survey found that there was a significant relationship between the size of a household and the number of civil legal problems reported; Hispanic/Latino households had the largest number civil legal problems; “working poor” households had significantly more civil legal problems than “non-working poor” households; and single-adult household with children had significantly more civil legal problems than did households with multiple-adults and children.

The researchers noted that there may be situations where a respondent may be unlikely to accurately describe certain civil legal problems due to various reasons, including (but not limited to) reluctance to reveal personal information to a stranger, domestic violence; abuse of an elderly relative, and immigration problems. Therefore, the researchers noted that the results of the survey most likely underreport numbers of civil legal problems.

The researchers also sought to determine which civil legal problems occurred most often, which of the problems were considered most problematic, and how these households resolved these problems. The most common legal problems were creditor conflicts, medical bills or health insurance, utilities, government benefits and health care. The problems that were considered most problematic were housing/utilities issues, financial/consumer issues, and healthcare issues.

Three-fourths of the survey respondents took some type of action to deal with their civil legal problems, while one-fourth did not. Of those who did not take any action, their inaction was a result of the following: they believed that the situation was not so much a problem, but as “just the way things are;” they believed that nothing could be done; they did not know where to go for help; or they did not want a “hassle.”

One might assume that many of the civil legal problems experienced by some in east Tennessee (and universally, for that matter) may be problems that are “self-induced” or “self-inflicted.” Indeed, this may be true in some instances. However, of the survey respondents who did take some type of action by seeking help from a legal aid organization or legal clinic 55% were helped.

According to Legal Aid of East Tennessee “It is estimated that more than 300,000 persons in our service area are eligible for our services, yet our limited resources only allow us to serve less than 5% of this population.” (2007 Annual Report, p. 4)

Another research project was undertaken in 2003 commissioned by the Social Services Task Force of Nine Counties, One Vision — a community-based, strategic planning organization which encompasses Knoxville/Knox county and its surrounding counties. The research project was conducted again by the University of Tennessee, College of Social Work Office of Research and Public Service. The purpose of the study was to identify met and unmet needs in this region and to help social service providers and community leaders coordinate services more efficiently so as to effect greater use of limited resources.

According to the results of this survey, “free or low-cost legal aid” was listed fourth on a list of 23 services reported as unavailable in this region. Additionally, respondents listed “free and low-cost legal aid” first out of 23 services as “Don’t Know” if service is available, and third out of 23 services rated as “Poor.” (Nine Counties, One Vision: Household Survey Report, 2003, pp. 15-17)

Lincoln Memorial University was founded in 1897 in great measure to help provide educational opportunities in an attempt to alleviate some of the chronic poverty that exists in the Cumberland Gap and southern Appalachian region. The Debusk College of Osteopathic Medicine was established in 2007 to address the shortage of available health care in this region. It appears evident from the results of the aforementioned research projects that there is also a shortage of legal assistance in this area as well.

In February 2008, Lincoln Memorial University assumed a long-term lease on the Old City Hall in downtown Knoxville. This seven-building complex constructed between 1848 and 1870, was originally an academic facility. Knoxville is the county seat of Knox County.

All of the counties in east Tennessee, including Knox, are designated as Appalachian counties by the Appalachian Regional Commission ([www.arc.gov](http://www.arc.gov)). This commission was established by the federal government in the early 1960’s to address chronic poverty and its associated problems in this region.

There are four law schools in the state of Tennessee: the University of Tennessee at Knoxville; Vanderbilt University; the Nashville School of Law; and the University of Memphis. The law school in Memphis was the last school to open in the state in 1962. Hence, it has been 46 years since a law school has opened its doors in the state of Tennessee.

It seems fitting that Lincoln Memorial University—an institution founded to help serve underserved populations—should take action at this time. There is obvious, unmet need in this area. And, as will be pointed out in the rest of this proposal, there is obvious, unmet demand for legal education in the state.

Roscoe Pound writing in the 1935 Annual Review of Legal Education observed:

[T]he American law school must be an academic institution. That is, it must each in the atmosphere and by the methods and with the aims of a university. But it must also be a professional school, training for a profession which has an authoritative technique and authoritative ideals and standards.<sup>1</sup>

LMU plans to establish a law school that will:

- compliment and strengthen the University's existing programs, particularly those that relate to the DeBusk College of Osteopathic Medicine (DCOM) and graduate education programs.
- be a national leader in the training of law professors to effectively use technology and education theory to effectively teach digital native law students.
- provide a distinctive program of legal education that will develop exceptionally-educated, well-motivated, technologically savvy lawyer-leaders with practice skills to that make them ready to begin the practice of law.
- be positioned within the University as a center of excellence.
- to teach through mandatory pro bono the opportunities to serve the unmet legal needs of Eastern Tennessee and to continue to serve these needs as members of the profession.

The Lincoln Memorial University School of Law intends to educate practical, service oriented individuals that will help serve the needs of eastern Tennessee. In the information that follows, the data will bear out that in addition to an underserved population in need of legal services, there is a demand for legal education that can be, in part, filled by a law school at Lincoln Memorial University.

The combination of the need for lawyers to serve an underserved population as well as the demand for legal education from those wishing to enter the profession indicated a strong likelihood that a law school at Lincoln Memorial University will be successful.

### **LSAT Takers**

There are a number of indicators that can be examined to assess whether there is an unmet need for additional legal education. One such indicator is the number of students taking the LSAT test in relevant geographic areas. In Table 1, below, it can be observed that between 2005 and 2007 the states of Georgia, North Carolina, South Carolina, Virginia and Tennessee had an aggregate total of 33,652 LSAT takers. Of that number, 5,269 were from Tennessee Colleges alone. These numbers, although not definitive of need, are indicative of need.

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<sup>1</sup> Annual Review of Legal Education, 1935 A.B.A. SEC.OF LEGAL ED. AND ADMISSIONS TO THE BAR REP. 4.

**Table 1: 2005, 2006 and 2007 Aggregate Number of LSAT Takers generated by Colleges and Universities in GA, NC, SC, TN, and VA**

ST	INSTITUTION	GRAND TOTAL	STATE	INSTITUTION	GRAND TOTAL
GA	ABRAHAM BALDWIN AGRICULTURAL COLLEGE	*	GA	KENNESAW STATE UNIVERSITY	295
GA	AGNES SCOTT COLLEGE	85	GA	LA GRANGE COLLEGE	16
GA	ALBANY STATE UNIVERSITY	50	GA	MACON STATE COLLEGE	20
GA	AMERICAN INTERCONTINENTAL UNIVERSITY-GA	131	GA	MEDICAL COLLEGE OF GEORGIA-GA	6
GA	ARMSTRONG ATLANTIC STATE UNIVERSITY	50	GA	MERCER UNIVERSITY-ATLANTA	30
GA	ATLANTA CHRISTIAN COLLEGE	*	GA	MERCER UNIVERSITY-MACON	228
GA	ATLANTA COLLEGE OF ART	*	GA	MIDDLE GEORGIA COLLEGE	*
GA	AUGUSTA STATE UNIVERSITY	63	GA	MOREHOUSE COLLEGE	325
GA	BERRY COLLEGE	72	GA	MORRIS BROWN COLLEGE	28
GA	BEULAH HEIGHTS UNIVERSITY	*	GA	NORTH GEORGIA COLLEGE & STATE UNIVERSITY	92
GA	BRENAU UNIVERSITY	23	GA	OGLETHORPE UNIVERSITY	73
GA	BREWTON PARKER COLLEGE	*	GA	PAINE COLLEGE	7
GA	CLARK ATLANTA UNIVERSITY	225	GA	PIEDMONT COLLEGE-GA	25
GA	CLAYTON STATE UNIVERSITY	68	GA	REINHARDT COLLEGE	17
GA	COLUMBUS STATE UNIVERSITY	71	GA	SAVANNAH STATE UNIVERSITY	29
GA	COVENANT COLLEGE	37	GA	SHORTER COLLEGE-GA	29
GA	DALTON STATE COLLEGE	*	GA	SOUTH UNIVERSITY-SAVANNAH	8
GA	EMMANUEL COLLEGE-GA	9	GA	SOUTHERN POLYTECHNIC STATE UNIVERSITY	18
GA	EMORY UNIVERSITY	1,131	GA	SPELMAN COLLEGE	332
GA	FORT VALLEY STATE UNIVERSITY	43	GA	THOMAS UNIVERSITY-GEORGIA	*
GA	GAINESVILLE STATE COLLEGE	*	GA	TOCCOA FALLS COLLEGE	9
GA	GEORGIA COLLEGE & STATE UNIVERSITY	84	GA	TRUETT MCCONNELL COLLEGE	*
GA	GEORGIA INSTITUTE OF TECHNOLOGY	522	GA	UNIV OF GEORGIA-CONTINUING EDUCATION CTR	*
GA	GEORGIA SOUTHERN UNIVERSITY	264	GA	UNIVERSITY OF GEORGIA	1,981
GA	GEORGIA SOUTHWESTERN STATE UNIVERSITY	23	GA	UNIVERSITY OF WEST GEORGIA	124
GA	GEORGIA STATE UNIVERSITY	850	GA	VALDOSTA STATE UNIVERSITY	184
GA	JOHN MARSHALL UNIV SCHOOL OF LAW-ATLANTA	*	GA	WESLEYAN COLLEGE	44
GA	KENNESAW STATE UNIVERSITY	295	GA	<b>Total</b>	<b>7,740</b>

ST	INSTITUTION	GRAND TOTAL	STATE	INSTITUTION	GRAND TOTAL
NC	APPALACHIAN STATE UNIVERSITY	346	NC	MONTREAT COLLEGE	8
NC	BARBER-SCOTIA COLLEGE	*	NC	MOUNT OLIVE COLLEGE	41
NC	BARTON COLLEGE	17	NC	NORTH CAROLINA AGRIC & TECH STATE UNIV	192
NC	BELMONT ABBEY COLLEGE	17	NC	NORTH CAROLINA CENTRAL UNIVERSITY	200
NC	BENNETT COLLEGE	26	NC	NORTH CAROLINA SCHOOL OF THE ARTS	8
NC	BREVARD COLLEGE NC	15	NC	NORTH CAROLINA STATE UNIVERSITY-RALEIGH	803
NC	CAMPBELL UNIVERSITY	173	NC	NORTH CAROLINA WESLEYAN COLLEGE	32
NC	CATAWBA COLLEGE	25	NC	PEACE COLLEGE RALEIGH	15
NC	CHOWAN UNIVERSITY	8	NC	PFEIFFER UNIVERSITY	33
NC	DAVIDSON CO COMM COLL NC	*	NC	QUEENS UNIVERSITY OF CHARLOTTE	37
NC	DAVIDSON COLLEGE	258	NC	SAINT AUGUSTINE'S COLLEGE	23
NC	DUKE UNIVERSITY	1,170	NC	SALEM COLLEGE	23
NC	EAST CAROLINA UNIVERSITY	324	NC	SHAW UNIVERSITY	59
NC	ELIZABETH CITY STATE UNIVERSITY	26	NC	SOUTHEASTERN BAPTIST THEOLOGICAL SEMINAR	*
NC	ELON UNIVERSITY	237	NC	ST. ANDREW'S PRESBYTERIAN COLLEGE	17
NC	FAYETTEVILLE STATE UNIVERSITY	86	NC	UNIVERSITY OF NO CAROLINA-GREENSBORO	270
NC	GARDNER-WEBB UNIVERSITY	45	NC	UNIVERSITY OF NORTH CAROLINA AT PEMBROKE	62
NC	GREENSBORO COLLEGE	26	NC	UNIVERSITY OF NORTH CAROLINA-ASHEVILLE	124
NC	GUILFORD COLLEGE	89	NC	UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL	1,883
NC	HIGH POINT UNIVERSITY	77	NC	UNIVERSITY OF NORTH CAROLINA-CHARLOTTE	381
NC	JOHNSON C. SMITH UNIVERSITY	44	NC	UNIVERSITY OF NORTH CAROLINA-WILMINGTON	296
NC	LEES MCRAE COLLEGE	10	NC	WAKE FOREST UNIVERSITY	629
NC	LENOIR-RHYNE COLLEGE	32	NC	WARREN WILSON COLLEGE	20
NC	LIVINGSTONE COLLEGE	14	NC	WESTERN CAROLINA UNIVERSITY	96
NC	MARS HILL COLLEGE	11	NC	WINGATE UNIVERSITY	39
NC	MEREDITH COLLEGE	36	NC	WINSTON-SALEM STATE UNIVERSITY	54
NC	METHODIST UNIVERSITY	47	NC Total		8,511

ST	INSTITUTION	GRAND TOTAL	STATE	INSTITUTION	GRAND TOTAL
SC	ANDERSON UNIVERSITY - SC	14	SC	MORRIS COLLEGE	8
SC	BENEDICT COLLEGE	24	SC	NEWBERRY COLLEGE	11
SC	BOB JONES UNIVERSITY	57	SC	NORTH GREENVILLE UNIVERSITY	12
SC	CHARLESTON SOUTHERN UNIVERSITY	32	SC	PRESBYTERIAN COLLEGE	72
SC	CLAFLIN UNIVERSITY	29	SC	SOUTH CAROLINA STATE UNIVERSITY	68
SC	CLEMSON UNIVERSITY	587	SC	SOUTH UNIVERSITY-COLUMBIA	11
SC	COASTAL CAROLINA UNIVERSITY	128	SC	SOUTHERN WESLEYAN UNIVERSITY	15
SC	COKER COLLEGE	20	SC	THE CITADEL	165
SC	COLLEGE OF CHARLESTON	555	SC	UNIV. OF SO CAROLINA-UNION	*
SC	COLUMBIA COLLEGE - SC	38	SC	UNIV. OF SOUTH CAROLINA- BEAUFORT	12
SC	COLUMBIA INTERNATIONAL UNIVERSITY	7	SC	UNIVERSITY OF SOUTH CAROLINA-AIKEN	27
SC	CONVERSE COLLEGE	17	SC	UNIVERSITY OF SOUTH CAROLINA-COLUMBIA	1,093
SC	ERSKINE COLLEGE	13	SC	UNIVERSITY OF SOUTH CAROLINA-SUMTER	*
SC	FRANCIS MARION UNIVERSITY	61	SC	UNIVERSITY OF SOUTH CAROLINA-UPSTATE	83
SC	FURMAN UNIVERSITY	337	SC	VOORHEES COLLEGE	5
SC	GREENVILLE TECHNICAL COLLEGE	*	SC	WINTHROP UNIVERSITY	98
SC	LANDER UNIVERSITY	22	SC	WOFFORD COLLEGE	139
SC	LIMESTONE COLLEGE	33	<b>SC Total</b>		<b>3,809</b>
SC	MEDICAL UNIVERSITY OF SOUTH CAROLINA	8			



ST	INSTITUTION	GRAND TOTAL	STATE	INSTITUTION	GRAND TOTAL
TN	AQUINAS COLLEGE-TN	5	TN	MEMPHIS STATE LAW SCH-EVENING	*
TN	AUSTIN PEAY STATE UNIVERSITY	103	TN	MIDDLE TENNESSEE STATE UNIVERSITY	501
TN	BELMONT UNIVERSITY	146	TN	MILLIGAN COLLEGE	18
TN	BETHEL COLLEGE	17	TN	NASHVILLE SCHOOL OF LAW	*
TN	BRYAN COLLEGE	13	TN	PEABODY COLLEGE OF VANDERBILT UNIVERSITY	9
TN	CARSON NEWMAN COLLEGE	52	TN	RHODES COLLEGE	251
TN	CHRISTIAN BROTHERS UNIVERSITY	54	TN	SEWANEE: THE UNIVERSITY OF THE SOUTH	202
TN	CUMBERLAND UNIVERSITY	28	TN	SOUTH COLLEGE	*
TN	DAVID LIPSCOMB UNIVERSITY	89	TN	SOUTHERN ADVENTIST UNIVERSITY	40
TN	EAST TENNESSEE STATE UNIVERSITY	159	TN	TENNESSEE STATE UNIVERSITY	206
TN	FISK UNIVERSITY	59	TN	TENNESSEE TECHNOLOGICAL UNIVERSITY	109
TN	FREE WILL BAPTIST BIBLE COLLEGE	*	TN	TENNESSEE TEMPLE UNIVERSITY	6
TN	FREED HARDEMAN UNIVERSITY	29	TN	TENNESSEE WESLEYAN COLLEGE	10
TN	JOHNSON BIBLE COLLEGE	*	TN	THE UNIVERSITY OF MEMPHIS	397
TN	KING COLLEGE	26	TN	TREVECCA NAZARENE UNIVERSITY	33
TN	KNOXVILLE COLLEGE	*	TN	TUSCULUM COLLEGE	33
TN	LAMBUTH UNIVERSITY	28	TN	UNION UNIVERSITY	62
TN	LANE COLLEGE	20	TN	UNIV. OF TENNESSEE-MEMPHIS	21
TN	LE MOYNE OWEN COLLEGE	15	TN	UNIV. OF TENNESSEE-NASH(CLOSED)	*
TN	LEE UNIVERSITY	83	TN	UNIVERSITY OF TENNESSEE - KNOXVILLE	1,031
TN	LINCOLN MEMORIAL UNIVERSITY	7	TN	UNIVERSITY OF TENNESSEE - MARTIN	128
TN	MARTIN METHODIST COLLEGE	8	TN	UNIVERSITY OF TENNESSEE-CHATTANOOGA	199
TN	MARYVILLE COLLEGE	50	TN	VANDERBILT UNIVERSITY	1,000
TN	MEHARRY MEDICAL COLLEGE	*	TN Total		5,269
TN	MEMPHIS COLLEGE OF ART	*			

ST	INSTITUTION	GRAND TOTAL	STATE	INSTITUTION	GRAND TOTAL
VA	AVERETT UNIVERSITY	22	VA	REGENT UNIVERSITY	22
VA	BLUE RIDGE COMMUNITY COLLEGE-VA	*	VA	REGENT UNIVERSITY SCHOOL OF LAW	*
VA	BLUEFIELD COLLEGE	19	VA	ROANOKE COLLEGE	86
VA	BRIDGEWATER COLLEGE	20	VA	SAINT PAUL'S COLLEGE	9
VA	CHRISTENDOM COLLEGE	23	VA	SHENANDOAH UNIVERSITY	11
VA	CHRISTOPHER NEWPORT UNIVERSITY	98	VA	SOUTHERN VIRGINIA UNIVERSITY	17
VA	COLLEGE OF WILLIAM AND MARY	863	VA	SWEET BRIAR COLLEGE	46
VA	EASTERN MENNONITE UNIVERSITY	13	VA	TIDEWATER COMM COLL VA BEACH	*
VA	EMORY AND HENRY COLLEGE	44	VA	UNIV OF RICHMOND - RICHMOND COLLEGE	50
VA	FERRUM COLLEGE	13	VA	UNIV OF RICHMOND-SCH OF CONTINUING STUDY	6
VA	GEORGE MASON UNIVERSITY	697	VA	UNIV. OF RICHMOND - WESTHAMPTON COLLEGE	59
VA	HAMPDEN-SYDNEY COLLEGE	116	VA	UNIV. OF RICHMOND SCH OF LAW	*
VA	HAMPTON UNIVERSITY	328	VA	UNIVERSITY OF MARY WASHINGTON	225
VA	HOLLINS UNIVERSITY	36	VA	UNIVERSITY OF RICHMOND	261
VA	JAMES MADISON UNIVERSITY	601	VA	UNIVERSITY OF VIRGINIA	1,811
VA	LIBERTY UNIVERSITY	190	VA	UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE	56
VA	LIBERTY UNIVERSITY SCHOOL OF LAW	*	VA	VA COMMONWEALTH UNIV ACADEMIC DIVISION	357
VA	LONGWOOD UNIVERSITY	53	VA	VA COMWLTH UNIV HEALTH SCI. DIV	7
VA	LYNCHBURG COLLEGE	39	VA	VA POLYTECHNIC INST & STATE UNIVERSITY	760
VA	MARY BALDWIN COLLEGE	42		VIRGINIA INTERMONT COLLEGE	18
VA	MARYMOUNT UNIVERSITY	55		VIRGINIA MILITARY INSTITUTE	84
VA	NORFOLK STATE UNIVERSITY	74		VIRGINIA STATE UNIVERSITY	63
VA	OLD DOMINION UNIVERSITY	287		VIRGINIA UNION UNIVERSITY	32
VA	PATRICK HENRY COLLEGE	30		VIRGINIA WESLEYAN COLLEGE	45
VA	RADFORD UNIVERSITY	152		WASHINGTON AND LEE UNIVERSITY	362
VA	RANDOLPH COLLEGE	48	VA Total		8,323
VA	RANDOLPH-MACON COLLEGE-VA	64			

## MARKET FOR A NEW LAW SCHOOL

The market for a new law school and for legal education generally, involves a complex interplay between a jurisdictions need for lawyers and the demand for legal education. The need for lawyers<sup>2</sup> is a reflection of the need for order in our social relationships.

The demand for legal education is the measure of the motivation of prospective law students compared to the opportunities available to them to enter a law school.

### Need for Lawyers

There are a number of factors that can cause the need for lawyers to increase:

- population growth
- urbanization
- technological advances that accelerate the growth and accessibility of information and facilitate globalization
- greater regulation
- increased complexity and government, economy and lifestyle
- retirement of lawyers

All of these factors exist today.

### Population Growth and Gross Domestic Product

It is important that an institution deciding whether to start a law school have a method to predict the future need for lawyers. There are two measures that planners can and should look at. First lawyer-population ratios, and population growth have an economic impact that increases the need for lawyers.

#### Lawyer Population Tennessee

2003	2004	2005	2006	2007	2008
13,513	13,724	14,058	14,470	14,867	15,199
	1.5%	2.4%	2.9%	2.7%	2.2%

While attorney-population ratios are not helpful in predicting the overall need for lawyers, they can help us analyze the possible future demand for legal services in Tennessee by comparing the ratio in our state with that of other states:

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<sup>2</sup> See Rotunda, Ronald D. Teaching Professional Responsibility and Ethics 51 ST. LOUIS U. L. Rev. 1223. "The Japanese apparently have concluded, correctly in my view, that the demand for lawyers is a function of the rate of increase in the gross national product. As the amount of economic activity increases, the number of lawyers needed to facilitate that economic activity increases proportionately. Lawyers go hand-in-hand with prosperity."

**Estimated Population: Lawyer Ratios for Each State and D.C.  
Sorted in reverse order of lawyer density**

STATE	Pop./ Lawyer Ratio	Rank by Lawyer Density	STATE	Pop./ Lawyer Ratio	Rank by Lawyer Density
South Carolina	508	51	Oregon	341	25
North Carolina	502	50	Montana	340	24
Indiana	486	49	Michigan	336	23
North Dakota	479	48	Texas	334	22
Arkansas	477	47	Vermont	329	21
Mississippi	477	46	Missouri	328	20
South Dakota	461	45	Hawaii	319	19
West Virginia	453	44	Florida	308	18
Arizona	447	43	Pennsylvania	303	17
Iowa	446	42	Oklahoma	296	16
Idaho	438	41	Washington	291	15
Utah	429	40	Alaska	280	14
Nevada	425	39	Louisiana	276	13
<b>Tennessee</b>	<b>425</b>	<b>38</b>	Maryland	275	12
Wisconsin	401	37	Georgia	271	11
Alabama	401	36	California	258	10
New Hampshire	399	35	Minnesota	254	9
Kentucky	384	34	Rhode Island	249	8
Maine	383	33	Colorado	212	7
Virginia	382	32	Connecticut	194	6
Kansas	381	31	Illinois	192	5
Delaware	379	30	New York	154	4
Wyoming	370	29	New Jersey	149	3
New Mexico	366	28	Massachusetts	145	2
Nebraska	350	27	D.C.341	14	1
Ohio	344	26	<b>National Ratio</b>	<b>268</b>	

As the above table reflects, Tennessee is 38<sup>th</sup> out of 51 states and the District of Columbia, and Tennessee's ratio of 425 persons per attorney is well below the national ratio. The nation's ratio is 268 to 1 today and was around 500 to 1 thirty years ago. Tennessee's ratio has consistently trailed that of the United States.

**Projected Population Growth Tennessee**

Current population projections indicate that Tennessee's population will increase by 32% by 2030. Population growth, urbanization, technological innovation, and the complexity produced by this mix of factors will substantially increase Tennessee's need for lawyers.

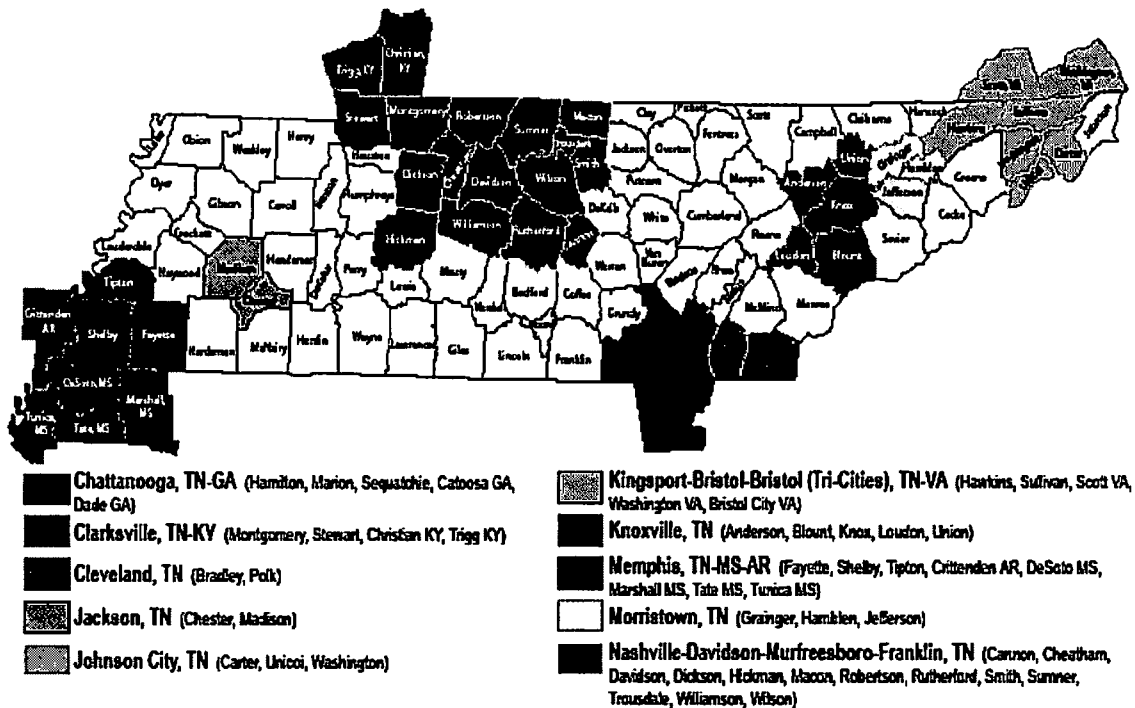
The U.S. Census Bureau projects an 8.2% growth in Tennessee's population from 2000 to 2007.

<b>Tennessee</b>	<b>2000</b> 5,689,262	<b>2007</b> 6,156,719	<b>Numeric Change</b> 467,457	<b>% Change</b> 8.2	<b>Ranking</b> 17
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The census projection for the growth of population for Tennessee thru 2030

Geographic Area	Census 2000	Projection 2005	Projection 2010	Projection 2015	Projection 2020	Projections 2025	Projection 2030
Tennessee	5,689,283	5,965,317	6,230,852	6,502,017	6,780,670	7,073,125	7,380,634

### Tennessee Metropolitan Statistical Areas November 2007



Source: Center for Business & Economic Research, University of Tennessee.

A metropolitan statistical area must contain a core urban area of 50,000 or more population. As of June 2000 there were 362 MSAs in the United States and 10 MSAs are in Tennessee. Six of these 10 MSAs are on the eastern side of Tennessee. These are all areas where potential evening students could attend a proposed School of Law at Lincoln Memorial University in Knoxville. These MSAs are all projected to continue to grow through 2025.

**Population growth projections in the MSA near Knoxville  
Knoxville TN MSA**

County	Census 2000	Projection 2005	Projection 2010	Projection 2015	Projection 2020	Projection 2025
<b>Anderson</b>	71,330	73,065	75,163	76,583	77,226	77,233
<b>Blount</b>	105,823	112,222	120,592	128,718	136,357	143,707
<b>Loudon</b>	39,086	43,334	48,362	53,574	58,729	64,291
<b>Knox</b>	382,032	398,735	427,593	455,614	481,842	507,438
<b>Union</b>	17,808	19,162	20,660	22,106	23,436	24,748

**Morristown TN MSA**

County	Census 2000	Projection 2005	Projection 2010	Projection 2015	Projection 2020	Projection 2025
<b>Grainger</b>	20,659	21,771	22,950	23,998	24,920	25,760
<b>Hamblen</b>	58,128	61,754	65,881	69,721	73,315	76,938
<b>Jefferson</b>	44,294	47,374	52,111	56,796	61,318	65,928

**Tri Cities TN-VA MSA**

County	Census 2000	Projection 2005	Projection 2010	Projection 2015	Projection 2020	Projection 2025
<b>Hawkins</b>	53,563	56,786	60,314	63,571	66,538	69,354
<b>Sullivan</b>	153,048	155,515	158,561	160,466	161,390	161,263
<b>Scott, VA</b>		22,882				
<b>Washington, VA</b>		51,984				

**Cleveland TN MSA**

County	Census 2000	Projection 2005	Projection 2010	Projection 2015	Projection 2020	Projection 2025
<b>Bradley</b>	87,965	94,810	103,873	112,856	121,533	130,252
<b>Polk</b>	16,050	17,446	18,999	20,545	22,086	23,733

**Chattanooga TN-GA MSA**

County	Census 2000	Projection 2005	Projection 2010	Projection 2015	Projection 2020	Projection 2025
<b>Hamilton</b>	307,896	314,958	324,353	335,636	344,951	352,285
<b>Marion</b>	27,776	28,459	30,519	32,253	33,845	35,616
<b>Sequatchie</b>	11,370	12,138	13,011	13,792	14,501	15,168

**Other nearby counties from which the law school would draw prospective students:**

<b>County</b>	<b>Census 2000</b>	<b>Projection 2005</b>	<b>Projection 2010</b>	<b>Projection 2015</b>	<b>Projection 2020</b>	<b>Projections 2025</b>
<b>Sevier</b>	71,170	82,423	95,196	108,709	122,526	137,345

### **Unmet Legal Needs**

Legal Aid of East Tennessee has stated:

“Despite the incredible effort of dedicated staff, the relative high success of development efforts, with all that we can muster and with tremendous programmatic efficiency, we are able to serve less than one third of the people who desperately need our help and less than 5% of the total need for assistance of our eligible community. We will continue to be "seldom seen" in many Court Houses with 22 attorneys trying to serve 300,000 people in 26 counties with litigation, administrative advocacy, negotiations, mediation and community education.” (<http://laet.charityfinders.org/Fifty-Fifty%20Plan> )

There is a tremendous unmet legal need in East Tennessee. The law school students and faculty through mandatory pro bono requirements can provide service to the community and teach students to give back to the community through lifetime pro bono service.

### **The Demand for Legal Education**

While the number of seats at ABA approved law schools has remained relatively constant since 1980, the demand has not. The demand for legal education is a reflection of the population of persons who might desire a legal education and the factors that motivate individuals within that population to seek a legal education.

People interested in law find an economic downturn a convenient time to gain a legal education. Law school applications generally increase during recessions. Applications generally decline when such downturns end. The rising cost of legal education may discourage individuals from applying to law schools, while the easy availability of student loans may encourage them, particularly during a recession. Finally, declines and increases may have a self-regulating effect: individuals may be discouraged from applying in times of great demand when they hear of well qualified applicants being rejected by schools of their choice; they may be encouraged to apply in times of low demand when they hear of individuals they consider less qualified than themselves being accepted.

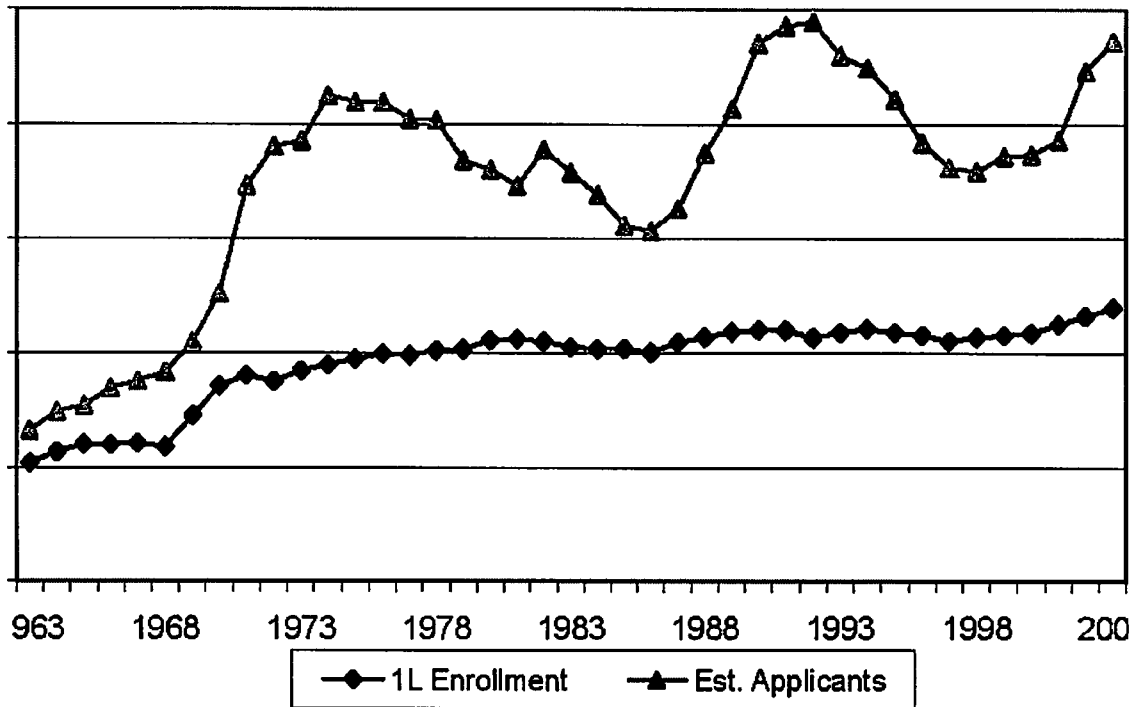
The volatile and cyclical demand for legal education is a defining trend in American legal education. Over the last 20 years the nation has produced annual pools of applicants for first year seats at ABA-approved law schools that have fluctuated by more than 50%. In times of great demand, such as the present and the early '90s, the last students admitted to first year classes are much stronger academically than they are in times of low demand, as in the mid-'80s and mid-'90s. Should today's "seller's market" for law schools

continue, even before gaining ABA approval LMU should be able to fill its classes with students whose academic credentials surpass those of many ABA-approved law schools in times of low demand.

So far this year there has been an increase in LSATs administered:

	June 2008	% increase	October 2008	% increase
LSATs administered	28,939	15.3%	50,721	1.9%

Given the economic slowdown that has taken place, it is very likely that the number of LSAT takers will go up in December 2008 and February 2009.



1963

2003



**Table: Gross State Product per Lawyer, Ranked by State**

GSP per		GSP per			
Rank	State	Lawyer	Rank	State	Lawyer
1	Delaware	\$20,397,281	27	Maine	\$11,459,302
2	Nevada	\$18,609,349	28	Ohio	\$11,405,011
3	North Carolina	\$18,086,161	29	Washington	\$11,277,188
4	Wyoming	\$15,754,630	30	Alabama	\$11,148,940
5	New Hampshire	\$15,675,415	31	Michigan	\$10,910,731
6	Indiana	\$15,523,868	32	Missouri	\$10,880,223
7	South Dakota	\$15,233,040	33	West Virginia	\$10,631,870
8	Virginia	\$15,168,870	34	Vermont	\$10,597,122
9	South Carolina	\$15,069,196	35	California	\$10,573,577
10	Arizona	\$15,041,374	36	Georgia	\$10,448,571
11	North Dakota	\$14,354,230	37	Maryland	\$10,385,971
12	Utah	\$14,175,357	38	Pennsylvania	\$10,300,484
13	Iowa	\$14,136,795	39	Minnesota	\$10,006,385
14	Tennessee	\$14,132,017	40	Florida	\$10,001,994
15	Wisconsin	\$13,560,211	41	Connecticut	\$9,821,787
16	Alaska	\$12,938,434	42	Louisiana	\$9,399,899
17	Idaho	\$12,908,360	43	Rhode Island	\$9,290,493
18	Texas	\$12,721,268	44	Colorado	\$9,070,940
19	Arkansas	\$12,694,019	45	Montana	\$8,715,826
20	Kansas	\$12,513,777	46	Oklahoma	\$8,280,106
21	Oregon	\$12,342,449	47	Illinois	\$7,534,755
22	Nebraska	\$11,967,857	48	New York	\$7,017,159
23	Hawaii	\$11,772,152	49	Massachusetts	\$6,739,936
24	New Mexico	\$11,671,089	50	New Jersey	\$6,694,417
25	Kentucky	\$11,664,985	51	DC	\$1,718,082
26	Mississippi	\$11,555,345			

Tennessee ranks 14<sup>th</sup> among all states in gross state product per lawyer.

**Tennessee Gross Domestic Product (in millions)**

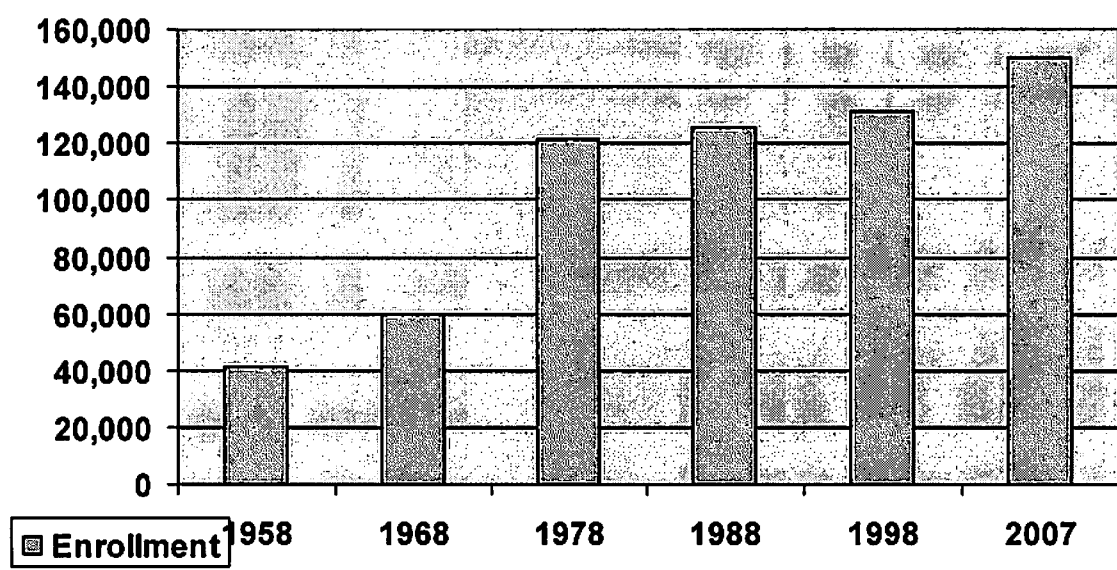
2003	2004	2005	2006	2007
200,279	214,849	224,169	235,753	243,869

The Center for Business and Economic Research's The State Outlook 2008 (<http://cber.utk.edu/erg/erg08app.pdf>) projects the following % growth in Gross Domestic Growth for Tennessee from 2009 – 2117.

2009	2008	2010	2011	2012	2013	2014	2015	2016	2017
3.32	2.92	3.51	3.40	3.28	2.95	2.74	2.64	2.58	2.43

The increasing state GDP and an assumption that from 2008 to 2020 that the number of lawyers leaving the profession or limiting their practice will equal the number of new graduates 38 years earlier all point to a shortage of lawyers in the near future similar to that in the 1960s.

### Enrollment in U.S. Law Schools: 1958 – 2007



### Impact of U.S. News & World Report Ranking

One of the factors affecting the demand for legal education at specific schools, and perhaps sparking interest in legal education in general, is the U.S. News and World Report’s annual rankings of law schools. The 2008 rankings can be found at: <http://grad-schools.usnews.rankingsandreviews.com/grad/law>. In the current rankings both Vanderbilt and University of Tennessee are in the first tier. Vanderbilt is ranked 15 and University of Tennessee is ranked 52. The University of Memphis is ranked in the fourth tier.

### U.S. News and World Report ranks of Tennessee Law Schools 2007

Rank	Name	Assessment Score Lawyers & Judges (5.0)	GPA 25 <sup>th</sup> 75 <sup>th</sup>	LSAT 25 <sup>th</sup> 75 <sup>th</sup>	Accp Rate	Total Enrollment
12	Vanderbilt	4.1	3.54 – 3.83	164 - 168	25%	601
50	Tennessee	3.0	3.35 –3.82	157 - 162	29.2%	469
4 <sup>th</sup> Tier	Memphis	2.4	3.03 –3.64	154 - 158	33.8%	395

Tennessee has 3 ABA accredited law schools. They are Memphis, University of Tennessee and Vanderbilt. Vanderbilt and University of Tennessee are first tier schools and Memphis is a fourth tier school. Less than 25% of the classes that enter Vanderbilt take the Tennessee Bar and about 60 % of the graduates from the University of Tennessee take the Tennessee Bar. The majority of the University of Memphis graduates take the Tennessee bar exam.

In addition to the 3 ABA accredited schools the Nashville School of Law is state accredited and those students are eligible to sit for the Tennessee bar. In June 2008 there were a total of 738 students who sat for the Tennessee bar. Of that total 394 or just over 53% of all takers went to law school in Tennessee. Nearly half of the students who sat for the Tennessee Bar in 2008 did not attend law school in the state of Tennessee.

<b>Tennessee Schools</b>	<b>Pass</b>	<b>Fail</b>
University of Memphis	99 (94%)	6 (6%)
University of Tennessee	104 (90%)	12 (10%)
Vanderbilt University	48 (94%)	3 (6%)
Nashville School of Law	83 (68%)	39 (32%)
<b>Total Tennessee Schools</b>	<b>334 (85%)</b>	<b>60 (15%)</b>

<b>Out-of-State Schools</b>	<b>Pass</b>	<b>Fail</b>	<b>Out-of-State Schools</b>	<b>Pass</b>	<b>Fail</b>
Akron, Univ. of	1	0	Nevada, Univ. of	0	1
Alabama, Univ. of	8	0	New England School of Law	3	0
American Univ.	1	1	North Carolina Central Univ.	1	1
Appalachian School of Law	12	2	North Carolina, Univ. of	1	0
Arkansas, Univ. of (FAY)	3	2	North Dakota, Univ. of	2	0
Arkansas, Univ. of (LR)	2	0	Northern Kentucky Univ.	2	0
Ave Maria School of Law	1	1	Nova Southeastern Univ.	0	2
Barry Univ.	2	0	Ohio State Univ.	1	0
Boston Univ.	2	0	Oklahoma, Univ. of	2	0
Brigham Young Univ.	2	0	Pace Univ.	1	0
California, Univ. of (Hastings)	1	0	Pacific, Univ. of the	1	0
Capital Univ. Law School	0	1	Penn. State Univ.	1	0
Case Western Reserve	2	0	Pepperdine Univ.	5	0
Catholic Univ. of America	2	0	Pittsburgh, Univ. of	1	0
Charleston Sch. of Law	0	1	Regent Univ.	2	2
Chicago, Univ. of	1	0	Richmond, Univ. of	4	0
Cincinnati, Univ. of	2	0	Rutgers School of Law-Newark	1	0
Cleveland State Univ.	1	1	Samford Univ.	14	3
Columbia Univ.	2	0	San Diego, Univ. of	1	0
Creighton Univ.	1	0	Santa Clara Univ.	1	0
Dayton, Univ. of	1	1	South Texas College of Law	0	2
Denver, Univ. of	0	2	Southern ILL. Univ.	1	0
DePaul Univ.	1	0	Southern Methodist Univ.	1	0
District of Columbia, Univ. of	1	0	Southern Univ. Law Center	3	0
Duke Univ.	2	0	Southwestern School of Law	1	0
Emory Univ.	8	0	St. John's Univ.	0	1
Florida Coastal School of Law	1	0	St. Louis Univ.	1	0
Florida State Univ.	2	0	St. Mary's Univ.	1	1

Franklin Pierce Law Center	0	1	St. Thomas Univ.	1	1
George Washington Univ.	1	0	Stetson Univ.	1	0
Georgetown Univ.	5	0	Texas Southern Univ.	1	0
Georgia State Univ.	5	0	Texas Wesleyan Univ.	1	0
Georgia, Univ. of	4	0	Thomas Jefferson School of Law	0	1
Houston, Univ. of	1	0	Thomas M. Cooley Law School	5	8
Indiana Univ. (Bloomington)	2	1	Touro College of Law	1	0
Indiana Univ. (Indianapolis)	1	0	Tulane Univ.	2	0
John Marshall Law Sch (GA)	5	1	Tulsa, Univ. of	0	1
John Marshall Law Sch (IL)	1	0	UCLA	1	0
Kentucky, Univ. of	9	0	Vermont Law School	3	0
Liberty Univ.	2	0	Virginia, Univ. of	2	0
Louisville, Univ. of	5	0	Washburn Univ.	1	0
Loyola Univ. (IL)	1	0	Washington & Lee Univ.	4	1
Loyola Univ. (LA)	4	2	Washington Univ.	4	0
Maine, Univ. of	2	0	West Virginia Univ.	0	1
Mercer Univ.	1	1	Western State Univ.	1	0
Miami, Univ. of	2	0	Widener School of Law	1	0
Michigan State Univ.	2	0	William & Mary	1	0
Michigan, Univ. of	2	0	Wyoming, Univ. of	1	0
Mississippi College of Law	21	7	Yale Law School	1	0
Mississippi, Univ. of	26	4	Yeshiva Univ.	1	0
Missouri, Univ. of (Columbia)	1	0	<b>Total Out-of-State Schools</b>	<b>250</b>	<b>55</b>

Over the last few years a large number of graduates of the Appalachian School of Law, Mississippi College of Law, University of Mississippi and Samford have taken the Tennessee bar. John Marshall School of Law in Atlanta is also attracting a number of students who graduate and sit for the Tennessee bar. In June 2008, 305 students from 101 different law schools outside of the State of Tennessee sat for the Tennessee Bar. Based on the number of LSAT takers from Tennessee it is easy to assume that a number of the out-of-state bar takers were Tennessee residents who left the state to attend law school.

For all but the most prestigious law schools (of which Vanderbilt is one) the leading source of law students are residents of the state in which a law school is located and the students — resident and non-resident alike — who attend the undergraduate colleges and universities in that state. If the ABA-accredited schools in Tennessee continue their current admissions patterns, they will not be able to offer educational opportunities to all of the well-qualified applicants from these two sources who desire to practice law in Tennessee.

From Table 1 in the introduction we saw that a total of 5,269 applicants from Tennessee universities took the LSAT in the last 3 years. This averages out to 1,756 unique applicants per year.

#### **Analysis of Number of LSAT Scores From 150 – 154 for Fall 2007 \***

<b>School</b>	<b>Applied</b>	<b>Accepted</b>	<b>All Applicants</b>
Memphis	255	76	906
UT	346	42	1,408
<b>TOTAL</b>	<b>601</b>	<b>118</b>	<b>2,314</b>

\* Vanderbilt does not report this information but had 3,985 applicants in 2007

A score of 150 is the approximate mean and median score of the LSAT. Memphis is only accepting 30% of applicants with a score between 150 – 154 and the University of Tennessee is only accepting 12% of those applicants. Assuming that there is a complete overlap of applicants at both schools only 1/3 of the applicants with an LSAT score between 150 and 154 are being accepted at the two Tennessee state schools. For 2007 a minimum of 228 applicants with LSAT scores between 150 and 154 were not offered an opportunity to attend a Tennessee law school.

The current demand for legal education is very high but first year enrollment has increased slowly over the last 5 years:

<b>Academic Year</b>	<b>Number of ABA-Accredited Schools</b>	<b>First Year Enrollment</b>
2007 – 2008	196	49,082
2006 – 2007	195	48,937
2005 – 2006	191	48,132
2004 – 2005	188	48,239
2003 – 2004	187	48,867
2002 – 2003	186	48,433
2001 – 2002	184	45,070
2000 – 2001	183	43,518
1999-2000	182	43,152

### **Evening Part-Time Program**

Lincoln Memorial University's school of law will begin with an evening part-time class and then add a full-time day program in Year Two. There is no part-time evening program available in Knoxville. The University of Tennessee does not operate an evening part-time program. There is a part-time program at the University of Memphis. However, Memphis is a long way from Knoxville. As shown on the map on page 3, there are six Metropolitan Statistical Areas that are close enough to draw working adults who might want to attend Law School. Additionally, a seventh MSA (Nashville-Davidson-Murfreesboro-Franklin, TN) may also prove to be fertile ground for prospective students who desire to attend an ABA-approved law school.

### **Retirement of Lawyers**

Of the nation's roughly 1.1 million lawyers, an estimated 400,000 are baby boomers — the generation born between 1946 and 1964. Baby boomers total over 78 million or a little more than 26% of the U.S. population but they represent over 34% of the legal profession.

**TABLE: Total Law School Enrollment and J.D. Awarded**

<b>Academic Year</b>	<b>Total Law School Enrollment</b>	<b>J.D. Awarded</b>
1963-64	46,666	9,638
1964-65	51,079	10,491
1965-66	55,510	11,507
1966-67	59,236	13,115
1967-68	61,064	14,738
1968-69	59,498	16,007
1969-70	64,416	16,733
1970-71	78,018	17,180
1971-72	91,225	17,006
1972-73	98,042	22,342
1973-74	101,675	27,756
1974-75	105,078	28,729
1975-76	111,047	29,961
1976-77	112,401	32,597
1977-78	113,080	33,640
1978-79	116,150	33,317
1979-80	117,297	34,590
1980-81	119,501	35,059
1981-82	120,879	35,598
1982-83	121,791	34,846
1983-84	121,201	36,389
1984-85	119,847	36,687
1985-86	118,700	36,829
1986-87	117,813	36,121
1987-88	117,997	35,478
1988-89	120,694	35,701
1989-90	124,471	35,520
1990-91	127,261	36,385
1991-92	129,580	38,800
1992-93	128,212	39,435
1993-94	127,802	40,213
1994-95	128,989	39,710
1995-96	129,397	39,271
1996-97	128,623	39,920
1997-98	125,886	40,114
1998-99	125,627	39,455
1999-00	125,184	39,071
2000-01	125,173	38,157
2001-02	127,610	37,909
2002-03	132,885	38,605
2003-04	137,676	38,874

2004-05	140,376	40,023
2005-06	140,298	42,673
2006-07	141,031	43,920
2007-08	141,719	43,518

From 1960 to 2000 the number of lawyers in the United States tripled. There was a rapid growth of the profession in the 1970's, when bar admissions increased by 134%. Through the 1980's, growth leveled off to about 12%. There was period in the late-1980s and early-1990s when there was another dramatic increase, then a brief period of decline and since then the growth has again leveled off to about 12%. As the baby boom bubble moves toward retirement the legal market will need to absorb more lawyers. The U.S. economy has successfully absorbed the growth of the legal profession, of which 34% of the profession is part of the baby boom bubble. Hence, as the Baby Boom generation retires over the next few years (2011-2029), one out of every three lawyers will need to be replaced merely to keep up with the current demand. This does not account for future population growth and other societal changes.

## **Mission and Niche**

LMU is committed to building a law school that makes use of technology to improve the classroom experience and help prepare students to enter the practice of law. This includes writing across the curriculum, regular methods of assessment and finding ways to break the perception that in the first year of law school they scare you, in the second year they work you to death and in the third year they bore you to death. The law school is committed to looking at ways to make the third year the capstone that brings together skills and practice by building a program that focuses on one course at a time while integrating practical skills with the substantive class. The University's mission statement:

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The university strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research

opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region.

It is the mission of the law school to prepare outstanding lawyers who are committed to the premise that the cornerstone of a meaningful existence is service to humanity. The mission of LMU-School of Law is achieved by graduating J.D.s; providing a values-based learning community as the context for teaching, research, and service, including Pro Bono and student achievement; serving the legal wellness needs of people within the Appalachian region and beyond; focusing on enhanced access to legal services for underserved rural communities; investing in quality academic programs supported by superior faculty and technology; embracing holistic care, diversity and public service as an enduring commitment to responsibility.

### **Goal Statement for Establishment of a Law School at Lincoln Memorial University**

To establish a law school that will:

- complement and strengthen the University's existing programs, particularly graduate education, osteopathic medicine and the business school.
- be a national leader in examining and addressing opportunities in the use of technology to successfully educate students in the law.
- provide a distinctive program of legal education that will develop exceptionally educated, motivated, technologically savvy and effective lawyer-leaders for which there will be a continuing need.
- help meet the national and regional demand for legal services from underserved populations with unmet legal needs.
- be positioned within the University as a center of excellence that helps generate resources of talent, energy, commitment, and information that will assist Lincoln Memorial University.

### **External Challenges to the Establishment of Lincoln Memorial School of Law:**

#### **Tennessee Board of Law Examiners Approval Process**

Currently, Tennessee is one of only a handful of states (excluding Puerto Rico) that accredits law schools. The Tennessee Board of Law Examiners constitutes a primary challenge that raises the following strategic issue:

*Whether Lincoln Memorial University wishes only to be a state accredited law school and attract Tennessee students who wish to remain in the state?*

State-accredited law schools can attract students from within the state but the number of students is limited. Many students are not sure of where they will eventually practice.



Though it is possible for lawyers who pass the Tennessee Bar to move to other states, those states which permit lawyers to be admitted to practice usually require a minimum number of years of practice before an out-of-state attorney can sit for the bar in that state.

The goal to serve the Appalachian region would be limited by obtaining only accreditation by Tennessee Board of Law Examiners. However, having a goal of ABA accreditation within the timetable of the ABA (see below), the Tennessee Board of Law Examiners accreditation would be beneficial to the school and help the school move toward ABA accreditation.

The Tennessee Board of Law Examiners timetable for accreditation is different than the ABA. This accreditation process takes place prior to the school opening. The Tennessee Board of Law Examiners accredits a new law school before it opens. By seeking and obtaining Tennessee Board of Law Examiners accreditation prior to opening, LMU will have an opportunity to go through an accreditation process very similar to the ABA process.

The Tennessee application process will mirror the ABA. There will be a site team visit and the Team will require the school to submit a Site Evaluation Questionnaire using the ABA questionnaire as a template.

The Tennessee Board of Law Examiners timetable for accreditation allows LMU to recruit its first class of evening students knowing that they will be able to sit for the Tennessee bar.

### **The ABA Approval Process**

The ABA approval or accreditation process constitutes a primary challenge that raises the following strategic issue:

*Whether Lincoln Memorial University is able and willing to commit sufficient resources to establish a law school that is in full compliance with the American Bar Association Standards for Approval of Law Schools?*

The process of gaining ABA accreditation is an important hurdle to overcome. Every state relies upon the American Bar Association as a national accreditor of graduate legal education. Graduates from an ABA-approved law school are entitled to take the bar admission examination in any state in the nation.

The ABA accreditation process requires a law school to have a class that has completed one year of law school before it will inspect a school.

A new law school's formal ABA approval process begins with the submission of a detailed application for approval that includes an annual questionnaire, self-study, and site evaluation questionnaire. The school is then visited for three or four days by an

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inspection team of experienced legal educators, including a law librarian, and usually also a practicing lawyer and a university president, provost or vice-president. The inspection team prepares a report that is reviewed by the Section's Accreditation Committee, which prepares a further report and makes a non-binding recommendation concerning the school's ABA approval to the Council.

The timetable for approval of a new law school is determined by a combination of the requirements of the Standards and the resources possessed and applied by the founding institution. While the Standards no longer require a formal feasibility study prior to the establishment of a new law school, the Consultant strongly recommends such a study.

A new school's first step is normally the employment of a dean, usually at least a year prior to matriculation of the charter class, the date of which is determined in large part by the availability of a facility that can substantially comply with the ABA library and facilities Standards.

The dean will initially be occupied not only with physical facilities but more importantly with comprehensive planning of the School's programs and making the all-important initial hires of a librarian, first-year faculty, associate and assistant deans and other staff members. In the absence of an unusually favorable market for legal education, the Dean of Admissions will need to be in place at least a year before matriculation of the charter class in order to prepare admissions materials and to recruit appropriately qualified students. Likewise, the library staff should be making and processing acquisitions to support the first and succeeding years of law school instruction.

During the first year of instruction the dean and faculty will conduct the self-study required for the application for provisional approval, while continuing to recruit and hire new faculty and leading the formation of a distinctive law school culture. Under the ABA Rules of Procedure For Approval of Law Schools (<http://www.abanet.org/legaled/standards/20082009StandardsWebContent/Rules%20for%20Approval%20of%20Law%20Schools.pdf>):

#### **Rule 4. Application for Provisional or Full Approval**

- (a) An applicant law school shall submit its application for provisional or full approval to the Consultant after the beginning of fall term classes but no later than October 15 in the academic year in which the law school is seeking approval. If the school is seeking a site evaluation visit in the fall academic term it shall also file, during the month of March of the preceding academic year, a written notice of its intent to do so.

The school will experience a minimum of three consecutive annual ABA inspections (the Standards require that a provisionally approved school be inspected annually), and a school is eligible for full approval only after two years of provisional approval.

The bar examination results of its charter class will be extremely important. If they are excellent and the school fully complies quantitatively with the ABA Standards, they will

probably be the best evidence of full qualitative compliance and perhaps the key to attaining full ABA approval at the earliest possible date after only five years of existence.

Key requirements of the eight chapters of the ABA Standards for Approval of Law Schools are outlined below:

**1. General.** A school seeking approval must demonstrate that its program is sound, which it does by establishing compliance with the Standards. A school is granted provisional approval by establishing substantial compliance with each standard, and may have provisional approval withdrawn if not in full compliance within five years. Full approval is granted after two years of provisional approval, if full compliance is established. All schools should seek to exceed these minimum requirements.

**2. Organization and administration.** A school must possess adequate resources and utilize them for a sound program of legal education and to accomplish its mission. The school shall have a full-time dean, and the dean and faculty shall formulate and administer the educational programs of the law school. Both dean and faculty shall have significant roles, but allocation between them is for determination by the institution. The school must not discriminate inequitably.

**3. Program of Legal Education.** The educational program must prepare students for admission to the bar and responsible participation therein. It must include instruction in core substantive law, values and skills; substantial writing instruction; instruction in professional responsibility; and opportunities for small group work. Standards 303 and 304 mandate academic standards and minimum requirements for class days and minutes. Other standards regulate study outside the classroom, distance education, foreign study and the granting of degrees beyond the J.D.

**4. Faculty.** The faculty must be highly qualified. The first-year faculty must consist of sufficient faculty in addition to the dean and librarian. The full-time faculty has primary responsibility for the educational program and the duty to establish policies concerning teaching, scholarship, and service within and without the school. The school must establish and maintain conditions sufficient to attract and retain a competent faculty, including tenure or other policies relating to security of position.

**5. Admissions.** The school may not admit students who appear to be incapable. All applicants must take an acceptable admissions test and, except in extraordinary circumstances, all matriculants must have completed three-fourths of the work required for a bachelor's degree. The school must provide an active career counseling and placement service. These standards also regulate basic consumer information and other admissions policies and services.

**6. Library and information services.** The school must have a full-time librarian with faculty status, preferably with law and library degrees and security of position, and other personnel sufficient to provide adequate library and informational services. The library must possess adequate resources appropriately deployed to support the school's teaching,

research and service programs, and it must adopt contemporary technology when appropriate. The library's collection and services must be planned and suitably housed.

**7. Facilities.** The school must have facilities adequate both for its current program and for anticipated growth in the immediate future. These include a library sufficient in size, location and design with adequate seating for the school's enrollment and faculty; suitable class and seminar rooms; such skills facilities as courtrooms, conference rooms and offices for clinics and advocacy, interviewing, counseling and negotiation simulations; sufficient on-site quiet study and research seating, preferably including space suitable for group study and collaboration; private offices for each faculty member suitable for study and student conferences, and similar offices for adjunct faculty; co-curricular activity housing; and suitable space for all staff equipment and records.

**8. Council authority.** It is the Council and not the House of Delegates that has the authority to grant or deny a school's application for provisional or full approval, as well as to adopt and revise Standards, Interpretations and Rules of Procedure. The Council may grant a variance from the Standards and impose conditions thereon.

### **Meeting ABA Standards**

Reviewing the Standards, examining the programs and facilities of new schools that complied with the Standards promptly upon establishment, or after an unsuccessful attempt to comply, it is clear that if Lincoln Memorial University establishes a law school, it should insure that it is capable of complying with the ABA Standards at the earliest possible date. Mere minimal compliance with the Standards would not create a law school capable of fulfilling the mission statement at the beginning of this chapter.

Consistent with the mission of the institution and to assure compliance with the Standards, LMU should focus on building a small school that can consistently attract students who can successfully pass the Tennessee Bar exam.

It will be possible to maintain quality at what would be anticipated to be the bottom of the LMU law school class, to develop innovative uses of technology in legal education.

### **A Traditional Core Curriculum, Enriched by Lincoln Memorial University Strengths**

While they might have the freedom to do otherwise, all ABA-accredited law schools share the basic first-year curriculum. Some requirements might be delayed until the second year, and courses that might be electives at other schools occasionally make their way into the first-year curriculum. The Standards explicitly require legal writing instruction and instruction in professional responsibility at some point during the three years of law school, as well as access to skills training, though not all skills programs must be open to all law students. It is in the courses offered in the second and third years, and in the delivery of the content of their respective instructional programs, that law schools differ.

What LMU will bring to the curriculum is more robust writing and practice skills across the curriculum and the development of ways to use technology to facilitate effective teaching and learning by the students. The school will require midterm exams and will make use of techniques used in other professional schools at LMU. After taking an exam, students will be put in random groups of 10-12 and the group will retake the test. The school will use a course capture system called MediaSite to capture the lectures and make them available within an hour of the class for students to watch using the Web.

### **Conclusion**

LMU possesses the information it needs to establish a new law school and there will be available talented, energetic professionals who will identify with and be committed to Lincoln Memorial University's mission statement. The opportunity to obtain a lease on the historic old city hall in downtown Knoxville for 25 years provides the opportunity to move forward with the law school.



RICHARD G. RHODA  
Executive Director

STATE OF TENNESSEE  
HIGHER EDUCATION COMMISSION  
PARKWAY TOWERS, SUITE 1900  
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PHIL BRUNSEN  
Governor

July 6, 2005

Dr. Nancy B. Moody  
President  
Lincoln Memorial University  
Harrogate, TN 37752

Dear Dr. Moody:

Lincoln Memorial University is exempt from oversight of the Division of Postsecondary School Authorization of the Tennessee Higher Education Commission pursuant to T.C.A. § 49-7-2004 (6)(a)(b)(c)(d).

**T.C.A. § 49-7-2004. Exempt institutions.**

(6) Postsecondary educational institutions:

- (A) With its primary campus domiciled in the state of Tennessee for at least ten (10) consecutive years;
- (B) That have been accredited by an accrediting agency recognized by the United States department of education for at least ten (10) consecutive years;
- (C) That have been chartered in Tennessee as a not-for-profit entity for at least (10) consecutive years; and
- (D) That meet and maintain financial standards established by the commission or maintain financial standards as established by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

If I can be of any further assistance, please call me at 615-741-5293.

Sincerely,

A handwritten signature in cursive script that reads "Dick Mansfield".

Dick Mansfield  
Investigation Officer  
Postsecondary School Authorization

UNITED STATES OF AMERICA  
STATE OF TENNESSEE  
CHARTER OF INCORPORATION

BE IT KNOWN, That A. A. Myers, McCaulav Arthur, Archillis B. Kesterson, Charles F. Eager and Willard F. Overton, all of the town of Cumberland Gap, in the County of Claiborne, State of Tennessee, persons not under 21 years of age, are hereby constituted a body politic and corporate, by and under the name and style of LINCOLN MEMORIAL UNIVERSITY.

The general purposes for which a charter is sought for said corporation are:

(1) To establish and maintain, under the name aforesaid, at or near the town of Cumberland Gap, in the County of Claiborne, State of Tennessee, United States of America, an educational institution comprising various departments or branches bearing names or other designations to be chosen by said corporation, and some of said departments or branches being, at the discretion of said corporation, located elsewhere than at or near said town of Cumberland Gap.

Said institution shall be founded and maintained by the cooperation at a grateful people as a monument or memorial to Abraham Lincoln, the sixteenth President of the United States of America, and as an expression of renewed good will and fraternal feeling between the people of sections of this country once opposed to each other in civil war, and said institution shall promote research, investigation, and experiment for the extension and application of knowledge and shall impart instruction in the various branches of education, science, art, and industry, particularly those which tend to promote good society and good citizenship and the ability to develop the abundant natural resources of the Southern states, the said institution to these ends establishing and maintaining and using for such research and instruction suitable recitation and lecture buildings, dormitories, libraries, historical, scientific and industrial collections, astronomical, meteorological and other observatories, botanical and zoological gardens, experimental and illustrative farms, gardens, forests, laboratories and workshops, gymnasiums, assembly buildings, model homes, and other means and places for the promotion of recreation and social advancement, and hospitals and sanitariums for the treatment and study of diseases and surgical cases, and publication offices and publications and using such other agencies as may aid in accomplishing the purposes aforesaid; and said University shall be for the glory of God and the advancement of brotherhood among men; and said University shall ever seek to make education possible to the children of the humble, common people of America, among whom Abraham Lincoln was born, and whom he said God must love because he made so many of them.

(2) And the said incorporators declare their general purpose to be the promotion and accomplishment of the objects hereinbefore enumerated and as well any other objects of like nature, and such as come within the purview of the paragraphs of Section One (1), Chapter One Hundred and Forty-Two (142) of the Acts of the General Assembly of the State of Tennessee, passed the 19th day of March, A.D. 1875, and subsequent amendments thereof, and under which this incorporation is sought as follows:



"2. The support of any benevolent or charitable undertaking, as a lodge of Masons, Odd Fellows, hospitals for the sick, houses of refuge or correction, orphan asylums, and all other objects of like nature.

"3. The support of any literary or scientific undertaking, as a college of university, with powers to confer degrees, an academy, a debating society, lyceum, the establishment of a library, the support of a historical society, the promotion of painting, music, or the fine arts, the support of boards of trade, or chambers of commerce, or other objects of like nature.

"4. The support and encouragement of agriculture, horticulture and the mechanic arts, as agricultural, horticultural societies, or societies for the promotion of the mechanic arts, fairs, granges and associations of like nature, including associations for improvement of the blood of stock, or other objects of like nature.

"5. The maintenance of clubs for social enjoyment, gymnastics and gymnasium clubs."

(3) The general powers of said Corporation shall be to sue and be sued by the corporate name; to have and use a common seal, which it may alter at pleasure; if no common seal, then the signature of the name of the Corporation, by and duly authorized officer, shall be legal and binding; to purchase and hold, or receive by gift, bequest, or devise, in addition to the personal property owned by the Corporation, real estate necessary for the transaction of the corporate business, and also, to purchase or accept any real estate in payment, or in part payment, of any debt due to the Corporation, and sell the same; to establish by-laws, and make all rules and regulations, not inconsistent with the laws and constitution, deemed expedient for the management of corporate affairs; and to appoint such subordinate officers and agents, in addition to a President and Secretary or Treasurer, as the business of the Corporation may require, designate the name of the office, and fix the compensation of the officer.

(4) The said five or more incorporators shall, within a convenient time after the registration of this charter in the office of the Secretary of State, elect from their number a President, Secretary and Treasurer, or the last two officers may be combined into one; said officers and the other incorporators to constitute the first Board of Directors.

(5) In all elections, each member to be entitled to one vote, either in person or by proxy, and the result to be determined by a majority of the votes cast. Due notice of any election must be given by advertisement in a newspaper, personal notice to the members, or a day stated on the minutes of the Board six months preceding the election.

(6) The Board of Directors shall keep a record of all their proceedings, which shall be at all times subject to the inspection of any member. The Corporation may establish branches in any other county in the State or in other states.

(7) The Board of Directors may have the power to increase the number of Directors to any number not exceeding thirty-three, and not less than five, if they deem the interest of the Corporation requires such increase, and the first or any subsequent Board of Directors may have the power to elect other members, who, on acceptance of membership, shall become corporators equally with the original corporators.

(8) The Board of Directors shall have the right to determine what amount of money paid the Treasury shall be a prerequisite for membership, or if necessary, what amount shall be thus annually paid, and a failure thus to pay, shall, in the discretion of the Directors, justify the expulsion of said defaulting member.

(9) The term of all officers may be fixed by the by-laws; the said term, not, however, to exceed three years. All officers hold over until their successors are duly elected and qualified:

(10) Provided, that in the organization of corporations for the establishment of colleges, universities, and other institutions of learning, or wherever such institutions now existing shall deem it to the material interest of such college, university, or other institution of learning, the number of directors of such college, university, or other institution of learning may be fixed in the charter or by the by-laws enacted or to be enacted by the directors thereof at any number not exceeding thirty-three, and not less than five, as shall be deemed best by said incorporations or directors of such proposed incorporation, or of such college, university, or other institution of learning.

(11) The general welfare of society, not individual profit, is the object for which this charter is granted, and hence the members are not stockholders in the legal sense of the term, and no dividends or profits shall be divided among the members.

(12) The members may, at any time, voluntarily dissolve the corporation, by a conveyance of its assets and property to any other corporation, holding a charter from the State, for purposes not of individual profit, first providing for corporate debts. A violation of any of the provisions of the charter shall subject the corporation to dissolution, at the instance of the State.

(13) This charter is subject to modification or amendment; and in case said modification or amendment is not accepted, corporate business is to cease, and the assets and property, after payment of debts, are to be conveyed, as aforesaid, to some other corporation holding a charter for purposes not connected with individual profit. Acquiescence in any modification thus declared, shall be determined in a meeting of the members, specially called for that purpose, and only those voting in favor of the modification shall thereafter compose the corporation.

(14) The salable products of the lands, laboratories, and work-shops of said corporation, produced incidentally to experiment and research and the practical and theoretical training of students, and not needed for the direct use of said corporation, shall be sold from time to time and the proceeds used by said corporation for the legitimate objects of its creation.

(15) The means, assets, income or other property of the corporation shall not be employed, directly or indirectly, for any other purpose whatever than to accomplish the legitimate objects of its creation, and by no implication or construction, shall it possess the power to issue currency, deal in currency or coin, buy and sell products or engage in any kind of trading operation, nor hold any more real estate than is necessary for its legitimate purposes.

(16) Said corporation shall sacredly administer special donations, bequests, devises, and endowments, according to the terms, conditions, and limitations attached by the donors or testators.

(17) Expulsion shall be the only remedy for the non-payment of dues by the members, and there shall be no individual liability against the members for corporate debts, but the entire corporate property shall be liable for the claims of creditors.

(18) The Corporation as an educational institution shall have and is hereby given power and authority to acquire any real or personal property, and to take, receive and hold any and all gifts, bequests or devises of property, real, personal or mixed, for educational purposes, heretofore or hereafter made, subject to such limitations and conditions as the donor of testator may attach thereto. (Act of January 24, 1895. Approved January 25, 1895)

(19) The Board of Trustees of this institution organized as a Corporation are hereby authorized for the purpose of carrying out the objects of this Corporation or to secure indebtedness contracted in erecting buildings, making improvements or otherwise, in and about its business, to issue bonds or notes bearing lawful interest, for a term not exceeding forty (40) years, and mortgage the property to secure payment thereof. (As amended November 7, 1964)

(20) At least two thirds of the members of the Board of Directors of said corporation shall be members of Christian religious denominations or churches.

(21) As said university is to promote good citizenship and good society, and as it is to be founded by the gifts of benevolent people, said corporation shall not allow the advantages of said university to those who show lack of appreciation of said advantages. The willful destruction of property, immorality, ungentlemanly or unlady-like conduct, violation of the laws of the land, or the by-laws of said corporation or its agents, unkindness and incivility to fellow students, and their persecution or humiliating and brutal treatment, shall be regarded as evidence of such lack of appreciation: and it is hereby made the duty of said corporation to assume that the aforesaid acts do not tend toward good citizenship or good society; that neither administering nor submitting to humiliation, persecution, or brutality is necessary to the suppression of cowardice or the creation of a spirit of heroism; but that development of all the best attributes of manhood and womanhood may proceed simultaneously with the observance of the Golden Rule, the laws of the land, of kindness, and of decency.

We, the undersigned apply to the State of Tennessee by virtue of the laws of the land, for charter of incorporation for the purposes and with the powers declared in the foregoing instrument.

Witness our hands, the 12th day of February, A.D. 1897.

# LMU

Lincoln Memorial University

Cumberland Gap Parkway  
Harrogate, Tennessee 37752

423.869.3611  
www.lmunet.edu

April 2, 2008

Dr. Belle Wheelan  
Executive Director  
Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 33033-4097

Dear Dr. Wheelan:

Complying with procedures for pursuing Substantive Change, Lincoln Memorial University wishes to inform the Commission on Colleges of its intent to initiate two new advanced degree programs. Institutional planning processes have resulted in LMU's Board of Trustees authorizing the administration to pursue initiation of a Doctor of Education (Ed.D. in Educational Leadership) and a Doctor of Jurisprudence (J. D.). Procedure One of the Commission's *Substantive Change for Accredited Institutions Policy* requires an institution to provide written notification to the Commission on Colleges at least six months in advance of the initiation of programs at the currently approved degree granting level, and this letter is submitted for that purpose.

LMU is currently approved as a Level V degree granting institution by the Commission. Our feasibility studies incorporate development of an implementation schedule subject to approval by the LMU Board of Trustees. LMU anticipates submitting a prospectus for Commission consideration at least three months in advance of the planned implementation date to allow sufficient time for review and approval. At the present time it is anticipated that both degree programs may be initiated as early as August 2009. If changes in the proposed initiation date for either or both programs occur, LMU will notify the Commission.

While the University projects offering the J.D. degree at an extended site in Knoxville, Tennessee, there are no plans for the program to have a faculty or administration separate from the main campus. All budgetary and hiring authority will reside at the main campus in Harrogate, Tennessee. LMU plans to seek program accreditation from the American Bar Association (A.B.A.) and approval from the Tennessee Board of Law Examiners for

Letter to Dr. Belle Wheelan  
Commission on Colleges  
April 2, 2008  
Page 2

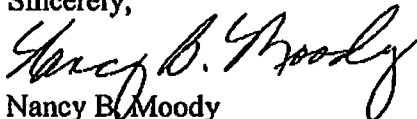
the new J.D. program. LMU will work with external consultants to ensure that comprehensive implementation strategies considering the unique requirements of both the Commission on Colleges and the professional program accrediting agency are considered and appropriately addressed. The new Knoxville extended site, projected for the J.D. degree, may accommodate other current SACS-COC approved LMU programs.

The Ed.D. program has been under consideration for several years and LMU plans to offer the program in a format accessible to working professionals. The Ed.D. program will be administered from the main campus in Harrogate, Tennessee with the possibility of utilizing the instructional facilities and resources available at the University's extended teaching sites. LMU's current Ed.S. program has positioned the University well for the initiation of an Ed.D. program and institutional research data demonstrates that the program will meet a clearly identified need within the University's service area. Both the J.D. and Ed.D. programs are congruent with LMU's mission of meeting the educational needs of its service area.

LMU is fully committed to the accreditation process and intends to maintain compliance with all COC requirements, standards, and policies. We anticipate working closely with Commission staff as we complete our implementation planning process and intend to meet all expectations of the Commission.

Thank you for taking the time to consider our plans.

Sincerely,



Nancy B. Moody  
President

cc: Dr. C. Cardell  
Dr. P. DeBusk  
Dr. S. Emberton  
Dr. C. Hess



**SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSION ON COLLEGES**

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

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

April 27, 2009

Dr. Nancy B. Moody  
President  
Lincoln Memorial University  
6965 Cumberland Gap Parkway  
Harrogate, TN 37752

Dear Dr. Moody:

Thank you for three letters providing information concerning changes at your institution.

The first letter dated March 12, 2009, provided notification that the University plans, effective August 2009, to offer its Master of Education degree program at the Kingsport Higher Education Center teaching site. The address of the site is 222 West Main Street, Kingsport, TN 37660. There will be no change in the program which is offered at other sites as well. Since both the program and the site are approved, we accept the notification and require no additional information.

The second letter dated March 12, 2009, provides notification that the University plans to offer, effective August 2009, the Bachelor of Science in Management and Leadership Studies degree program at the Middlesboro, Kentucky, campus of Southeast Kentucky Community and Technical College. The address of the site is 1300 Chichester Avenue, Middlesboro, Kentucky. The BS in Management and Leadership Studies is an approved program which is offered at three other approved sites. The site in Middlesboro is an approved site of Southeast Kentucky Community and Technical College. The University currently offers a degree program at the main campus of the College in Cumberland, Kentucky. The University has provided adequate information concerning faculty, learning resources, physical facilities, and student support at the Middlesboro site. We accept notification and approve the site and request no further information.

The third letter dated March 12, 2009, (received in our offices on March 23, 2009), accompanied submission of a prospectus for the proposed Doctor of Jurisprudence (JD) degree program to be offered at the following site effective Fall 2009.

Former City Hall Building of Knoxville, Tennessee  
601 West Summit Hill Drive  
Knoxville, Tennessee

This will be the third doctorate degree offered by the University. The prospectus provided evidence that the degree is consistent with the mission and goals of the institution. A needs survey was conducted and the prospectus provided sufficient evidence that the University can financially support the program. Appropriate qualifications were provided for the Dean of the School of Law, the Associate Dean and



Page 2  
Dr. Moody  
April 27, 2009

Director of the Law Library, and two faculty members who have been hired to teach courses during the first term. Two more faculty members will be hired. Evidence was provided indicating that physical facilities are sufficient and appropriate and indicating that learning resources will be adequate. The Tennessee Board of Law Examiners has approved graduates of the LMU School of Law to take the Tennessee bar exam. The curriculum, syllabi, and student learning outcomes were provided.

I approve the Doctor of Jurisprudence degree program to be offered at the above Knoxville, Tennessee, address and request no further information. Because this degree is quite different from any current degree or course offering at the University, I am authorizing a Substantive Change Committee to visit the University to review the degree program within six months of its implementation. Please contact Dr. Cheryl Cardell at 404-679-4501, ext. 4529 or by email at [ccardell@sacsoc.org](mailto:ccardell@sacsoc.org) for assistance and information relative to this visit.

Enclosed is an invoice for \$300 to assist in defraying the costs associated with the review of this substantive change.

Best regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.  
President  
Commission on Colleges

BSW/ABC:jdw

Enclosure

Cc: Dr. Cheryl D. Cardell

**Minute Excerpts  
Lincoln Memorial University  
Board of Trustees Meeting  
1:30 p.m., October 19, 2007  
Executive Boardroom  
Business/Education Building**

**Academic/Institutional Life Committee**

**A motion was made by Dr. Brian DeBusk, seconded by Mr. Jerry Zillion, and passed unanimously to approve in concept the conduct of feasibility studies, notification of accrediting agencies, development of budget pro forma, etc. for:**

- **Online delivery of the existing Medical Technology Program (B.S.)**
- **Masters in Social Work (M.S.W.) on-line program**
- **Juris Doctor (J.D.)**

**Curriculum Update**

**Law School**

Ms. Patty Jane Lay, Knoxville attorney, explained that she has been asked to assist LMU and Dr. Sherilyn Emberton to explore the possibility of the University opening a law school. A video was shown of the Old City Hall facility in Knoxville that is being considered as a possible site for the law school. It was noted that the facility, containing approximately 60,000-62,000 square feet of space, has recently been totally refurbished and is in excellent condition. The program concept being considered is a dual path program, serving both day and night students. Dr. Emberton and Ms. Lay reported that the Tennessee Board of Law Examiners has been contacted about the possibility of approval by the State Supreme Court for a new law school. Dr. Pete DeBusk noted that Mr. Gary Wade, the State Supreme Court representative from East Tennessee, is serving as the sponsor of the LMU law school. A projected opening date for the law school is Fall 2009. Ms. Lay said that she and Dr. Sherilyn Emberton have researched the demand for another law school in the Knoxville area. She noted that the University of Tennessee Law School received over 1800 applicants and accepted only 195 students. Mr. Tom Baugh added that feedback from Knoxville attorneys has been very favorable for a new LMU law school. Ms. Lay said that the Nashville School of Law would be the closest competitor, offering a night law program. Their program is not approved by the American Bar Association (ABA). She explained that by offering both the day and night tracks, the LMU law program would be eligible for approval by the ABA. Dr. Emberton and Ms. Lay added that approval from the ABA would be a great distinction for the law school as well as enable graduates of the program to sit for the bar exam in any state. The number of students to be accepted into the day or night programs has yet to be determined due to varying factors such as parking concerns. Dr. Pete DeBusk noted that Knoxville Mayor Bill Haslam has responded very favorably in support of the law school.



**Minute Excerpts  
Lincoln Memorial University  
Board of Trustees Meeting  
1:30 p.m., May 2, 2008  
Executive Board Room  
Business/Education Building**

**Finance Report**

Mr. Randy Eldridge presented a comparison of revenues and expenditures for March 31, 2007 and March 31, 2008 (Attachment I). Mr. Eldridge stated that as of March 31, 2008, the strategic initiative was just under \$6.6 million. He added that the current fiscal year's budget, approved by the Board in May 2007, had an anticipated net loss of approximately \$2.7 million, but would actually break even by the end of the fiscal year. He submitted for approval the proposed budget for 2008-09 as follows:

<b>FINANCIAL PERFORMANCE 2007-2008</b>	<b>2007-08 BUDGET</b>	<b>2007-08 ACTUAL To 3/31/08</b>
TOTAL OPERATING REVENUE	\$42,989,006	\$40,803,358
TOTAL OPERATING EXPENSE	43,530,066	32,596,672
DEBT SERVICE	2,170,107	1,626,823
STRATEGIC INITIATIVES	(2,711,167)	13,477

<b>PROJECTED BUDGET 2008-2009</b>	<b>2008-09 BUDGET</b>	<b>BUDGET INCREASE</b>
TOTAL OPERATING REVENUE	\$53,691,730	\$10,702,724
TOTAL OPERATING EXPENSE	48,923,575	5,393,509
DEBT SERVICE	3,558,859	1,388,752
STRATEGIC INITIATIVES	1,209,296	3,920,463

**A motion was made by Dr. Sam Mars, Jr. and seconded by Mr. Jerry Zillion to approve the proposed budget for 2008-09. The motion passed by a unanimous vote.**

**Law School**

Dr. Sherilyn Emberton gave an update on the progress of the development of the proposed law school. LMU hired a consultant, Richard Gershon, who was the founding dean of the Charleston School of Law and now serves as full-time faculty. LMU notified the Southern Association of Colleges and Schools (SACS) of the intent to pursue a law school. In addition, LMU sent a letter to the Tennessee Board of Law Examiners (TBLE). As a result of the letter, a phone conference was scheduled with Jimmie Miller of the TBLE. LMU traveled to respond to the TBLE with a written report, as well as a presentation. The next steps on the proposed law school timeline are to gain TBLE

approval during the summer of 2008. The first class of one hundred twenty-five students is set to begin in the fall of 2009. **A motion was made by Mr. Jerry Zillion and seconded by Dr. Edwin Robertson to approve that LMU initiate a School of Law and offer the Doctor of Jurisprudence degree (JD). The motion passed by a unanimous vote.**

**Minute Excerpts  
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W. SCOTT MCGINNESS, JR.  
Vice-President  
Chattanooga

JIMMIE C. MILLER  
President  
Kingsport

JULIAN L. BIBB  
Secretary-Treasurer  
Nashville

MARLENE ESKIND MOSES  
Nashville

RICKY E. WILKINS  
Memphis



**BOARD OF LAW EXAMINERS  
OF TENNESSEE**

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Executive Director

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BOARD OF LAW EXAMINERS  
SUITE 2200  
401 CHURCH STREET  
NASHVILLE, TN 37243-0740

February 24, 2009


Dean Sydney Beckman  
Lincoln Memorial University Law School  
601 West Summit Hill Dr.  
Knoxville, TN 37902

Dear Dean Beckman:

The Tennessee Board of Law Examiners (TBLE) is pleased to approve the request by Lincoln Memorial University (LMU) that its College of Law graduates shall be eligible to take the Tennessee bar examination. The TBLE grants approval pursuant to Supreme Court Rules, Rule 7, Section 2.03, based upon the representations of LMU that the College of Law will seek accreditation by the American Bar Association at the earliest opportunity permitted by the ABA.

In the event that LMU fails to obtain provisional accreditation from the ABA prior to December 31, 2012, or if after obtaining ABA provisional accreditation, LMU fails to obtain ABA accreditation within the timeframe required by the ABA, then upon written notice from the TBLE to LMU, and after an opportunity for LMU to be heard on the issues, the TBLE may withdraw and rescind the approval granted.

It is our understanding that LMU will work diligently to accomplish the requirements for ABA accreditation. The members of the TBLE extend our sincere wishes to LMU for success in the further development of the College of Law in Knoxville.

Sincerely yours,  
  
Jimmie C. Miller  
President

**cc:** Chief Justice Janice Holder  
50 Peabody Place, Suite 209  
Memphis, TN 38103-3665

Justice Gary R. Wade  
PO Box 444  
Knoxville, TN 37902-0444

Justice Cornelia A. Clark  
401 7<sup>th</sup> Ave., N., Suite 318  
Supreme Court Bldg.  
Nashville, TN 37219-1407

Justice William C. Koch, Jr.  
401 7<sup>th</sup> Ave., N., Suite 321  
Supreme Court Bldg.  
Nashville, TN 37219-1407

Justice Sharon G. Lee  
PO Box 444  
Knoxville, TN 37902-0444

Dr. Nancy Moody  
President, Lincoln Memorial University  
6965 Cumberland Gap Pkwy.  
Harrogate, TN 37752

Dr. Sherilyn Emberton  
Vice-President, Academic Affairs  
Lincoln Memorial University  
6965 Cumberland Gap Pkwy.  
Harrogate, TN 37752

**xc:** W. Scott McGinness, Jr.  
Julian L. Bibb  
Marlene Eskind Moses  
Ricky E. Wilkins

**DUNCAN**  
**SCHOOL OF LAW**  

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*Lincoln Memorial University*

**STUDENT HANDBOOK**

**AND**

**CATALOG**

**2009-2010**

**The Duncan School of Law reserves the right to alter or amend any portion of this Catalog, at any time, with or without notice.**

Rev. 01.21.10

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## **MISSION AND PURPOSE OF LINCOLN MEMORIAL UNIVERSITY**

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

## **INSTITUTIONAL GOALS**

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

1. To secure and maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing;
2. To provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market;
3. To make educational opportunities available to all persons without reference to social status. The University seeks to stabilize undergraduate enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement;
4. To advance the Cumberland Gap and tri-state region through community service programs in continuing education, leadership development, recreation, and the fine and performing arts;

5. To continue as a critical educational, cultural, and recreational center for the area and to develop and maintain facilities which are safe, accessible, and conducive to the development of body, mind, and spirit;
6. To attract and retain a highly qualified faculty and staff, committed to teaching, research, and service, by providing the best compensation program possible;
7. To commit resources to support the teaching, research, and service role of the institution and the faculty;
8. To continue to strengthen the faculty and staff development program with priority for allocation of resources determined by institutional needs;
9. To increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty and students;
10. To 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. To continue the tradition of providing a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community where diversity and growth in the pursuit of academic and career goals are encouraged. The University seeks to develop students' potential in a supportive environment while challenging them to grow intellectually and personally; and
12. To provide high quality educational opportunities through selected undergraduate and graduate degree programs for students who live or work a significant distance from the University's main campus, and for whom other options are not as accessible or satisfactory.

## **DUNCAN SCHOOL OF LAW MISSION STATEMENT**

The Lincoln Memorial University-Duncan School of Law builds upon a foundation that upholds 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. Through teaching, research and service, the LMU School of Law will prepare graduates:

- \* who are committed to the premise that the cornerstone of meaningful existence is service to humanity;
- \* who understand their professional responsibilities as representatives of clients, officers of the courts, and public citizens responsible for the quality and availability of justice under the law; and
- \* who have an understanding of the fundamental principles of public and private law, an understanding of the nature, basis and role of the law and its institutions, and the skills of legal analysis and writing, issue recognition, reasoning, problem solving, organization, and oral and written communication necessary to participate effectively in the legal profession.

### ***The School of Law will:***

- \* graduate Doctors of Jurisprudence;
- \* provide a values-based learning community as the context for teaching, research, and service that supports student achievement;
- \* provide an educational program that prepares graduates for admission to the bar, and for effective and responsible participation in the legal profession; and
- \* enhance access to quality legal counsel for the under-served rural communities of Appalachia.

## **NON-DISCRIMINATION POLICY**

In support of the Mission Statement and the principles upon which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty, to nondiscrimination in the recruitment, admission, and retention of students, and to nondiscrimination in the recruitment, hiring, promotion, and retention of faculty and staff. Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the requirements applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Lincoln Memorial University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

## **CAMPUS FACILITIES**

### **Pride and Preservation**

The School of Law facility is a wonderful asset. Properly cared for, it will be a valuable resource and a source of pride for a long, long time. Please use the following guidelines in carrying out responsibilities as good stewards of the building:

1. **Furniture Set-ups in Classrooms and Public Areas.** Please maintain appropriate furniture arrangements in classrooms and keep the public areas free of tables, chairs, etc. that are not being used. If it is necessary to rearrange the furniture in a classroom for a particular purpose, please move it back to its original configuration when finished.
2. **Tables and Stack Chairs.** Tables and chairs are available for activities sponsored by officially recognized law student organizations. If you need tables or chairs, please contact the Dean's Office. Please do not sit on the tables.
3. **The Furniture.** The building is furnished with good-quality tables, chairs and casual seating. Please take care of them. Again, the tables are especially vulnerable.
4. **Posting Announcements, Notices, Etc.** Notices of meetings, events, or other signs should be posted only on bulletin boards and easels. To post an announcement digitally, please contact the Dean's office. Easels are also available from the Dean's Office, but please return them promptly when you are finished with them. **Notices should not be posted on walls,**

**woodwork, or pillars in any of the classrooms or Law Library. Notices posted on restricted areas will be removed.**

**5. Smoking.** The School of Law building is a smoke-free facility.

### **Lockers**

Student lockers are located on the lower level of the School of Law. Each student is assigned a locker which contains a slot that will also be used as a mailbox. Mail slots are used for distribution of items such as exam information, writing assignments, internal memoranda, and other notices. Professors may return papers to students' mail slots as well. Please make a habit of checking your locker regularly for mail or information.

Each student is assigned a locker at the start of the school year. Students keep the same locker for the entire year but must remove their belongings before leaving for the summer. Lockers are reassigned each August. Each student should understand that his/her locker is subject to random searches for items prohibited by the University, the School of Law, the State of Tennessee, or the United States Government. By using lockers for anything other than mail slots, each student waives his/her right to privacy to items within the locker.

Students may not receive U.S. mail addressed to them at the Law School. Any mail sent to a student in care of the School of Law will be returned to the sender.

### **Lost and Found**

Students should check for lost items with the faculty assistant in Room 332.

### **Lounges**

There is a lounge/kitchen area located on the first floor of the School of Law. Tables and chairs, a microwave oven, a coffeemaker, a toaster, and a refrigerator are provided so that students may eat in the lounge. Vending machines are also located in the lounge.

## **ADMISSIONS**

Lincoln Memorial University is a mission-driven institution. LMU was established to serve the underserved and underrepresented populations throughout the Cumberland Gap and southern Appalachian region. The School of Law in Knoxville assumes that mantle in its admissions policies. We will consider admission of qualified applicants who have a desire to serve the underserved and underrepresented populations and geographical areas within this region.

The School of Law seeks to attract and retain a talented, inquisitive, energetic, and passionate cohort of students from all walks of life. Thus, the Office of Admissions, the Admissions Committee, and the faculty and staff will actively seek prospective students from varied backgrounds, socio-economic and family educational attainment levels, perspectives, life experiences, and worldviews.

## Pre-requisite Admissions Requirements

To be considered for admission to the Duncan School of Law, an applicant must hold a baccalaureate degree prior to matriculation. The baccalaureate degree must be earned from a college or university that is accredited by a regional accrediting agency and is recognized by the Secretary of the United States Department of Education.

While no particular major program of study is required, applicants would be well served to pursue an undergraduate major that emphasizes certain skills. The American Bar Association recommends a curriculum that emphasizes, “analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while also promoting justice.” (Taken from the *Statement of Skills and Values* contained in the 1992 Report of the American Bar Association Task Force on Law Schools and the Profession, Legal Education and Professional Development—An Educational Continuum). There are no pre-requisite course requirements.

## How to Apply for Admission

Each applicant must complete the application for admission which is located on the Law School’s web page at <http://www.lmunet.edu/law/>. The application should be printed and mailed to the Office of Admissions. The mailing address of the School of Law is 601 W. Summit Hill Drive, Knoxville, Tennessee 37902.

An applicant must take the Law School Admission Test. Registration and other pertinent information can be found on the Law School Admission Council’s (LSAC) website at [www.LSAC.org](http://www.LSAC.org). We will accept scores through the June 2010 test administration for admission in fall 2010. We will not accept scores older than 3 years from the fall of the year in which you apply.

All applicants must register with the Law School Data Assembly Service (LSDAS). Registration and other pertinent information can be found on the Law School Admission Council’s (LSAC) website at [www.LSAC.org](http://www.LSAC.org). Additionally, each applicant must submit two letters of reference. These items should be submitted to LSDAS.

All deadlines will be posted on the Law School’s web page.

## How We Review Applications

We seek prospective students who are mature, inquisitive, highly motivated, passionate, compassionate, and eager to serve humanity. With this in mind, we believe the application process should be advantageous to both the potential student and the School of Law. That is, we seek to learn about one another to determine if our goals are similar. The School of Law seeks to attract and retain students whose goals are consistent with the Mission and purpose of the University.

Law students have committed themselves to one of the most demanding professions. The decision to pursue such a profession is not, nor should it be, quick and easy. The decision-making process

should be a long maturation process by which an applicant becomes educated about the legal profession, professional school training, and—most importantly—him or herself. The application process will help the applicant and the School of Law to determine if a particular applicant has the requisite academic preparation, temperament, and desire to become an attorney.

Following receipt of the completed application for admission, the Admissions Committee will review the application file. The Admissions Committee is composed of members of the faculty and the Director of Admissions. The Admissions Committee will determine whether to extend an offer of admission. Applicants will be notified, in writing, of the decision of the Admissions Committee. Applicants who are offered admission will be notified of the deadline for accepting the offer of admission and other pertinent information.

Ordinarily, the Admissions Committee does not conduct interviews with prospective students as part of the application process. However, there may be situations where it would be advantageous for both the Admissions Committee and the applicant to meet face-to-face to further discuss the prospective student's application file. This may provide some insight into the application for admission that may not be readily apparent on the face of the application. If you believe there may be some additional insight into your background that may be gleaned from meeting face-to-face, please contact the Director of Admissions.

The Admissions Committee will select students for admission based on a variety of factors. When reviewing application files, the Admissions Committee will consider the applicant's overall grade-point average (GPA), grades in individual courses, undergraduate curriculum, exposure to the legal profession, participation in volunteer experiences, communication skills, background, LSAT scores, and any other pertinent information. The preceding factors are not and should not be considered exclusive. The Admissions Committee's decision will be based upon a complete review of the application file.

In most circumstances, no singular factor presented by an applicant will, in and of itself, determine whether the Admissions Committee will extend an offer of admission. The decision to extend an offer of admission will be based on the totality of the evidence presented by the applicant to the Committee. Some factors will carry more weight than others. For example, the overall GPA—based upon a careful examination of the undergraduate, post-baccalaureate, graduate and professional transcripts, if any—and the LSAT score(s), will, except in extraordinary circumstances, carry the most weight in the decision-making process. Other factors, such as individual grades in all courses attempted; experience in the legal field; letters of recommendation; the applicant's overall "fit" with the Mission of the Duncan School of Law; changes in academic performance, over time, due to age and maturity; major accomplishments; etc. will also be considered.

We anticipate that the number of applications for the class will exceed the number of seats in the class. The level of competition for seats in each class will be determined by the number of applications received during the application cycle and the academic competitiveness of the applicant pool. The admissions process is fluid and changes from year-to-year. The School of Law cannot predict with certainty the number of applications for admission it will receive in a given

year. Thus, it is impossible for us to give exact figures for GPAs, LSAT scores, and other factors that would make one competitive for admission.

Applicants who have demonstrated—through a rigorous undergraduate program of study, competitive LSAT scores, experience related to the legal profession, community service, and high ethical standards and career aspirations that match the Mission and purpose of the Duncan School of Law—that they possess those qualities and characteristics that will enable them to achieve success in law school and the legal profession are more likely to be selected for admission. Applicants who do not appear to meet these standards will not be selected for admission. The focus of this decision-making process will be academic strength, evidence of moral character, and the potential for future success on the state bar examination.

If you have any questions, please feel free to contact Paul Carney, Director of Admissions, at 865-524-5286. The Director of Admissions is the primary contact for students making application to the School of Law.

## **TUITION AND FEES**

Tuition for the 2009–2010 academic year (the part-time program) will be \$900 per credit hour. In the first year of the evening program, each student will take 9 hours in the fall and 9 hours in the spring. Fees for the 2009–2010 academic year will be \$300 each semester, and there will be an additional fee of \$15 each semester for the Student Bar Association. The cost of books will vary, but a fair estimate is \$150 per course.

## **FINANCIAL AID**

Lincoln Memorial University recognizes the problem 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 the University due to their limited financial resources. After the student submits the necessary application forms, the Financial Aid Office will determine the student's eligibility for financial assistance. Each applicant for financial aid must submit a Free Application for Federal Student Aid (FAFSA). The FAFSA should be submitted to the federal processing center in time to be received by April 1 for students entering the following fall. The priority deadline to apply for financial aid is April 1.

For additional information, please contact the Financial Aid Office.

## **POLICY REGARDING CHANGING STUDENT STATUS**

- A. Students seeking to change their status from full-time to part-time or part-time to full-time must apply for and receive permission from the Associate Dean for Academics. Once an application is received, the Associate Dean for Academics may, in his/her sole discretion:



1. approve the application;
  2. deny the application;
  3. request additional information prior to issuing a decision; and/or
  4. require that the student seek and receive counseling provided by the institution.
- B. Notwithstanding the above, the Associate Dean for Academics shall not approve any application for a status change, unless:
1. the applicant has completed all first-year required courses as defined within this Handbook;
  2. the student has a cumulative GPA of at least a 2.8;
  3. the student has not received a final grade below a "C" during his/her first-year required courses;
  4. the student has sought and acquired a recommendation from a Duncan School of Law professor from whom he/she has taken a class;
  5. the student, if receiving financial aid, has met with the Coordinator for Financial Aid for the Law School or the Director of Financial Aid for LMU and received appropriate counseling on the effect of changing status;
  6. the Coordinator for Financial Aid for the Law School or the Director of Financial Aid for LMU has signed the application indicating the above counseling has been given; and
  7. an available seat exists within the anticipated class.

## ATTENDANCE REQUIREMENTS

- I. Required Class Attendance
- A. Regular and punctual class attendance is required of all students in all courses. Faculty members are required to take attendance in all courses. An electronic attendance system shall be used, and students have the responsibility for making sure that they electronically indicate their attendance for each class.
  - B. No student may miss more than twenty percent (20%) of the class meetings in any course. A student who is tardy or who exits class early may, at the discretion of the professor, be marked as absent.
  - C. Nothing within this rule shall prohibit a professor from adopting a more restrictive attendance rule. To the extent a professor adopts such a rule, that rule shall control.
  - D. Students must keep track of their absences. Students should not expect the School of Law to warn them when their absences are close to exceeding that which is allowed.
  - E. Students who fail to comply with the attendance requirements shall be immediately administratively withdrawn from the class, and a grade of "WA" shall be given, if the student has a passing grade at the time of the withdrawal. If a student has a failing grade at the time of the withdrawal, a grade of "WF" shall be given. In the case of extraordinary circumstances, a student shall be allowed to withdraw and receive a grade of "W."

- F. The Associate Dean for Academics may grant leave and relief from the attendance requirements in extraordinary circumstances.

## **CURRICULUM**

The School of Law currently has an evening part-time class and will add a full-time day program in fall 2010. LMU is committed to building a law school that makes use of technology to improve the classroom experience and to prepare students to enter the practice of law.

### **First-Year Course Load**

In the fall, each student will take Civil Procedure I (3 hours); Torts I (3 hours); and Lawyering Skills I (3 hours). In the spring, each course will continue with Civil Procedure II (3 hours); Torts II (3 hours); and Lawyering Skills II (3 hours).

The curriculum is designed to prepare students to be effective attorneys by developing their abilities in critical thinking and problem-solving. The curriculum reflects a traditional legal education, while at the same time adopts the best practices for effective learning.

The School of Law operates on a semester system and requires successful completion of 88 semester hours for conferment of the J.D. degree. All requirements must be completed within 84 months of the student's initial enrollment in the law school and may not be completed earlier than 24 months after a student's initial enrollment.

Full-time students may not be employed until the completion of first-year required courses, and no more than 20 hours per week.

Graduation requirements for full-time and part-time students will be identical. Both full-time and part-time students will begin in the fall of each year.

### **First-Year Curriculum**

The first-year curriculum is designed to give students a broad understanding of the American Legal System and the role of law in society. First-year courses provide a solid foundation upon which upper-level courses will build, while offering a structure designed to build and strengthen students' skills in legal analysis, reasoning, research, problem solving, and oral communication.

### **Upper-Level Curriculum**

The upper-level curriculum reinforces skills learned in the first-year curriculum while permitting students to take courses in areas which interest them.

## Upper-Level Writing Requirement

Each student must complete two substantial legal research and writing projects to graduate from the School of Law. One project requirement will be met upon successful completion of the four semesters of Lawyering Skills. The second project requirement may be met in one of three ways:

### 1) Seminar

By taking a course with not more than 20 enrolled students and writing a paper complying with the following requirements:

- a) The paper must be either expository or argumentative writing of at least 5,000 words of text exclusive of footnotes, endnotes, headings and the like;
- b) An outline and draft must be submitted and critiqued by the supervising faculty member prior to the submission of the final paper;
- c) The paper must be supervised by a full-time faculty member; and
- d) The grade for the final draft must be a "B" or better.

### 2) Independent Study

By taking an independent study with prior approval of the Curriculum Committee and meeting one of the two following options:

#### Option 1

- a) Writing a paper which is either expository or argumentative writing of at least 5,000 words of substantive text exclusive of footnotes or endnotes, headings, and the like;
- b) An outline and draft must be submitted and critiqued by the supervising faculty member prior to the submission of the final paper;
- c) The paper must be supervised by a full-time faculty member; and
- d) The grade for the final draft must be a "B" or better.

#### Option 2

- a) Writing a series of shorter memoranda, problems, or drafting exercises;
- b) The writings must cumulatively amount to at least 5,000 words of substantive words exclusive of footnotes, endnotes, headings, and the like; and
- c) The cumulative grade for final drafts of all of the writings is a "B" or better.

### 3) Law Review

Students who successfully complete two years of service on the Law Review and who produce a note which is either expository or argumentative writing of at least 5,000 words of text exclusive of footnotes, endnotes, headings, and the like will satisfy the advanced writing requirement. An outline and draft of the note must be submitted and critiqued by the Journal's Faculty Advisor or another supervising faculty member prior to submission of the final paper, and either the Journal's Faculty Advisor or the supervising faculty member must deem the final paper to be the quality of which would be a "B" or better if graded.

# Part-Time Curriculum

## Year 1

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Civil Procedure I .....	3	Civil Procedure II.....	3
Torts I.....	3	Torts II.....	3
Lawyering Skills I.....	3	Lawyering Skills II.....	3
<b>Total Hours</b>	<b>9</b>	<b>Total Hours</b>	<b>9</b>

## Year 2

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Contracts I.....	3	Contracts II.....	3
Property I .....	3	Property II .....	3
Criminal Law .....	3	Criminal Procedure .....	3
Lawyering Skills III.....	3	Lawyering Skills IV .....	3
<b>Total Hours</b>	<b>12</b>	<b>Total Hours</b>	<b>12</b>

## Year 3

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Evidence.....	3	Wills, Trusts and Estates .....	3
Required Course.....	3	Seminar ( <i>Upper-Level Writing</i> ) .....	3
Required Course.....	3	Required or Elective.....	3
Required or Elective .....	3	Required or Elective.....	3
<b>Total Hours</b>	<b>12</b>	<b>Total Hours</b>	<b>12</b>

## Year 4

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Required or Elective .....	3	Required or Elective.....	3
Required or Elective .....	3	Required or Elective.....	3
Required or Elective .....	3	Required or Elective.....	3
Required or Elective .....	2	Required or Elective.....	2
<b>Total Hours</b>	<b>11</b>	<b>Total Hours</b>	<b>11</b>

### Additional Required Courses for Part-Time Program

Course Name	Hours	Course Name	Hours
Business Organizations	3	Constitutional Law	3
Commercial Transactions	3	Domestic Relations	3
Conflict of Laws	3	Remedies	3
Professional Responsibility	3	Secured Transactions	3

### Full-Time Curriculum

#### Year 1

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Civil Procedure I .....	3	Civil Procedure II .....	3
Contracts I.....	3	Contracts II.....	3
Property I .....	3	Property II .....	3
Torts I.....	3	Torts II.....	3
Lawyering Skills I.....	3	Lawyering Skills II.....	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>

#### Year 2

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Criminal Law .....	3	Criminal Procedure .....	3
Evidence.....	3	Wills, Trusts & Estates.....	3
Lawyering Skills III .....	3	Seminar ( <i>Upper-Level Writing</i> ) .....	3
Required Course or Elective .....	3	Lawyering Skills IV .....	3
Required Course or Elective .....	3	Required Course or Elective .....	3
<b>Total Hours</b>	<b>15</b>	<b>Total Hours</b>	<b>15</b>

#### Year 3

Fall Semester		Spring Semester	
Course Name	Hours	Course Name	Hours
Required Course or Elective .....	3	Required Course or Elective .....	3
Required Course or Elective .....	3	Required Course or Elective .....	3
Required Course or Elective .....	3	Required Course or Elective .....	3
Required Course or Elective .....	3	Required Course or Elective .....	3
Required Course or Elective .....	2	Required Course or Elective .....	2
<b>Total Hours</b>	<b>14</b>	<b>Total Hours</b>	<b>14</b>

### Additional Required Courses for Full-Time Program

Course Name	Hours	Course Name	Hours
Business Organizations	3	Constitutional Law	3
Commercial Transactions	3	Domestic Relations	3
Conflict of Laws	3	Remedies	3
Professional Responsibility	3	Secured Transactions	3

### Legend

- 1000 Level: 1st-Year Required Courses
- 2000 Level: Upper-Level Required Courses
- 3000 Level: Upper-Level Electives
- 4000 Level: Designed to Satisfy the Upper-level Writing Requirement

### Course Listings

Course Number	Title	Hours	Prerequisite
<b>First-Year Required Courses</b>			
Law 1011	Civil Procedure I	3	
Law 1012	Civil Procedure II	3	Civil Procedure I
Law 1021	Contracts I	3	
Law 1022	Contracts II	3	Contracts I
Law 1031	Property I	3	
Law 1032	Property II	3	Property I
Law 1041	Torts I	3	
Law 1042	Torts II	3	Torts I
Law 1051	Lawyering Skills I	3	
Law 1052	Lawyering Skills II	3	Lawyering Skills I
<b>Upper-Level Required Courses</b>			
Law 2011	Business Organizations	3	Contracts I and II
Law 2021	Commercial Transactions	3	Contracts I and II
Law 2031	Conflict of Laws	3	Civil Procedure I & II
Law 2041	Constitutional Law	3	
Law 2061	Criminal Law	3	
Law 2062	Criminal Procedure	3	Criminal Law
Law 2071	Domestic Relations	3	

Law 2081	Evidence	3	
Law 2051	Lawyering Skills III	3	Lawyering Skills II
Law 2052	Lawyering Skills IV	3	Lawyering Skills III
Law 2101	Professional Responsibility	3	
Law 2111	Remedies	3	Contracts I, Contracts II, Torts I, and Torts II
Law 2121	Secured Transactions	3	
Law 2131	Wills, Trusts and Estates	3	
	<b>Electives *♦</b>		
	<i>* = indicates satisfies upper-level writing requirement</i>		
Law 3011	Administrative Law	3	
Law 3021	Advanced Criminal Procedure	3	Criminal Procedure; Con Law
Law 4011	Advanced Estate Planning	3	Estate Planning; Estate & Gift Tax
Law 3031	Advanced Evidence	3	Evidence
Law 3041	Advanced Federal Income Taxation	3	Federal Income Taxation
Law 3051	Alternative Dispute Resolution	3	
Law 4021	Appellate Advocacy	3	Lawyering Skills II
Law 3061	Bankruptcy	3	Secured Transactions
Law 3071	Comparative Constitutional Law	3	Constitutional Law
Law 3081	Directed Study	1-3	
Law 4031	Drafting Transactional Documents	2	Commercial Transactions
Law 3091	Education Law	2	
Law 3101	Employment Law	3	
Law 3111	Entertainment Law	3	
Law 3121	Environmental Law	3	
Law 3131	Estate Planning	3	Wills, Trusts and Estates
Law 3141	Estate and Gift Taxation	3	Estate Planning
Law 3151	European Union Law	3	
Law 3161	Externship I	2-3	
Law 3171	Externship II	2-3	Externship I
Law 3181	Federal Courts	3	Civil Procedure I and II
Law 3191	Federal Income Taxation	3	
Law 4041	First Amendment Seminar	3	Constitutional Law
Law 3201	Healthcare Law	3	
Law 3211	Immigration Law	3	
Law 4051	Independent Study	1-2	
Law 3221	Insurance Law	3	
Law 3231	Intellectual Property	3	
Law 3241	International Business Transactions	3	Contracts I and Contracts II
Law 3251	Interviewing, Negotiation & Counseling	3	
Law 3261	Jurisprudence	3	

Law 3271	Juvenile Law	3	
Law 3281	Land Use Planning	3	
Law 4061	Law Review I *	1	
Law 4071	Law Review II *	1	Law Review I
Law 4081	Law Review III	1	Law Review II
Law 4091	Law Review IV	1	Law Review III
Law 3291	Mock Trial Team	1-2	
Law 3301	Moot Court Board	1-2	
Law 3311	Patent Law	3	
Law 4101	Pleadings and Practice *	3	Lawyering Skills I and II
Law 3321	Products Liability	3	Torts I and Torts II
Law 4111	Real Estate Transactions *	3	Property I and Property II
Law 3331	Securities Regulation	3	Business Organizations
Law 3341	Special Topic	1-3	
Law 3351	Sports Law	2	
Law 4121	Technology and the Law *	2	
Law 3361	Trial Advocacy	3	Evidence

◆ *Note re: Electives*

Elective offerings are anticipated. Electives offered will vary based upon student interests and the skills and experience of faculty members. ABA guidelines prohibit listing courses in the school's catalog that are not currently offered and which have not been offered in the previous two years. Because we are a new institution, we are providing a laundry list of possible electives. Students who would like specific offerings should make suggestions to the Associate Dean for Academics.

◆ *Note re: Law Review, Team, and Boards*

A cumulative grade point average of 2.5 is required for participation, selection, and continuation on Law Review or any Team or Board. Students may not serve on more than one of these activities. Credit, if given, is in the form of pass/fail. The faculty advisor for the respective activity approves the award of credit.



## COURSE DESCRIPTION

*Course descriptions may be revised, from time to time, to reflect current trends in the law and legal education.*

### First-Year Required Courses

#### Civil Procedure I

*Hours: 3*

*Course Frequency: Each Fall*

*Prerequisite(s): None*

This course provides a study of the rules, statutes, and principles governing the process by which courts resolve civil disputes. Specifically, it includes a study of the judicial process and of the relationship between the procedural and substantive law; pleadings; principles of jurisdiction, including jurisdiction over subject matter, persons, and service of process; and an introduction to the allocation of jurisdiction between the state and federal courts.

#### Civil Procedure II

*Hours: 3*

*Course Frequency: Each Spring*

*Prerequisite(s): Civil Procedure I*

This course focuses on pleadings, joinder of parties and claims, discovery, motions, trial, post-trial matters, disposition without trial, appellate review, and the effects of judgment.

#### Contracts I

*Hours: 3*

*Course Frequency: Each Fall (Beginning with the second year of operation)*

*Prerequisite(s): None*

This course provides a study of the basic principles of the common law of contracts. It focuses on legal theories for enforcing promises or preventing unjust enrichment and principles controlling the formation, modification, and enforceability of contracts.

#### Contracts II

*Hours: 3*

*Course Frequency: Each Spring (Beginning with the second year of operation)*

*Prerequisite(s): Contracts I*

This course focuses on the law related to the sale and lease of goods, particularly as affected by the Uniform Commercial Code and related federal statutes. This course further provides a study of the legal principles dealing with performance, remedies for nonperformance or threatened nonperformance, excuses for nonperformance, rights of nonparties to enforce contracts, assignment of rights, and delegation of duties.

### Property I

*Hours: 3*

*Course Frequency: Each Fall (Beginning 2010)*

*Prerequisite(s): None*

This course provides a study of the fundamental concepts applicable to real property such as possessory estates and interests, as well as joint and concurrent ownership.

### Property II

*Hours: 3*

*Course Frequency: Each Spring (Beginning 2010)*

*Prerequisite(s): Property I*

This course focuses on the rights, duties, and liabilities of landlords and tenants; acquisition, ownership, and transfer of property; rights of possession; donative transactions; issues in the conveyancing system; and governmental regulations.

### Torts I

*Hours: 3*

*Course Frequency: Each Fall*

*Prerequisite(s): None*

This course provides a study of intentional torts against persons and property and the privileges thereto. It further focuses on the basic principles of negligence and other standards of care.

### Torts II

*Hours: 3*

*Course Frequency: Each Spring*

*Prerequisite(s): Torts I*

This course focuses on the remaining issues in negligence, including particular duties of landowners, damages, joint and several liability, and defenses. Additionally, the class will survey the following areas: products liability, wrongful death, vicarious liability, and nuisance.

### Lawyering Skills I

*Hours: 3*

*Course Frequency: Each Fall*

*Prerequisite(s): None*

This course provides an introduction to the law library and basic legal research. In addition, this course will provide a basic introduction to the fundamentals of both writing and legal writing.

## Lawyering Skills II

*Hours: 3*

*Course Frequency: Each Spring*

*Prerequisite(s): Lawyering Skills I*

This course provides an introduction to predictive legal writing, continued instruction and heightened sophistication in legal researching methods, and an introduction to drafting basic legal correspondence.

*Note: Upper-level courses will not be offered until the third year of operation.*

## Upper-Level Required Courses

### Business Organizations

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Contracts I & Contracts II*

This course provides a study of the formation, structure, and characteristics of the various business entities including unincorporated associations, partnerships, for-profit and not-for-profit business corporations, and limited liability companies. This course will additionally provide a study of agency relationships.

### Commercial Transactions

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Contracts I & Contracts II*

This course provides a study of Articles 1, 2, 3, and 6 of the Uniform Commercial Code and includes the sale of goods, bulk sales, and payment through negotiable instruments.

### Conflict of Laws

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Civil Procedure I & II*

This course provides a study of the legal policies, rules of law, and constitutional requirements for resolving disputes that have connections with: more than one state, a state and a foreign country, or both state and federal interests. It explores the principles that courts use in selecting the proper law to apply in such cases under the American system of divided sovereignty—divided both between states and between state and federal governments.

### Constitutional Law

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course studies the basic principles of constitutional law, including the nature of a written constitution, the framework of the U.S. Constitution, the Marshall legacy and judicial review, theories of interpretation, and principles of interpretivism. Emphasis is given to the distribution of governmental powers in the federal system; separation of powers; the federal commerce, taxing, and foreign affairs powers; intergovernmental relations; due process; and equal protection.

### Criminal Law

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of the general principles, sources, and purpose of criminal law, including the act requirement, the mens rea requirement, causation, liability for attempted crimes, accomplice liability, defenses, criminal code interpretation, and a review of Tennessee criminal law.

### Criminal Procedure

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Criminal Law*

This course provides a study of the procedural aspects of the criminal justice system, including the law of arrest, search and seizure, police interrogation, and the privilege against self-incrimination. This course will provide particular emphasis on the impact of the fourth, fifth, and sixth amendments to the United States Constitution, as well as discuss Tennessee criminal procedure.

### Domestic Relations

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of Federal and State laws affecting formal and informal family relationships: premarital disputes; antenuptial contracts; creation of common law and formal marriages; legal effects of marriage; support obligations within the family; legal separation, annulment, divorce, alimony, and property settlements; child custody and child support; abortion; and illegitimacy. The course will emphasize Tennessee law.

### Evidence

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of the rules regulating the admission and exclusion of oral, written, and demonstrative evidence at trials and other proceedings, including relevance, character evidence, competence, impeachment, hearsay, privileges, expert testimony, authentication, and judicial notice.

### Lawyering Skills III

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Lawyering Skills I & II*

This course provides an introduction to persuasive legal writing at both the trial and appellate levels and further continues to enhance students' legal researching skills. Additionally, this course provides an introduction to oral advocacy at both the trial and appellate levels.

### Lawyering Skills IV

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Lawyering Skills I, II, & III*

This course introduces students to drafting basic pre-trial documents, including but not limited to complaints, answers, scheduling orders, request for interrogatories, requests to admit, and request for production. This course will additionally discuss basic motions practice and require that the students draft and orally argue basic motions. Finally, this course will introduce students to basic modes of alternative dispute resolution.

### Professional Responsibility

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of the authority and duties of lawyers in the practice of their profession as advocates, mediators, and counselors, including discussions focusing on lawyers' responsibility to the courts, to the bar, and to their clients. This course further provides a study of the American Bar Association (ABA) Model Rules of Professional Conduct, the ABA Model Code of Judicial Conduct, controlling constitutional decisions, and generally accepted principles established in leading federal cases, state cases, and in procedural and evidentiary rules.

### Remedies

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Contracts I, Contracts II, Torts I & Torts II*

This course provides a study of the law of judicial remedies, both legal and equitable, focusing on the nature and scope of relief as distinguished from substantive and procedural law. The four major categories of remedies are addressed: damages, including measurement issues for both compensatory and punitive damages and limitations on the damages remedy; restitution, including measurement issues and issues related to rescission, constructive trust, and equitable lien; injunctions, including issues relating to requirements for obtaining preliminary and permanent injunctive; and declaratory relief, including ancillary remedies to effectuate the relief obtained and legal and equitable defenses.

### Secured Transactions

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of Article 9 of the Uniform Commercial Code and discusses securing debt through the collateralization of personal property. The course will discuss the creation and enforcement of security interests in personal property as well as methods of determining priority between multiple secured debts on the same personal property.

### Wills, Trusts and Estates

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of the law governing the basic devices in gratuitous transfers, including the drafting and probate of wills, the appointment of personal representatives of decedents' estates, the administration of such estates (duties and powers of personal representatives), the appointment of testamentary trustees, and the administration of trusts generally (duties and powers of trustees).

## Elective Courses

### ◆ *Note re: Electives*

*Elective offerings are anticipated. Electives offered will vary based upon student interests and the skills and experience of faculty members. ABA guidelines prohibit listing courses in the school's catalog that are not currently offered and which have not been offered in the previous two years. Because we are a new institution, we are providing a laundry list of possible electives. Students who would like specific offerings should make suggestions to the Associate Dean for Academics.*

### Administrative Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the processes by which policies of administrative agencies are translated into law and applied by the responsible administrative agencies. Topics include: analysis of informal and formal procedures, separation of powers, delegation, statutory construction, rule making, and adjudication.

### Advanced Criminal Procedure

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Criminal Procedure; Constitutional Law*

This course provides a study of the procedural problems experienced in the preparation and prosecution of a criminal proceeding. Major areas of analysis include: arraignment and bail; an examination of the problems encountered in a preliminary hearing; the scope, extent, and goals of a grand jury proceeding; pre-trial discovery, motions and suppression hearings; and the "plea bargaining" process.

### Advanced Estate Planning \*

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Estate Planning; Estate & Gift Tax*

This course provides a study of income, gift, estate, and generation-skipping transfer taxes relevant to the estate planning process through the use of hypothetical clinical problems. The problems will include comprehensive estate planning and drafting of documents to effectuate the estate plan.

### Advanced Evidence

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Evidence*

This class is designed to build on the foundation acquired in Evidence and to facilitate thinking about evidence in a trial setting. The focus of this course will be to “think evidentially.” The course will take the student through a number of trials, both criminal and civil, using prepared fact patterns. The course will focus on the Federal Rules of Evidence and cover evidentiary law including relevance, character evidence, hearsay, impeachment, opinion evidence, expert testimony, and evidentiary privileges. It will examine the rules governing the presentation of evidence, including motions in limine, objections, and motions to suppress.

### Advanced Federal Income Taxation

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Federal Income Tax*

This course will provide a more in-depth look relating to the income taxation of property transactions. Subjects covered include: the effect of debt on basis and amount realized calculations, like-kind exchanges, the passive activity loss limitations, the at-risk rules, sale of a business, sale-leasebacks, and installment sales.

### Alternative Dispute Resolution

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the law and methods involved in settling disputes outside of the courtroom, including arbitration, mediation, collaborative law, mini-trials, early neutral evaluation, and conciliation.

### Appellate Advocacy \*

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Lawyering Skills III*

This course provides an overview of the appellate process, building upon skills learned in Lawyering Skills III and including learning how to apply the rules of appellate procedure, as well as skills necessary for appellate brief writing and oral advocacy. Students will ultimately draft an appellate brief and present an oral argument.



### Bankruptcy

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Secured Transactions*

This course provides a study of the rights and remedies of debtors and creditors under the Federal Bankruptcy Code. In addition, the interplay of the Bankruptcy Code and the provisions of Article 9 of the Uniform Commercial Code and other provisions of state law are examined.

### Comparative Constitutional Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Constitutional Law*

This course will focus on the comparative study of the structure and content of constitutional law, primarily (though not exclusively) comparing the United States with both (a) western European civil law countries such as Germany and France and (b) other common law countries, such as Canada, the United Kingdom, and South Africa. After initial discussion of the concept of constitutionalism, students will spend the first half of the semester on issues of comparative constitutional structure, including variations in the institutions and practices of judicial review, negative and positive (social and economic) constitutional rights, the extent to which private actors are bound by constitutional norms, limits on constitutional rights, and federalism. In the second half of the semester, students will study various substantive constitutional rights, including freedom of speech and expression, freedom of religion, privacy rights, and differing conceptions of equality.

### Directed Study

*Hours: 1-3*

*Course Frequency: Offered as needed by students and faculty availability allow*

*Prerequisite(s): Same as the course which is represented by the Directed Study*

This course is available in a limited number of subject areas. A directed study is a regular law school course offering taught to a student on an individual faculty/student basis which must be approved by the faculty member and the Associate Dean for Academics (or the Dean). In a directed study, the directing faculty member sets forth the objectives, requirements, and guidelines for earning credit in a course. 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 will be denied if the course is available that same semester.

### Drafting Transactional Documents \*

*Hours: 2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Commercial Transactions*

Through classroom discussion, reading assignments, in-class exercises, and writing assignments students will learn to draft the "building blocks" of a commercial contract and learn to effectively allocate risk within the context of a specific business deal. The lawyer's function in the negotiating and drafting process and drafting ethics are also covered.

### Education Law

*Hours: 2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s):*

This course provides a study of the law relating to public, private, and home education. Emphasis is placed on the legal framework for public education, the First Amendment and other Constitutional issues related to the public schools, and the nature of parental rights in the context of public education.

### Employment Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the statutes, regulations, and cases dealing with a number of legal rights and concerns of employees and employers. Areas covered may include: (a) worker's compensation law and practice; (b) labor standards legislation, such as wage-and-hour laws (e.g., Fair Labor Standards Act—FLSA, public contract "prevailing wage" requirements); health-and-safety laws (e.g., Occupational Safety and Health Act—OSHA); an introduction to pension-protection laws (e.g., Employee Retirement Income Security Act—ERISA); and (c) wrongful discharge and at-will employment.

### Entertainment Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of laws related to film, television, and music. Each industry is discussed from the clients' perspectives, detailing the business, legal, social, and ethical issues encountered in the development of a project from raw idea to final distributed product. Topics also include agents, managers, the studio system, new media, and careers in entertainment law.

### Environmental Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of federal and state statutes, regulations, and relevant judicial and administrative decisions with respect to: major environmental control areas including air, water, solid waste, and noise pollution abatement; radioactive emission; the National Environmental Policy Act; significant land planning legislation; and the interrelation between federal and state legislation, including areas of responsibility.

### Estate Planning

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Wills, Trusts and Estates*

This course provides a study of estate planning techniques. Students will have an opportunity to learn how to prepare estate and gift tax returns. In addition, the course will cover practical aspects of meeting with and advising clients regarding their estate tax plans and their estate planning documents.

### Estate and Gift Taxation

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Estate Planning*

This course provides a study of taxation of gratuitous transfers under the federal estate and gift tax codes. The course will be primarily taught through hypothetical estate planning situations and problems highlighting the statutes and rules covered.

### European Union Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides an introductory study of the law, history, and structure of the European Union, including its multilevel system of governance and the reach of its powers, both economical and political. Material will be presented through a combination of lecture, group discussion, case studies, and group and individual presentations. Material will include a survey of the origin of the European Union, the roles of Member States, noteworthy legal decisions, the draft Constitution for Europe, and the interaction between the EU and non-EU actors including states and international organizations.

### Externship I & II

*Hours: 1-2*

*Course Frequency: Will be offered every semester with limited availability*

*Prerequisite for Externship I: None*

*Prerequisite for Externship II: Externship I*

Students will spend time at off-campus “sites” which have been previously approved by the Director of the Externship Program. These sites will have a supervisor which may be an attorney or judge. Each student will also have a responsible faculty sponsor to which the student will report. Weekly journals and writing assignments will be completed and reviewed by the faculty sponsor and the Director of the Externship Program. Students may participate in up to two externships for course credits of either one or two hours each.

### Federal Courts

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Civil Procedure I & Civil Procedure II*

This course provides a study of the constitutional and practical doctrines that define the judicial power of the United States, with particular emphasis on the role of federal courts in the American system of government, including the federal courts’ relationship to the other branches of the federal government and their relationship to the separate state systems of government.

### Federal Income Taxation

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): None*

This course provides a study of the basic principles of federal income tax, concentrating on individual taxpayers, business taxpayers, and investors as taxpayers. Particular emphasis is placed on the use of the Internal Revenue Code and federal tax regulations. Topics include items of inclusion and exclusion from gross income, deductions from gross income, capital gains and losses, basic tax accounting, and the identification of income to the appropriate taxpayer.

### First Amendment Seminar \*

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Constitutional Law*

This course provides a study of the history, theory, and jurisprudence of the First Amendment, with particular emphasis on the speech, press and religion clauses.

### Healthcare Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the key concepts in health law such as the structure of health care organizations, quality of health care, and liability of health care providers. It also addresses access to health care; financing mechanisms of health care, including Medicare and Medicaid; regulation of health care; and oversight of managed health care. New developments in health care law will also be examined.

### Immigration Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the legal, historical, and policy perspectives that shape U.S. law governing immigration and citizenship, including the constitutional bases for regulating immigration, the history of immigration law in the United States, and the source and scope of congressional and executive branch power with regard to immigration. The course will also examine the role of the judiciary in interpreting immigration law, citizenship and naturalization, the admission and removal of immigrants and non-immigrants, and the issue of undocumented immigration. Students will also analyze the impact of immigration in other areas, including employment, criminal law, family unification, and discrimination.

### Independent Study \*

*Hours: 1-2*

*Course Frequency: Offered every semester; Requires faculty sponsor*

*Prerequisite(s): None*

An Independent Study is appropriate for a student who wishes to study a particular area of law that is not covered in the school's existing course offerings. An independent study is supervised by a faculty member, with prior approval of the Curriculum Committee. A student wishing to conduct an independent study for credit must complete a Request for Independent Study consistent with the Guidelines for Independent Study.

### Insurance Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of: various types of insurance, including life, property, health, accident, and liability insurance; regulation of the insurance industry; interpretation of insurance documents; conditions, warranties, and representations; coverage and exclusions; duties of agents; excess liability; subrogation; bad faith actions against insurers; liability insurance defense problems, including the duty to defend; notice and cooperation issues; and conflicts of interest.

### Intellectual Property

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a survey of the basics of copyrights, patents, trade and service marks, and trade secrets. Additionally, a study of developments in the laws governing the protection of property interests in computer software and the Internet will be covered.

### International Business Transactions

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Contracts I & Contracts II*

This course provides a study of the international sale of goods and services, cross-border transfers of intellectual property, foreign direct investment, and international settlement of disputes. Topics relating to sales of goods and services include documentary and standby letters of credit, bills of lading, and distributorship and franchising agreements. Topics related to intellectual property (patents, copyright, trademarks, know-how) are viewed from the perspectives of industrialized and developing countries and antitrust policy. Topics relating to foreign direct investment include not only types of establishments but also privatizations, project finance, exchange controls, labor relations, and multilateral institutions. Topics relating to dispute settlement include arbitration, extraterritorial jurisdiction, and the enforcement of foreign judgments.

### Interviewing, Negotiation and Counseling

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course will develop students' skills in the fundamentals of interviewing and counseling clients and negotiating agreements. These three skills have been identified by the *ABA Task Force on Law Schools and the Profession: Narrowing the Gap* as essential components of competent lawyering. The course will cover conceptual foundations for understanding the processes involved in interviewing, counseling, and negotiation.

### Jurisprudence

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of various legal theories, concepts, philosophies and problems. Coverage may include: legal positivism, natural law theory, legal realism, idealism, historical jurisprudence, utilitarianism, sociological jurisprudence, policy science, and critical studies.

### Juvenile Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the: rights and responsibilities of children in relation to parents, society, and institutions; history of the Juvenile Court; development of children's rights; and trends in juvenile justice.

### Land Use Planning

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of selective governmental regulation of the use of real estate and of the land development industry. This course is fundamentally a course in applied Constitutional and administrative law. It includes the law of nuisance, zoning, density, growth, and subdivision controls.

### Law Review I, II, III & IV \*

*Hours for Law Review I: 1*

*Hours for Law Review II: 1*

*Hours for Law Review III: 1*

*Hours for Law Review IV: 1*

*Course Frequency: After journal is fully operational, Law Review I & III will be offered each Fall and Law Review II & IV will be offered each Spring.*

*Prerequisite for Law Review I: None*

*Prerequisite for Law Review II: Law Review I*

*Prerequisite for Law Review III: Law Review II*

*Prerequisite for Law Review IV: Law Review III*

The Law Review course is designed to teach techniques and research methods for legal writing in connection with practice in legal writing for the Lincoln Memorial University Law Review. Each student is required to accomplish a stated amount of writing acceptable for publication or service on the staff in order to receive credit for the course.

### Mock Trial Team

*Hours: 1-2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

Members of the Mock Trial Team participate in trial advocacy competitions both intra-school, regionally, and nationally.

### Moot Court Board

*Hours: 1-2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

Members of the Moot Court Board prepare appellate briefs and present oral arguments in intra-school, regional, and national Moot Court competitions.

### Patent Law

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of patent law and policy. The course will examine the history of patents and the policy arguments for and against using patents as a mechanism for inducing innovation. Students will learn the basics of patent drafting and prosecution, patent claims, and claim construction. The class then addresses in depth the central patentability criteria of subject matter, utility, nonobviousness, and disclosure. Other topics may include: the relationship between patents and other forms of intellectual property protection such as trade secrets and copyright; the intersection of patent and antitrust law; the role of the Patent and Trademark Office and the Court of Appeals for the Federal Circuit.

### Pleadings and Practice \*

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Lawyering Skills I & Lawyering Skills II*

This course provides a study of pre-trial practices and procedures. Students will become familiar with the relevant Rules of Civil Procedure and other pre-trial techniques, including client interviewing and counseling, witness interviewing, informal discovery techniques, litigation planning, expert development and discovery, pleadings, interrogatories, depositions, requests for production, requests for admission, pre-trial motion practice, settlement strategies, settlement brochures, settlement conferences, pre-trial conferences, and settlement agreements.

### Products Liability

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Torts I & Torts II*

This course provides a study of the liability of manufacturers and distributors for defects in their products. This course provides particular focus on the origins of strict liability in tort for defective products, as well as negligence and warranty theories. The course will cover recent developments in recovery, elements of proof, available defenses, and tort reform.



### Real Estate Transactions \*

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Property I & Property II*

This course will include such skills as searching a title and drafting instruments necessary to convey interests in real property. Topics may include legal requirements for the conveyance of real property, financing real estate, title examinations, recording acts, loan closing, foreclosure practices, and planned unit developments.

### Securities Regulation

*Hours: 3*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): Business Organizations*

This course provides a study of the law governing the issuance, distribution, and trading of securities, focusing primarily on the Securities Act of 1933, the Securities Exchange Act of 1934, and related rules and regulations. Topics include the definition of a “security,” the obligation to register, the registration and disclosure requirements, the exemptions from the registration process, the insider trading and antifraud provisions, and civil remedies for violations of applicable laws.

### Special Topic

*Hours: 1-2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course may be designed and offered by a member of the faculty. A syllabus of the Special Topic course must be approved by the Associate Dean for Academics prior to the course offering.

### Sports Law

*Hours: 2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of the academic (e.g., labor and antitrust) and practical (e.g., contracts and agents) aspects of professional sports and the emerging field of sports law, including rules governing Olympic competition, the NCAA, and other amateur athletics.

### Technology and the Law \*

*Hours: 2*

*Course Frequency: Offered when student interest and faculty availability allow*

*Prerequisite(s): None*

This course provides a study of how technology impacts the law and how the law affects technology. The course will cover aspects of internet and software copyright issues, trade secrets, computer crime, privacy, antitrust, and regulation of internet content. Timely issues that may arise near or during the time of the course offering may also be examined.

### Trial Advocacy

*Hours: 3*

*Course Frequency: Offered one semester every year*

*Prerequisite(s): Evidence*

This course will provide practical instruction in relation to the skills of advocacy in civil and criminal cases. Students will learn effective skills for jury selection, opening statements, direct and cross examination of witnesses (both lay and expert), objections, and closing arguments. Additionally, students will focus on case theory development and strategies best suited to jury persuasion.

## **EXTERNSHIPS**

The Law School plans to develop a robust externship program. This program is a field-placement program which will provide upper-level students with the opportunity to assist in handling real legal problems or to assist in providing service to real clients, both under the direct supervision of selected judges or licensed, practicing attorneys at educational, governmental, or non-profit sites. Upper-level students in good academic standing will be permitted to register for the Externship Course and may apply towards graduation no more than six hours of academic credit earned from the successful completion of the course. The goals of the Externship Program will be set forth in the School of Law's Externship Plan and are augmented by the following more specific educational goals:

- To provide exposure to the actual workings of the legal system under the guidance of an experienced attorney in the public service;
- To provide research and writing opportunities in an actual case setting. (Note: the writing component may be broadly understood to encompass such activities as the drafting of bench memoranda, writing jury instructions, drafting orders of the court, etc.). This writing requirement, however, may not be used to satisfy the Upper-Level Writing Requirement;
- To introduce students to the ethical concerns and issues of professionalism that arise in actual case settings;
- To provide opportunities for enhancing professional communication skills; and
- To build skills in reflecting on the practice of law and in using those reflections as tools for professional development.

The Externship Course has three components:

1. **Field Placement:** The first component is the field-placement component where students work at a selected field-placement site under the direct supervision of a judge or licensed, practicing attorney.
2. **Classroom:** The second component is a class component where the students meet with the Director of the Externship Program at regularly scheduled classroom sessions over the semester. The scheduled classes provide for instruction on issues associated with the practice of law as a profession.
3. **Faculty Supervision:** The third component is a reflective component where students meet regularly over the semester with a faculty sponsor from the School of Law who ensures the Externship policies are being followed, ensures that the Externship Course requirements are being met, and provides one-on-one sessions for reflection on issues that arise with respect to clients and the work environment including ethical issues. The faculty sponsors also review their externs' time logs, journals, and writings.

**Hour Requirements:**

Students who enroll in the three credit-hour Externship Course must work at their field-placement sites or on site-related activities for a minimum number of hours over the semester. Students who register for the two credit-hour Externship Course must work at their field-placement sites or on site-related activities for a minimum number of hours over the semester. The specific number of hours has not yet been determined and will be determined by the faculty with significant input from the Externship Director. The externship policies will provide that students must work at the site a minimum of six weeks over the semester; however, students will be encouraged during the fall and spring semesters to work twelve weeks due to their class schedules. Students in both courses must attend, during the semester, four hours of scheduled classroom instruction with the Externship Director and must meet with their faculty sponsors an additional four hours over the semester.

**Pass/Fail Grading:**

The Externship Course will be graded on a pass or fail basis. To receive a passing grade for the Externship Course, a student must successfully: (a) provide weekly written reports to his or her faculty sponsor consisting of a time log of hours worked and a journal entry of 500 words, providing reflections on program-approved topics; (b) submit up to three writings completed under the supervision of the site supervisor; (c) attend the regularly scheduled classes; (d) meet with his or her faculty sponsor four hours over the semester; and (e) receive a satisfactory mid-term and final evaluation from the site supervisor. The faculty sponsor maintains a notebook for the extern over the semester which contains the extern's time logs, journal entries and writings; recommends the grade; and submits the recommended grade and all written work to the Externship Director for final review. The Externship Director transmits the final grade to the proper administrative assistant.

## **ACADEMIC PROBATION, REQUESTS FOR READMISSION & WITHDRAWALS**

### **I. Academic Probation**

- A. A student is in good standing if he or she retains a cumulative GPA of 2.0 or better.**
- B. A student will be placed on academic probation if the student has a cumulative grade point average below 2.00 at the end of his or her first two semesters of coursework or any semester thereafter. The fall or spring semester following the moment a student is placed on academic probation shall be known as the probationary semester.**
- C. A student placed on academic probation at any time during his or her law school career must comply with the following obligations to be allowed to continue his or her legal education at the law school:**
  - 1. The student must meet with the Associate Dean for Academics or his or her designee for counseling. Prior to that meeting, the student must review all of his or her exams from the previous semester and must identify in writing: the most common feedback the student received on his or her work, how the student studied for each class, why the student believes he or she has not performed well in law school, and how the student will change his or her studying process to improve his or her grades.**
  - 2. The Associate Dean for Academics or his or her designee will offer the student information regarding the student's necessary grade point average to avoid academic dismissal and, working with the student, will develop an education plan designed to maximize the student's chance of avoiding academic dismissal.**
  - 3. The student must complete all Academic Support Probation Program paperwork, including an Academic Support Probation Program Contract.**
  - 4. The student must comply with all of the requirements of the Academic Support Probation Program, including meeting attendance requirements with respect to meetings with program personnel, fulfilling all agreements made in the Academic Support Probation Program Contract, and completing all Academic Support Probation Program assignments.**
- D. A student who fails to meet any of the foregoing obligations will be administratively dismissed from the law school.**

### **II. Requests for Readmission**

- A. A student who has received notice that he or she is to be disqualified may petition the Academic Standards Committee for readmission and permission to continue his or her studies on academic probation for the following semester.**
- B. The petition must be submitted to the chair of the Academic Standards Committee no later than two weeks after grades are posted.**
- C. The petition must allege facts that meet each of the below-referenced standards for readmission.**
- D. A student may elect to stand on his or her petition alone. But, if the student requests**

- a hearing, a hearing will be conducted by the committee within one week of receipt of the petition unless extraordinary circumstances necessitate a later hearing.
- E. The chair of the Academic Standards Committee will inform the student of the Committee's decision within two days after the committee makes a determination.
  - F. As a condition of readmission, the committee may require, among other things, that the student re-take certain law school classes or otherwise address deficiencies by doing additional reading, obtaining tutoring, and/or taking writing classes.
  - G. A student may be granted permission to continue his or her studies under this provision only one time during his or her studies at the law school.
  - H. A student who is readmitted shall be readmitted on probation. As such, the student must comply with all requirements stated in the academic probation policy.
  - I. The Academic Standards Committee may grant a petition if the student establishes the following:
    - 1. extraordinary circumstances contributed to his or her inability to meet the academic requirements of the law school;
    - 2. the student's failure to meet the standards for continuing his or her studies does not indicate a lack of capacity to complete the program of study and, in fact, the student possesses that capacity; and
    - 3. the circumstances resulting in the student's academic disqualification have been remedied or no longer exist.

### III. Withdrawal from Courses

- A. Students are not permitted to withdraw from courses after the add/drop period without the approval of the Associate Dean for Academics. To the extent the Associate Dean for Academics would grant such a request, students shall receive a "W" or "WF" at the discretion of the Associate Dean for Academics.
- B. The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the University's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS loans, Perkins Loans and Stafford Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid, and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Office of Admissions and Student Affairs.
- C. The official date of the withdrawal is the date that the Office of Admissions and Student Affairs receives the student's written request for a leave. The percentage of time completed in the enrollment period is determined by dividing the number of days completed by the number of days in the enrollment period. If 60% of the semester has been completed, there is no return of Title IV funds.
- D. Tuition refunds will be based on the following schedule for fall and spring semesters. If the student withdraws on or before the first official day of class, 100% of applicable

institutional dollars will be refunded. If the student withdraws after the first official day of classes and during the first week of the semester 90% will be refunded; during the second week 75% will be refunded. During the third week 50% will be refunded. During the fourth week 25% will be refunded. Students who withdraw after four weeks will not receive any refund. A different, and more abbreviated, schedule will apply to summer and Maymester semesters.

#### IV. Leave of Absence:

- A. A leave of absence requires prior approval from the Associate Dean for Academics. Students should be aware that any leave from the University may have financial impact.
- B. Any student in good standing who discontinues her/his attendance for no more than two regular semesters may resume law studies upon approval of the Associate Dean for Academics.
- C. Any student in good standing who discontinues her/his attendance for more than two regular semesters shall be deemed to have withdrawn from the School of Law. Former students must apply for readmission by submitting a petition to the Academic Standards Committee no later than 45 days prior to the beginning of the term in which the student seeks readmission. Former students who have withdrawn in good standing are not guaranteed readmission.

#### V. Repeating Courses:

- A. Students receiving an "F," "W," "WA," or "WF" in a required course must retake the course.
- B. Students may repeat any course from which he or she withdrew or was dropped, provided that the course is otherwise being offered and space is available.
- C. All other requests to repeat a course must be submitted to the Academic Standards Committee. The Committee may grant such approval only upon a showing of extraordinary circumstances.
- D. In the case of repetition of a course, both the original grade earned and the grade earned on repetition shall be reported on the transcript and computed as part of the student's cumulative average.

## STUDENT COMPLAINTS

Grievances concerning any aspect of academics should first be taken to the instructor of the class if a classroom situation is in dispute. If a student feels he/she needs to take the matter further, the Associate Dean for Academics should be consulted no later than two weeks following the first day of classes for the next semester (including summer terms). The next appeal source is to the Dean. The Dean's decision is final and may not be appealed. All student complaints must be submitted in writing.

## **WAIVER OF ACADEMIC RULES**

Requests for waiver of any School of Law rule, regulation, or policy shall be submitted in writing to the Dean who shall forward requests to the faculty committee having jurisdiction over the matter. The Dean may also forward a recommendation to the faculty. If none of the standing faculty committees has jurisdiction over the issue(s) raised, then the Dean, in her/his discretion, may grant or deny the waiver. The student will be notified of the decision in writing.

## **CODE OF ACADEMIC INTEGRITY**

### **Preamble**

Consistent with the goal of training lawyers whose professional and personal conduct exemplifies high ethical standards and reflects well upon the law school and the legal profession, the faculty of the School of Law has adopted the following Code of Academic Integrity (“the Code.”)

### **I. COMMITTEE COMPOSITION AND SELECTION**

- A. There shall be a committee known as the Committee on Academic Integrity (“the Committee”), which shall be composed of seven members: three students, three faculty members, and the Associate Dean for Academics.
  - 1. The Dean shall appoint three members to serve on the Committee.
  - 2. The student body shall elect the student representatives to the Committee for one-year terms. To be eligible for election, a student must be in good academic standing and shall not have been convicted of a violation of this Code.
- B. If an alternate is required for a faculty position, the same process described in I(A)(1) shall be used. If an alternate is required for a student position, the SBA President shall serve as an alternate. If the SBA President is unable to serve, the SBA Vice-President shall serve as an alternate. If both the SBA President and SBA Vice-President are unable to serve, the Dean shall appoint a faculty member. If an alternate is required for the Associate Dean for Academics, the Dean shall appoint an alternate. Unless specifically authorized by the Dean, however, the Dean’s replacement for the Associate Dean for Academics will not carry the duties provided for in III(C)(12) and/or V(G).
- C. The accused may petition the Committee for the recusal of any Committee member for good cause. If a member of the Committee is recused or recuses himself or herself, then an alternate will be appointed in accordance with I(B) above.
- D. A Committee member may voluntarily withdraw from participation in a hearing for good cause. In that event, an alternate will be appointed in accordance with I(B) above.

## **II. COMPLAINT AND PRELIMINARY INVESTIGATION**

- A. Complaints of misconduct under the Code must be made to either the Associate Dean for Academics or the Chairperson of the Committee.
- B. Any member of the law school community may submit a complaint alleging that a student has violated one or more provisions of the Code. A complaint shall consist of a written statement identifying the nature of the violation and the name of the accused who is the subject of the complaint.
- C. Once the Chairperson receives the complaint, the Chairperson shall, within seven days, review the complaint to see if the matter alleged in the complaint is a matter that falls within conduct prohibited by the Code (contained in Section VI). The Committee shall not be used to resolve purely personal conflicts between students. If the Chairperson determines the complaint is not appropriate for disposition by the Committee, the Chairperson shall dismiss the complaint and no negative record shall be made with regard to the student.
- D. If the complaint is accepted, the Chairperson shall convene the Committee, if reasonably possible, within two weeks from the date the complaint was accepted.
- E. Once the Committee is convened, the Committee shall choose a subcommittee consisting of a faculty member and a student member to conduct a preliminary investigation of the complaint (“the Subcommittee”). Under no circumstances shall the Associate Dean for Academics serve as a member of any Subcommittee.
- F. The Committee shall make and keep records to track the complaint until its final disposition.
- G. Preliminary Investigation
  - 1. The Subcommittee shall conduct a confidential investigation in which it shall interview the accused, the accuser, and any other persons who may possess information pertinent to the complaint. It shall further examine any materials provided by the various parties and witnesses and shall examine any other pertinent materials. The Subcommittee shall not participate in any vote pursuant to Sections III or V of this Code.
  - 2. The accused shall be confidentially informed of the charges against him or her by registered and regular mail within one week of the commencement of the investigation by the Subcommittee.
  - 3. Both members of the Subcommittee shall agree on the recommended disposition of the case—whether to recommend a full hearing, a plea agreement, a dismissal, or some other disposition. If the Subcommittee cannot reach unanimity, the recommendation shall be made by the Associate Dean for Academics upon a summary presentation of the evidence gathered by the Subcommittee. In the event the Associate Dean for Academics is called upon to make this recommendation, that shall not, without more, constitute a basis for recusal of the Associate Dean for Academics during any other portion of the proceedings pursuant to this Code. In either event, there is no appeal from the decision. The standard for proceeding to a full hearing shall be as follows: there must be credible evidence to believe that the violation of the Code alleged in the complaint actually occurred and that the violation was committed by the accused.



4. If during the course of the investigation, the Subcommittee discovers additional or related violations of this Code other than those contained in the original complaint, the Subcommittee shall investigate such violations and determine, consistent with Section II(G)(3) above, whether to recommend a full hearing regarding these alleged violations. If during the course of the investigation, the Subcommittee determines there is credible evidence to believe that a student or students other than the accused have violated this Code, such evidence shall form the basis of a separate complaint. To the extent the Subcommittee should find additional bases of violations of the Code during its preliminary investigation, the Subcommittee is authorized to amend its statement of formal charges, when appropriate, notwithstanding the time parameters contained within Section II(G)(2).
5. The Subcommittee shall make its recommendation within no more than three weeks, if reasonably possible, or within a reasonable period of time if witnesses or information are unavailable.

### **III. FULL HEARING**

- A. The Committee, in its sole discretion, possesses the power to accept or reject the recommendation of the Subcommittee. Unless extraordinary circumstances exist or unless the accused enters into a plea bargain pursuant to Section V herein, the Committee should normally accept the recommendation of the Subcommittee. To the extent the Subcommittee could not reach unanimity in a recommendation and the Associate Dean for Academics is thus called upon to make a recommendation pursuant to II(G)(3), the Committee must accept the recommendation and proceed to either a full hearing pursuant to this section or a plea agreement pursuant to section V.
- B. Notification of Accused and Timing of Hearing
  1. In the event of a determination to proceed to a full hearing, the Committee shall notify the accused and shall set a date for the hearing that falls within two weeks of the determination to proceed.
  2. The Committee may decide to set the date of the hearing at a later date in extenuating circumstances. Extenuating circumstances shall include but not be limited to the unavailability of witnesses.
  3. At any time after the determination to proceed but before the full hearing, the Committee may meet to consider any preliminary matters as they arise including the accused's request to sever parties or to have discreet violations heard separately. Such determinations shall remain within the sole discretion of the Committee. Furthermore, the Committee shall be empowered to enter into a plea agreement with the accused at any time after the Subcommittee finishes its preliminary investigation and makes a recommendation pursuant to these rules.

### C. Hearing Rules

1. The Hearing panel shall consist of the four members of the Committee that did not sit on the Subcommittee during the preliminary investigation of the alleged incident as well as the Associate Dean for Academics. There shall be no prehearing discovery. In the event that a full hearing will be held, the accused shall have access to the evidence gathered in the preliminary investigation.
2. The accused shall be presumed innocent. The members of the Committee may question the accused, the accuser, and any witnesses. The Committee shall also consider any supporting materials, including documentary materials of any kind.
3. The formal rules of evidence shall not apply.
4. The accused shall have the right to counsel during the hearing.
5. The accused shall have the right to make a statement at the opening and closing of the hearing.
6. The accused shall have the right to refuse to answer any question that may incriminate him or her. No inferences shall be drawn from the exercise of this right.
7. The accused has the right, and shall be provided any and all reasonable opportunity, to submit materials to the Committee.
8. All proceedings and hearings of the Committee shall be closed to all but those directly involved in the proceeding. Nevertheless, nothing within this provision shall prevent the Dean from attending the hearing.
9. Requests for continuance of a scheduled hearing shall be heard by the Committee and shall only be granted in extraordinary circumstances.
10. The accused's unreasonable failure to appear at the full hearing shall entitle the Committee to summarily render a decision against the accused.
11. The full hearing shall be recorded.
12. The Associate Dean for Academics shall sit as the Chief Committee Member during all hearings. In the event the Associate Dean for Academics is unavailable, for any reason, the Chairperson of the Committee shall sit as the Chief Committee Member during all hearings. In the event neither the Associate Dean for Academics nor the Chairperson of the Committee is available, the Chief Committee Member shall be appointed by the Dean from within the members of the Committee.

### D. Committee Determination

1. At the close of questioning and upon consideration of all the relevant materials, the Committee shall decide whether the accused is guilty in a closed-door meeting.
2. The accused can only be found guilty if a simple majority of the Committee finds by clear and convincing evidence that the accused committed acts that violate the Code. For purposes of any vote pursuant to this rule, each Committee member, regardless of rank, shall have one vote.

3. If the Committee finds the accused is guilty, it shall determine the appropriate sanction by a simple majority vote.
4. The Committee shall notify the accused of its determination at its earliest possible convenience.
5. All information in relation to the identity of the accused shall remain confidential. No information describing or characterizing the accused shall be disseminated by members of the Committee. Notwithstanding the above provisions, the Chairperson is authorized and required to transmit pertinent information regarding the evidence and/or final disposition of the hearing to the Dean and Registrar. Additionally, the Registrar is authorized to transmit information regarding the final disposition of the hearing in which the accused is found guilty to any and all persons requesting information about the accused's academic standing at the School of Law. The Registrar shall seek permission from the accused in writing prior to providing the information to anyone pursuant to this subsection. To the extent the accused refuses to provide consent for such a request or fails to provide consent within one week of the request, the Registrar shall not transmit any academic information of any kind to the person requesting such information. Instead, the Registrar shall send a letter to the person requesting the information stating that the accused did not consent to release of his or her academic information.
6. The fact that a specific violation of the Code has occurred, that an individual has been found guilty, and the nature of the sanction levied, if any, may be promulgated to the School of Law community by the Chairperson as long as the disclosure does not violate any part of subsection 5 of this section.

#### **IV. APPEAL**

- A. The accused shall have the right to appeal an adverse finding by the Committee. Such appeal shall lie in the sole discretion of the Dean and must be made within two weeks of the Committee's transmission of the disposition to the accused. For purposes of this rule, transmission shall be defined as the date the Committee mailed, sent, emailed, or faxed the disposition to the accused.
- B. Should the accused require additional time, he or she must make a written request to the Dean within the same two-week period. The Dean may, within his or her discretion, grant such additional time for appeal.
- C. With respect to the finding(s) and sanction(s) determined by the Committee, the Dean may, within his or her discretion, alter any portion of the Committee's findings or sanctions.
- D. To the extent this section (section IV) is inconsistent with section V(D), this section (section IV) shall be subordinate.

## V. PLEA AGREEMENTS

- A. At any point following the preliminary investigation and the recommendation of the Subcommittee, the Committee shall be empowered to enter into a plea agreement with the accused(s).
- B. For a plea agreement to be enforceable:
  - 1. the accused(s) must unequivocally admit and accept responsibility for the prohibited conduct as stated within the plea agreement and consent to the sanction imposed by the Committee;
  - 2. a simple majority of the Committee must agree:
    - a. to accept the plea agreement;
    - b. sufficient evidence exists to demonstrate that the accused committed the prohibited conduct; and
    - c. the sanction imposed by the plea agreement is appropriate.
  - 3. the accused must have been expressly warned, in the text of the agreement, that he or she is permitted to seek legal counsel prior to executing the agreement. Nothing within this provision, however, should be construed to indicate that the School of Law or any of its agents or employees is responsible for securing, providing, or recommending specific legal counsel. Furthermore, nothing within this rule should be construed to indicate that the School of Law or any of its agents or employees is encouraged to secure, provide, or recommend specific legal counsel.
  - 4. it must be in writing and signed by the accused and the Associate Dean for Academics. The Associate Dean for Academics shall not sign such an agreement without the appropriate approval of a simple majority of the Committee.
  - 5. the plea agreement must expressly warn the accused, in the text of the agreement, that execution of the agreement will constitute a waiver of any alleged error in the process, whether known or unknown at the time of execution, pursuant to the Code. Furthermore, the plea agreement must expressly warn the accused(s) that no right to appeal any alleged error, whether known or unknown, shall be preserved.
- C. The Committee, in its sole discretion, is authorized to reduce, alter, and/or amend the charges against the accused(s) within the plea agreement. Furthermore, the Committee, in its sole discretion, is authorized to consider the plea as a mitigating factor for purposes of imposing its sanctions within the plea agreement. However, nothing within this section shall be construed to provide the accused(s) with a right to an exercise of such discretion.
- D. Once a plea agreement is properly executed in compliance with this rule, the matter shall be terminated, and notwithstanding any errors that may have occurred during the preliminary investigation or any other portion of the process, whether known or unknown at the time of execution, no right to appeal shall be preserved regardless

- of the alleged error's severity, type, potential for repetition, or import. To the extent this subsection is inconsistent with section IV, this subsection shall control.
- E. Notwithstanding the termination of a matter pursuant to V(D), the Committee shall maintain jurisdiction over the matter until such time as the imposed sanctions are fully completed. Furthermore, the right, ability, and jurisdiction of the Committee to impose further sanctions for the accused(s)' failure to fully comply with the sanctions shall be preserved until all of the sanctions imposed within the plea agreement are completed.
  - F. For purposes of any vote pursuant to this rule, each Committee member, regardless of rank, shall have one vote.
  - G. In the event the Associate Dean for Academics is unavailable to sign the plea agreement, the Chairperson of the Committee shall sign the plea agreement. In the event neither the Associate Dean for Academics nor the Chairperson of the Committee is available to sign the plea agreement, the Dean shall appoint a member of the Committee as the acting Chairperson to sign the plea agreement.

## **VI. PROHIBITED CONDUCT**

The following rules hereby set forth violations of the Code. Unless otherwise specified, violations shall consist of conduct that is performed intentionally, knowingly, or recklessly. Knowledge that an act constitutes a violation of the Code, however, is not a necessary element of misconduct.

- A. **Misconduct Involving Work Required for a Law School Course, Program or Other Requirement**
  - 1. **Plagiarism:** A student shall not plagiarize the work of another. Plagiarism includes (a) the misappropriation of language taken verbatim, or nearly verbatim, from other sources without crediting the author of the original work by use of appropriate forms of attribution; (b) the misappropriation of the original ideas of another without appropriate attribution; or (c) the misappropriation of the original pattern of ideas or organization of one or more original works over a substantial portion of the paper. This third species of plagiarism occurs when a student follows the work of others, idea for idea, over a substantial portion of the paper, while paraphrasing the language of the original work, without indicating that the pattern of thought or structure of the paper comes from the original source.
  - 2. **Use of work completed by another:** A student shall not submit the work of another in fulfillment of any law school requirement. This includes work completed by another student, practicing attorney, or any other person.
  - 3. **Multiple submission of work:** A student shall not submit work in fulfillment of any law school requirement which the student has submitted in compliance with the requisites for any other class or program at this or any other academic institution without the express, written consent of the present professor. This provision shall also apply to work submitted for law school credit which was previously completed in satisfaction of non-academic work requirements outside the School of Law.

**B. Unauthorized collaboration:** A student shall not submit work produced in collaboration with another without the written permission of the professor. This includes collaboration with respect to the substantive content of work as well as the writing style, grammar, proofreading, or citation form.

**C. Misconduct Involving Examinations:**

1. A student shall not copy the work of another during the course of any examination.
2. **Unauthorized use of materials during examinations:** During an examination, a student shall not use any materials that are not expressly permitted by the professor or exam proctor. This includes use of books, outlines, notes, taped materials, or any other materials.
3. **Departure from the exam room:** A student shall not leave the exam room before completing the exam without permission of the exam proctor, if an exam proctor has been assigned to the room. If permission is granted to leave the exam room, a student shall not review any materials during his/her absence from the examination room nor shall he or she discuss the exam or related matters with any person during the course of the exam.
4. **Interference with other students during exam:** A student shall not talk or engage in other conduct that unreasonably distracts or disturbs other students during an examination.
5. **Unauthorized departure with, or discussion of, an exam:** Without the express permission of the professor, a student shall not remove any exam, or any portion thereof, from the exam room. A student shall not transcribe, deliver, or receive notes taken during or after an exam. No student shall discuss with another student whom he or she knows has not yet taken an exam the nature or substance of the examination.
6. **Cheating by substitution:** A student shall not take an exam for another student nor shall a student intentionally or knowingly permit another to take an exam for him or her.
7. **Violation of exam security:** A student shall not in any way violate the security maintained for preparation or storage of any exam materials or other course materials.
8. **Attempts to enlist assistance of third parties:** A student shall not attempt to enlist the assistance of another student or third party with the intention of violating any of the foregoing provisions.

**D. Misconduct Involving Library Materials**

1. A student shall not tear, deface, destroy, or otherwise dispose of library materials or equipment.
2. A student shall not disrupt others with respect to their use of library materials, equipment, or resources.
3. A student shall not remove library materials without complying with established library procedures.

4. A student shall not conduct himself or herself in a matter that unreasonably interferes with others' use of library materials, equipment, or resources or that violates a library rule about which the student should know.

**E. Other Misrepresentations or Dishonesty**

1. **Misrepresentation:** A student shall not misrepresent facts to the School of Law, any of its agents or employees, or any potential or existing employer. This includes but is not limited to: misrepresentations of degrees obtained, grades earned, subjects studied, work performed, or other personal or professional achievements or experiences. To the extent the student provides any information to the School of Law or any of its agents or employees, the student shall have the continuing obligation to update the School of Law as such information may change.
2. **Misrepresentation of class attendance:** A student shall not sign, electronically or otherwise, the attendance roster for another student who is absent from, or late to, class. A student shall not enlist the assistance of another to sign, electronically or otherwise, his or her name on the attendance roster.

**F. General Offenses**

1. **Other offenses:** A student shall not steal from, harm, threaten or harass any person, nor shall he or she misrepresent facts about another person with the intention of harming that person in connection with some academic or professional function, capacity, or opportunity. Any complaints involving sexual harassment should be brought pursuant to the University Sexual Harassment Policy and are not regulated by this Code.
2. **Conduct unbecoming a member of the profession:** Students shall conduct themselves in a professional manner during all events sanctioned, held, conducted, or permitted by the School of Law.
3. **Third parties:** A student shall not assist another student in violating the Code nor shall any student attempt to enlist the assistance of a third party with the purpose of violating the Code. For purposes of this rule, "assistance" shall include any actions taken in preparation of a violation, any actions taken in furtherance of a violation, or any actions that further, enhance, protect, or secret the violation after-the-fact.
4. **Failure to comply with sanctions imposed by the Committee:** It shall be a violation of this Code for a student to fail to comply with a sanction imposed by the Committee.

**G. Risk of Serious Harm**

**Posing Imminent Risk of Serious Harm:** Students who pose an imminent risk of serious harm shall be suspended immediately and accorded due process, otherwise consistent with this Code, at a later date. The decision to invoke this subsection lies in the sole discretion of the Dean.

## V. SANCTIONS

Unless authorized by the Dean, the Committee may impose only the following sanctions, singly or in combination:

- A. **Written Warning:** Written notice to be placed in the student's permanent file.
- B. **Probation:** The suspension of any sentence subject to future non-violation of this Code.
- C. **Restitution.**
- D. **Suspension from School.**
- E. **Expulsion from School.**
- F. **Public Discussion:** The student is required to undertake public discussion of his or her act in the interest of educating and deterring others. This sanction shall not be imposed in the absence of the written consent of the accused and may be imposed as an alternative to other sanctions. To the extent this subsection is inconsistent with any other section of this Code, this subsection shall control.

## ACADEMICS

### University Regional Accreditation

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

In April of 2009, The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) granted approval for Lincoln Memorial University (LMU) to offer the Doctor of Jurisprudence (JD) degree program. The Substantive Change allowed LMU to open the John J. Duncan, Jr. School of Law in August of 2009.

### Duncan School of Law Accreditation

On February 24, 2009, the Lincoln Memorial University School of Law earned approval from the Tennessee Board of Law Examiners for its graduates to be eligible to take the bar examination in Tennessee.

The Dean is fully informed as to the Standards and Rules of Procedure for the Approval of Law Schools by the American Bar Association. The Administration and the Dean are determined to devote all necessary resources and in other respects to take all necessary steps to present a program of legal education that will qualify for approval by the American Bar Association. **The Law School makes no representation to any applicant that it will be approved by the American Bar Association prior to the graduation of any matriculating student.**



## GRADING POLICIES

I. The School of Law will use a mandatory grade distribution system for required courses.

A. Level 1000 Courses:

Grades of A and A- shall be awarded to no more than 20% of the class.

Grades of B+, B, and B- shall be awarded to no more than 35% of the class.

For each class, the cumulative average grade shall fall between 2.40 and 2.80, inclusive.

B. Level 2000 Courses

Grades of A and A- shall be awarded to no more than 30% of the class.

Grades of B+, B, and B- shall be awarded to no more than 50% of the class.

For each class, the cumulative average grade shall fall between 2.70 and 3.10, inclusive.

C. Other Provisions

These provisions shall apply to all 1000 and 2000 level courses in which 20 or more students are enrolled.

D. If a faculty member submits grades for a covered course that conform to the grading curves (both as to the required grades and as to the required cumulative average), the Registrar shall process the grade as usual. If they do not, they shall be returned to the professor for adjustment to conformity to the curves. The Registrar shall not process any grades for a course until all grades for the course conform to the grading curves, unless a waiver has been obtained from the Dean or Associate Dean for Academics.

E. In extraordinary circumstances, the Dean or Associate Dean for Academics may grant a waiver for a professor not conforming to the grading curves for a particular course for a particular semester. It is not considered "extraordinary circumstances" that a professor simply considers the curve too strict or too generous, in whole or in part, or the class too strong or too weak for the curve to be applicable. Any such waiver shall be reported to the Academic Standards Committee in writing, together with the reasons for the waiver.

## II. Grading

### A. The School of Law uses a letter grade system as follows:

A 4.00	C 2.00
A- 3.67	C- 1.67
B+ 3.33	D+ 1.33
B 3.00	D 1.00
B- 2.67	D- .67
C+ 2.33	F 0.00

### B. Explanation of Grades

**A** A grade of A is given to any student who completes the requirements for a course and does so in a fashion that is uniformly outstanding for a law student and future lawyer at this stage of his or her education.

**A-** A grade of A- is given to any student who completes the requirements for a course and does so in a fashion that is often outstanding but lacks the consistency associated with uniformly outstanding work for a law student and future lawyer at this stage of his or her education.

**B+** A grade of B+ is given to any student who completes the requirements for a course and does so in a fashion that is very good but lacks the consistency associated with outstanding work for a law student and future lawyer at this stage of his or her education.

**B** A grade of B is given to any student who completes the requirements for a course and does so in a fashion that is uniformly good work for a law student and future lawyer at this stage of his or her education.

**B-** A grade of B- is given to any student who completes the requirements for a course and does so in a fashion that is often good work, but lacks the consistency associated with uniformly good work for a law student and future lawyer at this stage of his or her education.

**C+** A grade of C+ is given to any student who completes the requirements for a course and does so in a fashion that is above the level of competent but not rising to the level of good work for a law student and future lawyer at this stage of his or her education.

**C** A grade of C is given to any student who completes the requirements for a course and does so in a fashion that is competent for a law student and future lawyer at this stage of his or her education.

**C-** A grade of C- is given to any student who completes the requirements for a course and does so in a fashion that is below the level of competent, lacking the

consistency necessary for competent work for a law student and future lawyer at this stage of his or her education. A student who maintains a C- average is not eligible to graduate and, if that average persists, is not eligible to continue his or her studies at the law school.

**D+** A grade of D+ is given to any student who completes the requirements for a course and does so in a fashion that reflects some skill but is solidly below the level of competent for a law student and future lawyer at this stage of his or her education.

**D** A grade of D is given to any student who completes the requirements for a course and does so in a fashion that reflects some skill but is substantially below competent for a law student and future lawyer at this stage of his or her education.

**D-** A grade of D- is given to any student who completes the requirements for a course and does so in a fashion that generally reflects some minimal skill that is marginally above a failing grade for a law student and future lawyer at this stage of his or her education.

**F** A grade of F is given to any student who either (a) completes the requirements for a course and does so in a fashion that is not acceptable at all and demonstrates none of the skill or talent generally found in a law student and future lawyer at this stage of his or her education or (b) does not complete the requirements for the course in a timely fashion. This grade confers no credit for the course.

**C. Other possible transcript notations and explanations:**

**I = Incomplete**

A grade of I is given to a student who has not completed the requirements for a course in a timely fashion but has arranged with the instructor to do so within no more than six calendar months from the last day of exams for the applicable semester. After six months, an unresolved I becomes an F (0.00). At no time does an I confer credit for a course.

**P = Passing**

Eligible courses will be graded on a pass/fail basis. A grade of P is given to any student who passes a pass/fail course. This grade confers credit but is not calculated in the grade average.

**W = Withdrew**

A grade of W is posted on the transcript whenever a student withdraws from a course after the fourth week of classes in a full term or the second week of classes in a summer term. The W grade confers no credit and is not calculated in the grade average.

**WA = Withdrew Absences**

A grade of WA is posted on the transcript whenever a student is withdrawn from a course for excessive absences and has a passing grade at the time the student is withdrawn. The WA grade confers no credit and is not calculated in the grade average.

**WF = Withdrew Failing**

A grade of WF is posted on the transcript whenever a student is withdrawn from a course for excessive absences and has a failing grade at the time the student is withdrawn. The WF grade confers no credit and is calculated in the grade average (0.00).

**WD = Withdrew from University**

A notation of WD denotes official withdrawal from the University prior to the conference of a grade in the course.

**X**

A notation of X is posted on the transcript if the student, through no fault of his or her own, has not yet received a grade for a course. This notation is designed for those situations in which a course is expected to take more than one semester to complete. This notation also covers unforeseeable circumstances unrelated to the student. The X notation does not confer credit for the course and is not calculated in the grade point average.

**AU = Audit**

A notation of AU denotes an official audit of the course. No credit is awarded nor is a grade assigned.

**D. Pass/Fail Grading**

Any course in which letter grades are not expected to be given will be graded on a pass/fail basis. Students who pass the course receive a P for the course. Students who fail the course receive an F (0.00). A failing grade will be calculated as part of a student's grade point average.

1. For all coursework taken on a pass/fail basis, whether at, or outside, the School of Law, a student must perform at no less than a C level to earn a P grade. Students who perform below a C level will receive an F.
2. Credit Hour Limitation. Absent approval in writing from the Associate Dean for Academics, no student may count more than nine credit hours earned in courses graded on a pass/fail basis toward the total number of hours required for graduation.

E. Grade Changes/Academic Grievance Procedure

1. Grievances concerning any academic issues should first be taken to the instructor of the class. If a student feels he/she needs to take the matter further, the Associate Dean for Academics should be consulted.
2. After a professor has submitted grades to the Registrar's office, the grades are final and may not be changed except with permission from the Academic Standards Committee. To qualify, a requested grade change must allege facts indicating a basis for the change that falls within one of three categories set forth below and in accordance with the policies detailed below.
3. Requests for changes to grades must be made no later than:
  - (i) forty-five (45) days after the date set by the official Academic Calendar for the end of that semester's final exams; or
  - (ii) three (3) weeks after the contested grades are posted, whichever is later.
4. Mathematical, administrative or clerical error:

Upon a showing that a grade was recorded in error due to a mathematical error, administrative error, or clerical error, a grade change will be presented to the Associate Dean for Academics.

  - a. A mathematical error is an error based upon an incorrect calculation of a student's score on an exam or in a class, such as an error in addition, subtraction, or other formulaic error.
  - b. An administrative error is a non-mathematical error made by a faculty member in reading a student's exam, such as unintentionally overlooking a portion of a student's exam answer.
  - c. A clerical error is an error, other than those addressed above, such as a transcription error. Clerical errors are not limited to errors made by faculty and include errors made by a staff member after a faculty member has turned in his or her grades.
  - d. Challenges to grades based on any of the above grounds first shall be addressed directly with the faculty member responsible for the grade. If the faculty member agrees that a mathematical error, administrative error, or clerical error has been made, the faculty

member shall submit the request for a grade change to the Associate Dean for Academics.

- e. If the faculty member does not agree that a mathematical error, administrative error, or clerical error has been made, the student may submit a written request for the change to the Academic Standards Committee. The committee shall allow the faculty member to provide a written response and shall conduct any investigation it deems necessary. If the faculty member involved is a member of the Committee, the faculty member shall be recused from participating in the deliberations.

5. Bias

- A. A grade challenge made on the basis of bias would include an allegation by a student that his or her grade was unfairly awarded based upon a particular faculty member's bias with regard to (and presumably against) that student.
- B. To allege bias, a student must allege specific facts indicating professorial prejudice (either against a group of students or against the student making the allegation). To qualify for consideration, the challenge must allege that the prejudice stems from a source other than the student's performance in class discussions, on the course's webpage, on assignments, or on papers, quizzes, and examinations. Allegations of bias must be made under oath.
- C. Challenges based on bias shall be submitted in writing to the Associate Dean for Academics who shall forward the challenge directly to the Academic Standards Committee. The Committee shall allow the faculty member involved to provide a written response and shall conduct any investigation it deems necessary. If the faculty member involved is a member of the Committee, the faculty member shall be recused from participating in the deliberations.

6. Arbitrary and capricious grading

- A. A grade challenge made on the basis of an allegation of arbitrary and capricious grading must be submitted in writing to the Associate Dean for Academics who shall forward the challenge directly to the Academic Standards Committee.
- B. The Committee shall allow the faculty member involved to provide a written response and shall conduct any investigation it deems necessary. If the faculty member involved is a member of the Committee, the faculty member shall be recused from participating in the deliberations.

## 7. Finality of Decisions

All decisions of the Academic Standards Committee with respect to requests for grade changes shall be final.

- F. **Calculation of Grade Point Averages:** After all grades have been recorded for students each semester, the Registrar will calculate and report to each student his or her individual grade point average.
- G. **Examinations:** As a general matter, in non-writing and non-skills courses, a mid-term and a final exam will serve as the principal basis for evaluation of academic performance. The examination format will be left to the discretion of each faculty member. Faculty will use traditional essay questions, multiple-choice or short answer questions, or a combination thereof. Except for take-home exams, exam rooms will be proctored.
- H. For final examinations, professors will be encouraged to create an examination, the length of which will mirror the number of hours for the course. For example, a class worth three (3) credit hours will have a final exam which is three (3) hours in length. Accommodated students will receive additional time which complies with the University's policy and the American with Disabilities Act.
- I. Faculty members who have been teaching three years or less must have each examination reviewed by a colleague prior to the administration of the exam. Colleagues, when available, are to be selected who have teaching experience in the same or similar subject matters. When such colleagues are not available, the faculty member should seek review from a colleague outside of the law school who has teaching experience in the same or similar subject matter. When neither of these options is available due to either the inability to locate an appropriate colleague or due to time constraints or other appropriate reasons, then the Assistant Dean of Assessment will select a faculty member to review the examination.
- J. The reviewing faculty member will be required to complete a written evaluation of the examination and provide a copy to the faculty member who shall retain such evaluation and who shall provide all copies as part of his or her annual self-evaluation report.
- K. **Collaboration:**  
Faculty members teaching identical courses during a given semester will be encouraged to collaborate on the creation of all examinations administered during that semester.

- L. Retention of Examinations:**  
Complete copies of all examinations administered must be provided to the Assistant Dean of Assessment. These examinations may be reviewed by the Dean, the Assistant Dean of Assessment, or any member of the central administration. These examinations will not be released to other persons without the prior consent of the faculty member creating the examination.
- M. Assessment Questions:**  
As an additional form of assessment, all midterms and final examinations in Level 1000 courses shall have a number of multiple choice questions imbedded in the examinations which are selected and/or created by a committee whose charge includes this task. These questions and the students' answers will be used to help objectively assess teaching effectiveness. For example, if, using a significant data pool, 80% of Professors X, Y & Zs' students correctly answer these imbedded questions and only 20% of Professor A's students correctly answer these questions, then further investigation into the cause may be necessary. This will help, along with other tools, to identify whether the cause for poor performance is course content, teaching style, discrepancies in student strengths, and weaknesses among sections, etc.
- N. Faculty Collaboration:**  
The faculty will, from time to time, gather their data from the electronic assessments taken from the embedded questions to help determine which, if any, students are demonstrating performance which would indicate they are at a higher risk of poor performance on mid-term and final exams. This assessment will permit early intervention to assist those students.
- O. Professors are encouraged to either create final examinations which comprehensively test the subject matters taught over the course of the semester or, if appropriate, use the final examination in conjunction with the mid-term to comprehensively test those matters which are taught over the course of the semester.**
- P. Writing Courses:**  
For courses that fulfill the upper-level writing requirement, the supervising faculty member is required to review an outline as well as completed draft and provide substantial, individualized comment and guidance to his/her students. A student must also complete a final draft of the paper.
- Q. Skills Courses:**  
In skills courses, such as trial advocacy, grades are based on the professor's observation of student performance on tasks assigned during the semester. Additionally, many faculty may factor students' class participation into the final grade calculation.



## **Confidentiality of Official Student Records and Maintenance of Progress Records**

All official student information records maintained by the academic and administrative offices of the School of Law are considered confidential, and only such information as is necessary to the normal operations of the School of Law is maintained in official student information records. The School of Law requires each record-keeping office to establish and maintain procedures and practices that will reinforce the principle of confidentiality.

The academic and administrative offices of the School of Law may maintain the following types of academic and non-academic student information records: permanent records of academic achievement (transcripts) including supporting documents, academic advisor and dean's files, admission files, loan and scholarship files, medical files, residence files, student conduct and activity files, Office of Career Services files, foreign student files, alumni/alumnae files, student account files, and library files.

All official student information records are maintained by School of Law staff members in the course of performance of their normally assigned duties, and only those administrative, faculty, and academic staff personnel who have a legitimate educational interest and require access to student information records in the course of their normally assigned duties shall have that right of access.

Only information directly relevant to the educational processes of the School of Law or that is voluntarily offered by the student and accepted from the student shall be included in the officially maintained student information records listed above. Specifically excluded from such student information records are references to political or social beliefs and practices, membership in any organization other than professional and/or honorary societies, and student activities listed by the students themselves.

## CLASS RANK POLICY

- A. To be ranked, a student must have completed:
1. thirty (30) credit hours at the Duncan School of Law; and
  2. all first-year required courses as indicated within this Handbook.
- B. The Associate Dean for Academics, or a designee, shall calculate class ranks twice per calendar year—after all student grades for the fall semester have been entered and after all student grades for maymester have been entered.
- C. For purposes of ranking, student cohorts shall be governed by credit hours. At the end of the fall semester, students shall be ranked within the following groups:
- 45–59 completed credit hours
  - 74+ completed credit hours
- At the end of maymester, students shall be ranked within the following groups:
- 30–45 completed credit hours
  - 60–73 completed credit hours
  - 74+ completed credit hours
- D. Students shall receive a final Graduation Class Rank upon completing all graduation requirements. The Graduation Class Rank shall only be computed once per year—at the end of maymester. The Graduation Class Rank shall include all students who have completed graduation requirements since the last issuance of a Graduation Class Rank.

## FERPA

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

No one outside the University shall have access to, nor will LMU disclose any information from, law students' education records without the written consent of law students except to personnel within the institution, to officials of other institutions in which law students seek enrollment, to persons or organizations providing law students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of law students or other persons. Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when law students under the age of 21 commit serious or repeated violations directly or indirectly involving our drug and alcohol policies. All the exceptions are permitted under the Act.

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

### **Rescheduling Law School Exams**

1. **Course Exam Conflicts Rescheduling.** A student may obtain a rescheduling of an examination if that student would otherwise be obligated to take two or more examinations on the same calendar day (*i.e.*, beginning 12:00 a.m. and ending 11:59 p.m.). To obtain such a rescheduling, the student must seek and receive written confirmation of the rescheduling from the Assistant Dean of Assessment on or before the last day of classes for that academic term.
2. **Other Rescheduling.** In all other circumstances, a student may obtain a rescheduling of an examination only upon the prior, written, discretionary approval of the Assistant Dean of Assessment. Rescheduling an examination in the absence of same-day course exam conflicts is an extraordinary event, and students should expect such requests to be denied in the absence of exceptional circumstances. Requests to reschedule exams based on employment obligations, travel plans, vacation or social commitments, exams on back-to-back days, and the like will almost always fail to qualify as exceptional circumstances.
3. **Reschedule Date:** The date for the taking of any rescheduled examination shall be set by the Assistant Dean of Assessment. Students should expect any rescheduled examination to be administered only on the Law School's designated Exam Conflict Day. Exceptions to this scheduling will be exceedingly rare, and students should not anticipate ever being granted a rescheduled examination date that would occur before the date for regularly-scheduled administration of that examination.
4. **Conditions.** In considering requests for the rescheduling of an examination in the absence of course exam conflicts, the Assistant Dean of Assessment may require such documentation and impose such conditions as the he or she deems proper. No individual faculty member at the School of Law may grant a rescheduling.

## **TRANSFER CREDITS**

### **I. Credit earned prior to matriculating at the School of Law:**

- A. Applicants who have completed the equivalent of the first year of law school from an ABA accredited law school may apply to transfer to the School of Law. Transfer applicants must submit the following:**
- 1. A complete application for admission;**
  - 2. One letter of recommendation from a faculty member at the applicant's existing or previous institution;**
  - 3. A statement of good standing from the Dean of the applicant's existing or previous institution;**
  - 4. An official transcript from the applicant's existing or previous institution;**
  - 5. A statement of why a transfer is requested;**
  - 6. A specific list of courses for which the student seeks to obtain credit;**
  - 7. An official course description for all courses for which the student seeks to obtain credit.**
- B. Applications for transfer credit shall be reviewed by:**
- 1. The Director of Admissions. The Director shall determine whether the applicant meets or exceeds admissions requirements.**
  - 2. The Academic Standards Committee. The Academic Standards Committee shall, in its sole discretion, determine whether transfer credit is appropriate for each credit sought on an individual basis. In exercising its discretion, the Academic Standards Committee shall review:**
    - a. The type of classes taken at the student's existing or previous institution;**
    - b. The similarity between the type of classes taken at the student's existing or previous institution with comparable classes at the School of Law;**
    - c. Whether the classes taken at the student's existing or previous institution are classes traditionally taken at a law school accredited by the ABA;**
    - d. The grades received by the student in the classes taken at the student's existing or previous institution; and**
    - e. The student's entire admission file.**
- C. Under no circumstances may a student transfer more than 30 credit hours. A student who has transferred from another law school must successfully complete at least 58 credit hours at the School of Law, with a cumulative grade point average of 2.00 or better, and satisfy all other degree requirements.**
- D. Under no circumstances shall the Academic Standards Committee extend credit for any class in which the student earned a grade less than "C."**

**II. Credit earned at a foreign institution while matriculating at the School of Law:**  
Students seeking to earn credit at a foreign institution while matriculating at the School of Law must comply with all provisions of this rule. For purposes of this rule, “foreign institution” shall include any institution other than the Duncan School of Law.

- A. Students seeking to earn credit at a foreign institution must file a petition with the Academic Standards Committee prior to beginning any course of study at a foreign institution. The petition must include:
1. The name and contact information for the foreign institution;
  2. The proposed course of study at the foreign institution, including the specific classes the student intends to take and the course descriptions for those classes; and
  3. A statement from the foreign institution’s admissions office indicating the student complies with the institution’s admission requirements and has in fact been granted admission.
- B. After receiving a petition pursuant to this subpart, the Academic Standards Committee shall, in its sole discretion, determine whether credit from the target foreign institution could be acceptable. In considering a petition pursuant to this provision, the Academic Standards Committee shall consider:
1. The student’s academic performance at the School of Law;
  2. The student’s disciplinary file, if any;
  3. The type of classes the student seeks to take at the foreign institution;
  4. The similarity between the type of classes the students seeks to take at the foreign institution and comparable classes at the School of Law; and
  5. Whether the classes the student seeks to take at the foreign institution are classes traditionally taken at a law school accredited by the ABA.

After considering the above factors, the Academic Standards Committee shall either approve the petition or deny the petition. To be valid and serve as the basis for future consideration of credit pursuant to part II.C. and II.D., all approvals must be in writing and signed by the Chair of the Academic Standards Committee. Under no circumstances shall the approval or denial, without more, grant credit.

- C. Once a student completes a course of study at a foreign institution pursuant to this rule, the student shall, if at all, petition the Academic Standards Committee for credit within 6 months of completing the foreign institution’s academic program. The petition must include an official transcript from the foreign institution and a statement from the foreign institution indicating the student is in good standing.
- D. After receiving a complete petition for credit, the Academic Standards Committee shall grant credit for all courses in which the student received a “C” or above.
- E. Notwithstanding any provision contained herein, a student may not transfer more than 30 hours of credit.

- III. **Transferring grades:** Accepted transfer credits shall appear on a student's transcript as a "P," indicating the student earned pass/fail credit. Under no circumstances shall transfer credit be considered when determining a student's GPA, cumulative GPA, or class rank at the School of Law.
- IV. **Distinction from Pass/Fail Credit:** While grades transferred from a foreign institution appear as pass/fail credit on a student's transcript at the School of Law, credit transferred from a foreign institution shall not be considered when calculating a student's maximum pass/fail credit pursuant to **GRADING POLICIES** part II.D.

## **STUDENT ORGANIZATIONS**

### **Student Bar Association**

The Student Bar Association ("SBA") is the student government of the School of Law and shall consist of three branches—the Executive Branch, the Legislative Branch, and the Judicial Branch.

The Executive Branch shall have at least four Constitutional Officers who shall be elected by the entire student body—the President, the Vice-President, the Secretary, and the Treasurer. The Executive Branch shall be responsible for enforcing actions by the Legislative and Judicial Branches and for other duties in accordance with the SBA Constitution. Officers for the Executive Branch shall be elected annually to a one-year term.

The Legislative Branch shall consist of a Senate, which shall be comprised of not less than eight senators. Each class matriculating at the School of Law must be equally represented in the Senate irrespective of the size of the class. The Senate shall be responsible for the creation of bylaws, approving the budget, and other duties in accordance with the SBA Constitution. Officers for the Legislative Branch shall be elected annually to a one-year term.

The Judicial Branch shall have three Constitutional officers who shall be appointed by majority vote of the Senate to a one-year term. The Judicial Branch shall be responsible for interpreting the SBA Constitution and the Bylaws.

## **LAW LIBRARY**

The Mission of the Law Library is to support the School of Law's and curriculum. The Law Library will provide access to legal information to support the teaching, research, and scholarly activities conducted by faculty and students and develop legal research aids and programs that allow faculty and students to fully use and understand the use of legal research tools, including the development of the most effective legal research techniques. The Law Library will also assist the legal community of the Knoxville area through the development of a collection of mixed format resources.

### **Regular Hours**

Monday through Thursday	8:00 a.m. – 10:00 p.m.
Friday	8:00 a.m. – 6:00 p.m.
Weekend Hours	Scheduled As Needed

Regular, holiday, inter-term, and examination hours are posted on the digital screen in the lobby. Hours may change during examination periods, holidays, and inter-term sessions. Announcements concerning Library hours are shared with the School of Law community via email, and posted on the digital announcements screen located in the lobby.

## **STUDENTS WITH DISABILITIES**

LMU does not discriminate, for purposes of admission to LMU or access to and treatment in LMU's programs or activities, on the basis of disability. Every effort is made to accommodate the needs of the students with disabilities attending LMU. As buildings on the LMU campuses are remodeled, care is taken to assure that persons with disabilities have sufficient access to those buildings. LMU will also provide reasonable accommodations to students with properly documented disabilities. If a student with a disability has any issue or question about his/her disability, the Americans with Disabilities Act ("ADA") or Section 504 of the Rehabilitation Act of 1973 (Section 504) he/she should contact the ADA Coordinator in the Office of Student Services (Student Center, Room 319, 423-869-6251). That contact information is also listed on the class syllabus for every LMU class. In addition, students with learning disabilities should become familiar with the services of the Tagge Center for Academic Excellence and Student Support Services, both located on the in the Student Center on the LMU Harrogate Campus.

### **Request for Accommodations**

The following procedure must be followed in order for any student with a disability to receive accommodation:

1. The student must submit documentation of his/her disability to the ADA Coordinator (guidelines for proper documentation are set forth below);
2. The ADA Coordinator will contact the student concerning arrangements for reasonable accommodations (student must be prepared to discuss specific accommodation needs);

- 3) A "Student Accommodation Form" listing the accommodations to be provided to the student during a particular semester will be circulated to the student's faculty for review and signature;
- 4) The student must contact the ADA Coordinator prior to each semester for reauthorization and accommodations for the upcoming semester.

### **Documentation Guidelines**

Students requesting accommodations or services from LMU because of a learning disability are required to submit documentation to determine eligibility for those accommodations or services in accordance with Section 504 and the ADA. A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law. To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning.

The following guidelines are provided in the interest of assuring that documentation of a learning disability is complete and supports the student's request for accommodations. LMU will determine eligibility and appropriate services, case by case, based on the quality, recency, and completeness of the documentation submitted. The following requirements provide students, schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individual's educational performance, and the need for academic accommodations for the purpose of the ADA and Section 504. (10/05)

- A. **A Qualified Professional Must Conduct the Evaluation**  
The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neurophysiologist, education diagnostician, or student clinicians who are being supervised by a qualified professional) who has had direct experience with adolescents and adults with learning disabilities.
- B. **Documentation must be Current**  
Reasonable accommodations are based on the current impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate, relevant to the student's learning environment, and show the students' current level of functioning. If documentation does not address the individual's current level of functioning, a re-evaluation may be required.
- C. **Documentation Must Include a Specific Diagnosis**  
The report must include a clear and direct statement that a learning disability does or does not exist, including a rule out of alternative explanations of learning problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.
- D. **Documentation Must be Comprehensive**  
The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial



diagnosis. The documentation must also include objective data regarding aptitude, achievement, and information processing. Test scores (standard scores, percentiles, and grade equivalents) must also be included in the documentation.

**E. Recommendations for Accommodations**

A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of that accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation is not clearly identified in the diagnostic report, LMU will seek clarification and/or additional information either from the student's evaluator or from another trained professional chosen by LMU. LMU will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. LMU reserves the right to request reassessment of the student's disability when questions arise regarding previous assessment or provision of services or accommodations or when the student requests additional services or accommodations above and beyond what has been previously provided to the student.

**F. Process for Receiving Reasonable Accommodations**

All documentation related to the student's disability and accommodations shall be maintained by the ADA Coordinator. Upon receipt of the documentation, the ADA Coordinator will meet with the student, either in person or by telephone, to discuss and make arrangements for accommodations for the upcoming semester. A Student Disabilities Form will be completed listing the agreed upon accommodations and will be signed by the student, the student's faculty members, and the ADA Coordinator. This process shall be followed each semester for which the student wishes to request accommodations.

If a problem arises concerning the reasonable accommodations, the student should contact the ADA Coordinator for assistance (Ext. 6251).

**Grievance Procedure for Student with Disabilities**

All grievances concerning any aspect of the services or accommodations provided to student with a disability or related to any issue related to Section 504 or the ADA should be taken to the ADA Coordinator within ten (10) working days. If the student feels he/she needs to take the matter further, LMU's grievance committee will review the matter. The LMU grievance committee consists of: Vice President for Enrollment Management & Student Services (Chair), the ADA Coordinator, the Director of Student Success and Retention, the Director of Student Support Services, and the Dean. The decision of LMU's grievance committee is final. (1/06)

## **FIREARMS AND WEAPONS**

LMU is committed to providing a safe, healthy learning and working environment, and to making adequate provisions for the safety and health of its students, staff, faculty and the public, and will not permit its students or employees, as well as visitors, to act in ways that may endanger themselves or others.

All visitors, students and employees are prohibited from possessing, carrying, trading or showing weapons of any kind, including firearms, fireworks, guns, explosives, bows and arrows, knives, etc. while on LMU premises, while on duty, while operating LMU vehicles or equipment, or while operating personal vehicles for LMU purposes. Visitors, students and employees are also prohibited from keeping weapons in their personal vehicles parked on LMU's premises. LMU premises include any property owned, operated, controlled or managed by it. Individuals are permitted to carry mace, pepper spray and pocket knives with blades less than four (4) inches as long as they are stored in a pocket, purse, briefcase or other personal belongings. Also permitted are paintball weapons to be used for organized recreational purposes on LMU premises.

This policy does not apply to those who are expressly authorized by LMU to use explosives and other authorized tools that could be viewed as weapons in the performance of their jobs.

LMU reserves the right, based upon reasonable suspicion of a violation of this policy, to search an office desk, and other property under the control of the visitor, student or employee, as well as the packages, purses, lunch boxes, briefcases, and students' or employees' vehicles parked on its premises. Individuals may also be required to remove a jacket or sweater and to turn out their pockets. Reasonable suspicion sufficient to justify a search may be based on a clear and reasonable belief, through observation or information provided by a reliable and credible source, that an employee is in violation of this policy. Searches of LMU property under the control of the visitor, student or employee are subject to being conducted without notice, once the reasonable suspicion standard has been met.

Violation of this policy may result in disciplinary action, up to and including expulsion or termination.

## **DRUGS ON CAMPUS**

- I. Students may not, at any time while on any property owned, leased, or controlled by the Duncan School of Law, possess or use illicit substances as defined by either the United States Code or the Tennessee Code without a prescription from their doctor.
- II. Students may not, at any time while on any property owned, leased, or controlled by the Duncan School of Law, possess or consume alcoholic beverages unless approved, in advance, by the Dean.
- II. Students may not, at any time while on any property owned, leased, or controlled by the Duncan School of Law, carry, traffic, distribute, or manufacture illicit substances as defined by either the United States Code or the Tennessee Code.

- III. For purposes of this rule, the term “controlled” includes but is not limited to any property where the Duncan School of Law is holding or conducting a School event, whether on or off campus, regardless of who owns the property.
- IV. For purposes of this rule, “property” shall include but is not limited to the interior of a student’s car when the student’s car is located in or on an area owned, leased, or regulated by the Duncan School of Law.
- V. Students violating this policy will be subject to disciplinary actions up to and including expulsion.

## **CLASS CAPTURE USAGE**

The School of Law has implemented a system of “class capture” technologies in many of the classrooms, enabling the School of Law to record both audio and video lectures. By continuing to matriculate at the School of Law, the student acknowledges that he or she gives the University and the School of Law the authority to use these recorded sessions in any manner it sees fit. The University and the School of Law further maintains the exclusive rights to all audio and/or video recordings in any format whatever, in perpetuity, and the student gives exclusive license for the University and the School of Law to use those video and audio recordings in any manner which the University sees fit.

## **COMPUTER USAGE**

In support of its mission of teaching, scholarship, and service, the School of Law provides computer access for students. The computing resources of the School of Law, including laptop computers, facilities, hardware, software, networks, and computer accounts, are the property of the School of Law. The use of these resources is a privilege granted by the School of Law to authorized users only. The School of Law requires all persons authorized to use its computing resources to do so responsibly and in compliance with all state and federal laws, all contractual and license agreements, and all policies of the University and the School of Law. Authorized users of the School of Law’s computing resources must act responsibly to maintain the integrity and security of these resources. Each user of the School of Law’s computing resources is ultimately responsible for the use of that computing resource and for the use of his or her computer account. Persons misusing the School of Law’s computing resources in violation of federal and state laws or policies promulgated by the University or the School of Law are subject to disciplinary actions by the School of Law and/or forfeiture of their computer privileges. In the event such misuse of computer resources threatens to compromise the integrity or jeopardize the security of university computer resources or harm authorized users of those resources, the University's Chief Information Officer, the Dean, or any of their designees is authorized to take any and all necessary actions, including the immediate confiscation and/or disabling of a university computer resource or the temporary or permanent termination of a computer account, to protect, investigate, and ensure the security and proper use of computer resources.

1. Use of any School of Law computing resource is restricted to those having proper authorization to use that particular resource. It is a violation of the law and School of Law policy to assist in, encourage, or conceal from authorities any unauthorized use, or attempt an unauthorized use, of any of the School of Law's computers or network facilities.
2. No one shall knowingly endanger the security of any School of Law computing resource nor willfully interfere with authorized computer usage by circumventing or attempting to circumvent normal resource limits, logon procedures, or security regulations.
3. No technologies shall be connected to the School of Law's computing resources that interfere with authorized usage of those resources. The School of Law reserves the right to restrict the use of any technologies that may endanger the security and/or integrity of its computing resources.
4. The School of Law's computing resources shall not be used to attempt unauthorized use, or to interfere with another person's legitimate use, of any computer or network facility anywhere. Encroaching on or disrupting another person's use of the School of Law's computers is prohibited. Examples of such acts include but are not limited to: sending excessive messages either locally or off campus [including but not limited to electronic chain letters]; initiating denial of service attacks; printing excessive copies of documents, files, data, or programs; modifying system facilities, operating systems, or disk partitions; attempting to crash or tie up a university computer; damaging or vandalizing university computing facilities, equipment, software, or computer files; causing an inordinately large number of requests for files; spamming; sniffing; running scans; reconfiguring; or using an inordinately high percentage of bandwidth.
5. University computing resources and network facilities shall not be used for commercial purposes without specific authorization from the Dean or his or her duly authorized designee.
6. Passwords to any computing resource shall only be issued to authorized users. Password recipients are responsible for the integrity of their password and shall not distribute it to unauthorized users.
7. Misrepresenting a person's identity or relationship to the School of Law when obtaining or using School of Law computer or network privileges is prohibited.
8. Accessing, reading, altering, or deleting any other person's computer files or electronic mail without specific authorization is prohibited.
9. Copying, installing, distributing, infringing, or otherwise using any software, data files, images, text, or other materials in violation of copyrights, trademarks, service marks, patents, other intellectual property rights, contracts, or license agreements is prohibited. All usage of computing resources shall be in compliance with federal and state copyright laws.
10. Creating, installing, or knowingly distributing a computer virus, "Trojan horse," or other surreptitiously destructive program on any School of Law computer or network facility, regardless of whether any demonstrable harm results, is prohibited.
11. Only those persons with proper authorization shall modify or reconfigure any School of Law computing resource or network facility.
12. Users of the School of Law computing resources shall have no expectation of privacy for materials downloaded, used, viewed, or stored on those resources. The School of Law reserves the right to access any of its computer resources **AT ANY TIME FOR ANY REASON OR FOR NO REASON, WITH OR WITHOUT NOTICE**. Furthermore, the School of Law makes no representation or guarantee that information transmitted on its

network will not or cannot be accessed by third parties. By using the School of Law's computer resources, students release and hold the University and the School of Law harmless for any unauthorized access to information transmitted.

13. Authorized computer users shall take full responsibility for messages that they transmit through the School of Law's computing resources. The School of Law's computing resources shall not be used to transmit any communications prohibited by law, including but not limited to fraudulent, harassing, obscene, or threatening messages.
14. **STUDENTS ARE PROHIBITED FROM DOWNLOADING ANY SOFTWARE PROGRAMS ON THEIR COMPUTERS WITHOUT EXPRESS, WRITTEN PERMISSION FROM THE ASSOCIATE DEAN FOR ACADEMICS.**
15. **VIOLATION OF ANY RULE CONTAINED WITHIN THIS SECTION SHALL CONSTITUTE A SUFFICIENT BASIS FOR DISCIPLINARY ACTION(S) BY THE UNIVERSITY AND/OR THE SCHOOL OF LAW. ADDITIONALLY, VIOLATIONS OF ANY RULE CONTAINED WITHIN THIS SECTION SHALL CONSTITUTE A VIOLATION OF THE CODE OF ACADEMIC INTEGRITY.**

# Lincoln Memorial University School of Law

## Five Year Academic Calendar

Fall	2009	2010	2011	2012	2013
Orientation for New Students	August 15-16	August 14-15	August 13-14	August 11-12	August 17-18
Classes Begin (Day)		August 16	August 15	August 13	August 19
Classes Begin (Evening)	August 17	August 16	August 15	August 13	August 19
Last Day to Add Classes	August 24	August 23	August 22	August 20	August 26
Last Day to Withdraw without "WD"	August 31	August 30	August 29	August 27	September 3
Labor Day (offices closed)	September 7	September 6	September 5	September 3	September 2
Fall Break	October 8-9	October 7-8	October 13-14	October 11-12	October 10-11
Mid-Term Reading Day	October 12	October 11	October 17	October 15	October 14
Mid-Term Examinations Begin	October 13	October 12	October 18	October 16	October 15
Mid-Term Examinations End	October 16	October 15	October 21	October 19	October 18
Last Day of Classes	November 25	November 24	November 23	November 22	November 27
Thanksgiving holiday (no classes)	November 26-27	November 25-26 Nov. 29 - Dec. 1	November 24-25	November 22-23	November 28-29
Final Exam Reading Days	Nov. 30 - Dec. 2	1	Nov. 28 - 30	Nov. 26 - 28	Dec. 2 - 4
Final Exams Period (excluding Sundays)	Dec. 3 - 12	Dec. 2 - 11	Dec. 1 - 10	Nov. 29 - Dec. 8	Dec. 5 - 14
Christmas holiday (offices closed)	December 25	December 25	December 25	December 25	December 25
New Year's Day (offices closed)	January 1	January 1	January 1	January 1	January 1
Spring	2010	2011	2012	2013	2014
Classes Begin (Day)		January 10	January 4	January 2	January 6
Classes Begin (Evening)	January 11	January 10	January 4	January 2	January 6
Last Day to Add Classes	January 19	January 18	January 11	January 9	January 13
Martin Luther King Day (no classes)	January 18	January 17	January 17	January 21	January 20
Last Day to Withdraw without "WD"	February 25	February 23	January 18	January 23	January 20
Spring Break	March 15-19 Feb 26-Mar 1 & 3	March 21-25	March 19-23	March 18-22	March 17-21
Mid-Term Reading Days	March 2	Mar 24 & 25	March 1	February 28	March 3
Mid-Term Examinations Begin	March 4	Feb 28	March 2	March 1	March 4
Mid-Term Examinations End	April 2	March 4	March 7	March 6	March 7
Good Friday (offices closed)	April 29	April 22	April 6	March 29	April 18
Last Day of Classes	Apr 30-May 3 & 5	April 27	April 20	April 19	April 23
Final Exam Reading Days	May 4-6	April 28 & 29	April 23-25	April 22-24	April 23-25
Final Exams Period (excluding Sundays)	May 31	May 2 - May 13	Apr. 26 - May 5	Apr. 25 - May 4	Apr. 26 - May 7
Memorial Day (offices closed)		May 30	May 28	May 27	May 26
Maymester	2010	2011	2012	2013	2014
Classes Begin		May 16	TBD	TBD	TBD
Last Day to Add Classes		May 16	TBD	TBD	TBD
Last Day to Withdraw without "WD"		May 17	TBD	TBD	TBD

Last Day of Classes		May 27	TBD	TBD	TBD
Final Exams		May 28	TBD	TBD	TBD
<b>Summer</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Classes Begin		June 6	TBD	TBD	TBD
Last Day to Add Classes		TBD	TBD	TBD	TBD
Last Day to Withdraw without "WD"		TBD	TBD	TBD	TBD
Last Day of Classes		July 11	TBD	TBD	TBD
Final Exams		July 13-15	TBD	TBD	TBD
Independence holiday (offices closed)		July 4	July 4	July 4	July 4

## **Institutional Goals**

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

1. Secure and maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing.
2. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, that promote high personal standards, and that produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
3. Make educational opportunities available to all persons without reference to social status. The University seeks to stabilize undergraduate enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
4. Advance the Cumberland Gap and tri-state region through community service programs in continuing education, leadership development, recreation, and the fine and performing arts.
5. Continue as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
6. Attract and retain a highly qualified faculty and staff, committed to teaching, research, and service, by providing the best compensation program possible.
7. Commit resources to support the teaching, research, and service role of the institution and the faculty.
8. Continue to strengthen the faculty and staff development program with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty and students.



10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Continue the tradition of providing a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community where diversity and growth in the pursuit of academic and career goals are encouraged. The University seeks to develop students' potential in a supportive environment while challenging them to grow intellectually and personally.
12. Provide high quality educational opportunities through selected undergraduate and graduate degree programs for students who live or work a significant distance from the Lincoln Memorial main campus, and for whom other options are not as accessible or satisfactory.

## **LMU Strategic Goals**

Lincoln Memorial University has identified seven Strategic Goals. The Strategic Goals were developed from a review of SACS-COC expectations, internal outcomes assessment data, and external factors influencing the University. These seven goals reflect the University Mission and Purpose and Values and are crucial to achieving regional distinction.

- Strategic Goal 1: Continue to assess and enhance academic quality
- Strategic Goal 2: To actively recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society
- Strategic Goal 3: Strengthen planning, budgeting and assessment
- Strategic Goal 4: Ensure the adequacy and efficient use of physical and human resources on campus and at extended sites
- Strategic Goal 5: Ensure effective and efficient use of technology
- Strategic Goal 6: Enhance external resources
- Strategic Goal 7: Assess and enhance university-wide research

## Planning, Budgeting and Assessment Schedule

DATE	UNIVERSITY LEVEL	UNIT/DIVISION LEVEL
May	<p>Mission Statement Reviewed by Board of Trustees (BOT)</p> <p>Institutional Budget Approved by (BOT)</p> <p>Staff Reappointment Offers Extended</p> <p>External Finance Audit Performed</p>	<p>Annual Outcomes Assessment Report Forms and Use of Prior Year Assessment Results for Improvement Forms for all Academic Programs submitted to School Deans, Provost, and Institutional Research Office. (May 15)</p> <p>Academic Council reviews Selected Major Program Reports and makes Decisions and Recommendations and Distribution of Findings (March, April, and May)</p>
June	<p>Fiscal Year Ends (June 30)</p>	<p>Annual Outcomes Assessment Report Forms and Use of Prior Year Assessment Results for Improvement Forms for all Administrative and Support Services Submitted to Deans, Vice Presidents and Institutional Research Office (June 15)</p> <p>Program/Department Environmental Scans Completed and presented to Institutional Effectiveness Committee</p> <p>I.E. Committee Prepares Report on Selected Major Program Reviews for Strategic Planning Retreat (June-July 15)</p>
July	<p>Fiscal Year Begins (July 1)</p> <p>Strategic Planning Retreat</p> <ul style="list-style-type: none"> <li>• Initiate Revision/ Extension of LMU Strategic Plan</li> <li>• Review Past Year Fiscal Outcomes</li> <li>• Progress Reports for each Strategic Goal</li> <li>• SWOT Analysis and Environmental Scan reviewed</li> <li>• Outcomes of Programs and Services reviewed</li> </ul>	<p>Division/Department/Unit Progress Reports submitted to Vice Presidents</p> <p>Provost Prepares Report on Selected Major Program Reviews for Strategic Planning Retreat (June-July 15)</p> <p>Vice Presidents prepare Progress Reports for Strategic Planning Retreat (prior to July 15)</p>
August	<p>Revision/Extension of Strategic Plan Completed</p>	<p>Department/Program Planning, Budgeting, and Assessment Committees formed.</p>

*Revised 01/2010*

## Planning, Budgeting and Assessment Schedule

	<p>Faculty/Staff Conference</p> <ul style="list-style-type: none"> <li>• Review of Progress Reports for Strategic Goals</li> </ul> <p>Presentation of Goals and Initiatives for new Academic Year</p>	
September	<p>Materials Distributed to Division/Department/Unit Budget Managers to Build Budget Pro forma (for next fiscal year)</p> <p>Sept.-Nov. Development of Revenue Projections</p>	<p>Initiate Review/Revision/Extension of Unit Plans (Aug.-Nov.)</p> <p>Academic Department Faculty Prepare selected Major Program Review Reports</p>
October	<p>Sept.-Nov. Development of Revenue Projections</p>	<p>Major Program Review Reports submitted to Department Chairs (in accordance with the Program Review Guidelines)</p>
November	<p>Sept.-Nov.- Development of Revenue Projections</p> <p>External Finance Audit Completed</p> <p>Budget Expenditures Projected</p> <p>Budget Committee/Cabinet Balances Budget for Presentation to Board of Trustees</p> <p>Budget Pro Forma revised to include New Positions based on anticipated growth, new program development, salary increases, 28% benefits (fixed)</p>	<p>Conclude Administration of Standardized Assessments of Student Learning Outcomes for Fall Semester</p> <p>Budget Pro Forma Proposals Submitted to Finance Office (not fixed)</p> <p>Academic Department Chairs Review/ Revise Selected Major Program Reports and Submit to School Deans</p> <p>School Deans Review Selected Major Program Reports and Submit to Institutional Effectiveness Committee (Nov. 15-Dec. 15)</p>
December	<p>Information presented to BOT</p> <ul style="list-style-type: none"> <li>• Audit Report- Approval of Strategic Initiatives</li> <li>• Current Year Budget Status</li> <li>• Fiscal Year Comparisons i.e. Oct. 31 to Oct. 31 Revenue/Expense</li> <li>• Budget Approval- -Set housing and tuition rates</li> </ul>	<p>Conclude Collection of Assessment Data for Units/Divisions for Fall Semester (Standardized and Institutionally Constructed)</p> <p>Institutional Effectiveness Committee Reviews Selected Major Program Review Reports (Dec. 15-Jan. 30)</p>

## Planning, Budgeting and Assessment Schedule

December (continued)	-Expenditures based on pro forma -balanced budget	
January		<p>Institutional Effectiveness Committee Reviews Selected Major Program Review Reports (Dec. 15-Jan. 30)</p> <p>Jan.-Feb.- Faculty Evaluations by Chairs/Deans including Workload Analysis (teaching/ research/service, class size, majors, etc.)</p> <p>Submit Revisions to Unit/Division Plans and pro forma, initiatives and adjusted budget proposals for next academic year to Deans and Vice Presidents</p>
February	Budget Refinement	<p>Jan.-Feb.- Faculty Evaluations by Chairs/Deans to include Workload Analysis (teaching/research/service, class size, majors, etc.)</p> <p>Institutional Effectiveness Committee works with School Deans/Department Chairs/Program Directors on Selected Major Program Report Revisions and Submits Reports with Recommendations to Academic Council (Feb.-March)</p>
March	<p>Budget Refinement</p> <ul style="list-style-type: none"> <li>• GA positions, tuition remission requests, graduate study support requests, new faculty positions reviewed, balance % of revenue/ expenditure increase</li> <li>• Presentation, discussion, refinement (alignment with institutional priorities) by Budget Committee/Cabinet</li> </ul> <p>Faculty Contract Offers (reappointments)</p>	<p>Propose revisions to Institutional, Division and Unit mission statements to appropriate committees</p> <p>Institutional Effectiveness Committee works with School Deans/Department Chairs/Program Directors on Selected Major Program Report Revisions and Submits Reports with Recommendations to Academic Council (Feb.-March)</p> <p>Academic Council reviews Selected Major Program Reports and makes Decisions for Recommendations and Distribution of Findings (March, April, and May)</p>
April		April-May15 Collect and analyze Outcomes Assessment Information

## Planning, Budgeting and Assessment Schedule

April (continued)		<p>Conclude All Standardized and Institutionally Developed Assessments of Student Learning Outcomes</p> <p>Academic Council reviews Selected Major Program Reports and makes Decisions for Recommendations and Distribution of Findings (March, April, and May)</p>
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**Use of Prior Year (2008-09) Assessment Results for Improvement (O.A. Form 3)**  
**{Name of Program (major), Unit, Department, and/or Division}**

**Mission:** *Provide the mission statement for your Program (major), Unit, Department, and/or Division)*

**Linkage between Program, Unit, Department and/or Division Mission Statement and University Mission:** *Briefly explain connection through narrative.*

Recommendations Resulting From Assessment in 2008-09	Changes Implemented in 2009-10 Based on 2008-09 Evaluation	Outcomes of Changes Implemented in 2009-10 and Recommendations (if any) for Further Improvements in 2010-2011

**Use a separate sheet for operational and student learning goals.**

**2009-10 Outcomes Assessment Summary (O.A. Form 2)**  
**Operational Units**  
**{Program/Department- Division}**

**Mission:** *Program (major), Unit, Department or Division Mission.*

Related University Goal(s) #	Related Strategic Goal(s) #	2009-10 Program/Unit Goals (include number for each goal)	Objectives	Outcomes/Results of Assessment (Include Evaluation Methods) 2009-10	Recommendations for Improvements/Continued Assessment 2010-2011

**2009-10 Outcomes Assessment Summary (O.A. Form 2)**  
**Academic Programs/Departments**  
**{Program/Department- Academic Affairs}**

**Mission:** *Program (major), Unit, Department or Division Mission.*

Related University Goal(s) #	Related Strategic Goal(s) #	2009-10 Program/Unit Goals (include number for each goal)	Objectives (Including Expected Learning Outcomes/ Benchmarks)	Outcomes/Results of Assessment (Include Evaluation Methods) 2009-10	Recommendations for Improvements/Continued Assessment 2010-2011



# JONATHAN A. MARCANTEL

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## EMPLOYMENT

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July 2009–

LINCOLN MEMORIAL UNIVERSITY–DUNCAN SCHOOL OF LAW

Assistant Dean for Assessment & Assistant Professor of Law (January 2010– )

Assistant Professor of Law (July 2009–January 2010)

- Taught Torts (Fall 2009 & Spring 2010)
- Drafted Student Catalog (Fall 2009)
- Drafted Class Schedule (Fall 2009, Spring 2010)
- Chair, Director of Legal Skills Search Committee
- Served on the Self-Study Committee (Chair) (2009-2010), the SACS Reporting Committee (Chair) (2009-2010), the Recruitment Committee (2009-2010), the Admissions Committee (2009-2010), the Academic Standards Committee (2009-2010), and the Committee on Academic Integrity (2009-2010).
- Drafted SACS Documentation for Substantive Change Report (Fall 2009)
- Served as Interim Director of Lawyering Skills (Fall 2009 & Spring 2010)
  - Created Lawyering Skills Curriculum
  - Interviewed and hired adjuncts for Lawyering Skills Program
  - Trained Adjuncts for Lawyering Skills Program
  - Drafted Adjunct Handbook.
- Served as Faculty Advisor to the Student Bar Association (2009-2010)
- Drafted Student Clubs and Organizations Handbook (Fall 2009)
- Drafted Faculty Advisor Handbook (Fall 2009)
- Scheduled Fall 2009 exams and organized their administration

August 2005–May 2009

CHARLESTON SCHOOL OF LAW

Legal Writing Professor (February 2008 – May 2009)

Legal Writing Instructor (August 2006 – February 2008)

Adjunct Professor of Legal Writing (August 2005 – May 2006)

- Teach Legal Research, Analysis & Writing (August 2006 – May 2009)
- Taught Trial Advocacy (Fall 2006 & Spring 2007)
- Taught Substantive Criminal Law (Summer 2007)
- Taught Civil Procedure Update and Legal Writing for Bar Review Preparation Course (2006 – 2007)
- Coached Regent's Moot Court Team (Spring 2007)
- Co-coached Jessup International Moot Court Team (Spring 2007)
- Served on the Academic Standards Committee (2007 – 2009), the Bar Performance Committee (2007 – 2009), and the Faculty Wellness Committee (2007 – 2008)
- Co-coached Wagner Moot Court Team (Spring 2008)
- Faculty Sponsor*, Phi Delta Phi
- Co-coach CSOL Mock Trial Team (Spring 2009)

August 2005–May 2009

THE COLLEGE OF CHARLESTON

Adjunct Professor of Political Science

- Coach nationally award-winning Mock Trial Team
- Recipient*, Outstanding Adjunct Faculty Member Award (2007)
- Invitational Chair*, College of Charleston Invitational Tournament (2005, 2006, & 2007)

May 2004–August 2006

FINKEL & ALTMAN, LLC

Associate Attorney

- Conducted discovery and drafted briefs, motions, and memoranda to trial and appellate courts throughout the state involving insurance, commercial, and zoning litigation B attended hearings and argued same.
- Administered and managed the law clerk program for the Charleston Office.
- Served as statewide local counsel for both a major financial institution and an international software company.

August 2002–May 2004

SOUTH CAROLINA COURT OF APPEALS

Judicial Law Clerk to the Honorable Judge William L. Howard, Sr.

- Drafted opinions and orders for pending civil, criminal, and family court cases.
- Reviewed cases with staff attorneys and other chambers to determine the disposition of pending cases.
- Assisted in speech preparation.

September 2001–December 2001

SOUTH CAROLINA SUPREME COURT

Judicial Intern to the Honorable Chief Justice Jean Hofer Toal

- Drafted bench memoranda and several published criminal and civil opinions

## **EDUCATION**

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1999–2002

UNIVERSITY OF SOUTH CAROLINA SCHOOL OF LAW

*Columbia, S.C.*

Juris Doctor, May 2002

G.P.A. 3.545 / 4.000, *cum laude*

### **Honors and Activities:**

A.B.A. REAL PROP. PROB. & TR. J., *Research Editor*, 2001 – 2002, *Editorial Staff*, 2000 – 2001  
Order of the Wig and Robe  
Dean's List: Fall 2000, Spring 2001, Fall 2001, Spring 2002  
*Recipient*, CALI Award, *Sentencing Law and Policy Seminar*  
Student Bar Association, Legislative Council Member  
Palmetto Law Society, *Member*  
Phi Delta Phi, *Member*

1995–1999

THE COLLEGE OF CHARLESTON

*Charleston, S.C.*

Bachelor of Arts in Political Science, May 1999

Bachelor of Arts in U.S. History, May 1999

G.P.A. 3.72 / 4.00, *cum laude*

### **Honors and Activities:**

*Recipient*, Alexander C. Dick Scholarship  
*Recipient*, First Families of South Carolina Scholarship  
*Recipient*, South Carolina Life Scholarship  
*Delegate*, Model Organization of American States, Washington D.C.  
Phi Sigma Pi, National Honor Fraternity  
*Co-Chair*, *Public Relations Committee*, 1999-2000  
*Member*, 1998-1999  
*Recipient*, Outstanding Student Award, Political Science Department

## **LAW REVIEW PUBLICATIONS**

The Crumbled Difference Between Legal and Illegal Arbitration Awards: Hall Street Associates and the Waning Public Policy Exception, 14 *FORDHAM J. CORP. & FIN. L.* 597 (2009).

Piercing the Corporate Veil: A Uniform Approach (*Forthcoming* 2010).

## **CLE PUBLICATIONS**

Keep Off My Property! Federal and State Legislatures' Attempts to Behead the Kelo Hydra (with Gerald M. Finkel & Ryan T. LeBlanc) (2006).

Interfacing Between Former UCC Article 9 and Revised UCC Article 9 (with Robert E. Culver) (2005).

## **PRESENTATIONS**

Fundamentals of Legal Writing, Charleston Area Legal Assistants (2006).

Proposal to the South Carolina Bar House of Delegates on Alterations to the South Carolina Rules of Professional Conduct (May 2008).

Proposal to the South Carolina Bar House of Delegates on Alterations to the South Carolina Rules of Professional Conduct (January 2009).

## **ORGANIZATIONS AND ACTIVITIES**

*Delegate*, South Carolina Bar House of Delegates (Elected to Term, July 2008 – July 2010)

*Assistant Editor*, the Journal of the Legal Writing Institute

*Member*, South Carolina Bar Association, Bar Number 70322

- Professional Responsibility Committee, *Member* (2006 – 2009)

- *Chair*, Sub-Committee on Posting Disciplinary Actions on the South Carolina Bar Website

- *Chair*, Sub-Committee on Law Firm Dissolution and Lawyer-to-Lawyer Disputes

-drafted proposed rule of professional conduct. The Rule is currently pending before the South Carolina Supreme Court.

- *Chair*, Sub-Committee on Mandatory Self-Reporting of Criminal Charges

-drafted proposed rule of professional conduct. The Rule is currently pending before the South Carolina Bar House of Delegates.

- Ethics Advisory Committee, *Member* (2006 – 2009)

*Member*, Resolution of Fee Disputes Board for Ninth Judicial District (Appointed to Term, July 2007 – July 2010)

*Member*, Legal Writing Institute

Volunteer Certified Arbitrator, Ninth Circuit Solicitor's Office (November 2007 – September 2008)

*Member*, United States District Court, District of South Carolina, Bar Number 9327

*Brief Grader*, American Bar Association National Moot Court Competition (2007 & 2008)

*Scholarship Recipient*, Legal Writing Institute (2008)

Guest Instructor, Legal Writing for Paralegals, National Advocacy Center (2008)

## **Assistant Dean for Assessment**

**Reports to: Dean of the Law School**

**Department: Law School**

**Classification: Administrative/Faculty**

**Division: Academic Affairs**

**Date: January 4, 2010**

***Job Summary:*** The Assistant Dean for Assessment will develop, implement, and lead the Law School's academic assessment program and assist all academic programs and academic student support services in the development, implementation, monitoring and evaluation of their planning and outcomes assessment processes. The Assistant Dean for Assessment will be involved in all law school accreditation processes and will work closely with faculty and staff to meet the reporting and assessment requirements of external regulatory agencies. The Assistant Dean of Assessment will also schedule all mid-term and final examinations for the law school, facilitate examination needs and ensure that accommodated students have their needs appropriately met within federal, state and University guidelines.

***Duties and Responsibilities:*** \*promote the mission of Lincoln Memorial University and the School of Law to all faculty, staff, students and to the community at large; \*promote effective working relationships among faculty, staff, and students; \*participate on Law School committees; \* assist in the identification, collection, and analysis of the Law School's assessment data; \*in collaboration with the Administration and Faculty, develop, select, plan, and implement law school-specific assessment mechanisms, including technology-based evaluation mechanisms, that measure both direct and indirect indicators of student learning; \*develop – in collaboration with the Dean, Associate and Assistant Deans and relevant committee chairs, Law School specific assessment plans that measure both direct and indirect indicators of student learning; \*aggregate and analyze results of program-based assessment to drive continuous improvement efforts; \*facilitate action plans as a follow-up to law school program reviews; \* provide analysis to support assessment and research functions; \*assist in required state and federal reporting; \*assist all academic and student support services (administrative offices) in the identification, collection, and analysis of evaluation data; \*participate in the assessment activities for the University as requested for SACS accreditation; \*complete Law School accreditation and other reports for the Southern Association of Colleges and Schools (SACS), the Tennessee Board of Law Examiners (TBLE), the American Bar Association (ABA) and the Association of American Law Schools (AALS) and other organizations as necessary for accreditation and advancement of the law school and its programs; \*promote understanding of the Law School requirements and policies for faculty, staff, and students; \*maintain records, reports, and other documents that support the criteria for accreditation for SACS, the TBLE, and the ABA and other organizations as may be necessary; \*promote effective fiscal management; \*if needed, assist the Associate Dean for Academics with course/room scheduling; \*facilitate examination peer reviews for junior faculty; \*retain copies of all examinations (both mid-term and final) for all administered exams for a period of no less than 5 years (digital copies are permitted); \*review and address requests for exam rescheduling; \*maintain strict confidentiality regarding Law School and University matters; and \*perform other duties as assigned.

***Knowledge, Skills, and Abilities:*** \*Knowledgeable about the best practices for all aspects of assessment in law schools with particular emphasis on teaching, learning, and academic program effectiveness; \*an understanding and appreciation of the methods and objectives of higher education with a particular emphasis on law schools; \*Ability to communicate and work well with faculty, staff, students, and the community at large; \*good overall verbal, non-verbal, and written communication skills; \*excellent organizational skills; \*high-level of computer skills including but not limited to proficiency in Microsoft Office® including Word, Excel, Outlook and PowerPoint as well as Turning Point and a other technology tools which will assist in effectively carrying out the duties as assigned; \*demonstrated ability to complete multiple assignments, meet deadlines; \*effective interpersonal and speaking skills that facilitate his or her interactions with a diverse constituency of administrators, faculty, staff, students, accreditation agencies, and the public; \* the ability to administer, organize and maintain a positive working environment; \*must have a willingness to work with others; \*ability to self-motivate and \*work independently when required; and \*ability to maintain confidentiality.

***Qualifications: Required:*** \*earned J.D. degree from an institution accredited by the American Bar Association; \*basic knowledge of skills essential for law school assessment and research; \*basic understanding of academic planning and assessment methods; \*basic knowledge of administrative program planning and review; \*skills in qualitative and quantitative data collection, analysis and reporting; and \*ability to communicate (written and verbal) effectively to a variety of constituents.

***Preferred:*** \*ability to use office technology (especially work processing, statistical software, and excel programs).

- 2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. **(Chief Executive Officer)**

**Compliance**

The Off-Site Committee found that in accordance with University Bylaws and the President's Position Profile, the institution has a President who serves as the university's full-time chief executive officer and is not a member of the Board of Trustees.

- 2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. **(Institutional Mission)**

**Compliance**

The Off-Site Committee found that LMU has a clearly defined mission statement that articulates its role in higher education. The mission addresses the University's commitment to teaching and learning, research, and community service. LMU recently revised its mission statement to include an increased emphasis on research, which coincides with its transition to a Level V institution. In addition, LMU's emphasis on community service is expressed by its commitment "...to advance life in the Cumberland Gap area and throughout the region..." The mission is published through a wide variety of channels including the University Catalog, Student and Faculty Handbooks and LMU's website.

- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

**Compliance**

The Off-Site Committee confirms that LMU has an ongoing, systematic approach to planning and evaluation that is both research-based and institution-wide. Each year LMU conducts an evaluation of its strategic plan and revises the plan to address emerging challenges. Representatives from across the University's academic and administrative areas are directly involved in the process. LMU has a series of institutional goals which reflect the long term priorities of the institution and strategic goals which encompass more immediate challenges. The use of planning and evaluation to shape improvements is documented through the annual status report on the strategic plan, which has been compiled for at least the last five years. Specific improvements are also documented through the *Use of Prior Year Assessment Results for Improvement Form* submitted by programs and departments as part of their annual assessment report.

- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Comment:

The institutional documents describe a comprehensive assessment program designed to align program goals with the institution's mission. There is a very strong emphasis on, and expectation for, effective strategic planning across the University. Multi year strategic plans have been developed and are reviewed and updated each year at an annual strategic planning retreat. The follow-up reports, included in **Appendix 17**, describe many new initiatives and program enhancements to further the institution's goals for improvement and purpose.

All academic units of the University conduct program reviews as part of their planning and assessment activities. Templates for these reviews are included in **Appendix 18** and outline a thorough study of academic quality and effectiveness. The Committee was able to examine actual samples of completed program reviews and program outcome assessments on site.

The institution has identified a number of appropriate benchmarks and performance indicators to assess their effectiveness compared to peer institutions. These include the NSSE, CIRP, and IPEDS survey instruments as well as local standards for test scores (ACT, SAT) and institutional surveys to gauge student satisfaction.

A number of academic programs have recently undergone successful accreditation review by subject specific review boards and agencies, some with commendations for excellence, which indicate academic excellence and effectiveness. Among these accreditation reviews are the Committee on Osteopathic College Accreditation (COCA), which recommended provisional accreditation of the DCOM (COCA does not confer full accreditation until a program has been in operation for four years).

The DeBusk College of Medicine has described a solid assessment program, and assessment of first year courses, student performance and technology is clearly in place. The Committee found documentation on the actual evaluation and use of results – committee minutes, reports, national and local survey results, etc. The Committee believes that the DCOM has an effective planning and assessment program that meets the core requirement.

- 2.6 The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

Comment:

administrative and educational support services, assesses whether it achieves these outcomes, and provides evidence of improvement based on analysis of those results. **(Institutional effectiveness)**

Comment:

LMU identifies expected outcomes for all of its educational programs and administrative and educational support services. Each educational program completes annual outcome assessments to measure the program's effectiveness in achieving expected outcomes such as student learning, and each program completes a comprehensive program review in accordance with the LMU Guidelines and Schedule for Program Review (**Appendix 18**).

LMU-DCOM will follow the same institutional effectiveness processes adhered to by other LMU programs. The Department of Assessment will direct, manage and facilitate assessment initiatives including distribution of outcome reports.

Table 3.3.1-1 outlines the overall assessment plan including medical student outcomes, educational activities and evaluation methods that will be used to evaluate seven core competencies. Assessment techniques include written and practical course examinations, objective structured clinical exams, written and clinical competency cumulative examinations, clerkship rotation evaluations, COMLEX 1 and 2 (CE and PE), and student surveys, clinical rotation self-assessments and rotation profiles.

Narrative Table 3.3.1-2 outlines lists of formative assessment techniques for courses, clinical rotations, group exams, student support services, student orientation, educational technology, and the overall program. To determine if LMU-DCOM is increasing the number of primary-care physicians working in Appalachia, post-graduation careers (specialty and location of practice) will be tracked.

The LMU five year (2007-2012) Strategic Plan was found in **Appendix 17**; a copy of the five year Strategic Plan (2005-2010) was provided during the site visit. The latter is supposedly reviewed annually by the Dean's Council. Annual strategic planning retreats will commence in June 2008 at which the Dean's Council and representative faculty will review and revise the plan as needed, based on outcomes from the previous year. LMU planning, budgeting and assessment processes (**see schedule in Appendix 20**) will be integrated for the D.O. program and support services for medical students.

There is a pattern of ongoing and extensive assessment of other programs at LMU. During interviews it was revealed that assessment of first year courses, student performance and educational technology has begun. First year medical students confirmed that their feedback during academic and student support services focus groups resulted in positive responses from the faculty and administration. LMU-DCOM has identified appropriate outcomes and is well prepared to assess whether or not these outcomes are achieved. The institution has a history of using assessments to improve the quality of programs.

The committee agrees that to date, LMU-DCOM has met this standard.

January 2007



- \*4.7 The institution is in compliance with its program responsibilities under Title IV of the 1998 Higher Education Amendments. (Title IV program responsibilities)

**Non-Compliance**

The updated program participation agreement is not available.

**The Off-Site Committee did not have the Program Participation Agreement available to it. The On-Site Committee interviewed the Vice President of Finance and Operations and also reviewed the Program Participation Agreement included in the Focus Report.**

- E. **Additional Observations regarding strengths and weaknesses of the institution. (optional).**

The Off-Site Committee found that the planning assessment process is excellent and is used throughout the institution. The process drives decision making. The Compliance Certification Report was exemplary.

The On-Site Committee was pleased with the way the Quality Enhancement Plan topic had been chosen and the extent to which the entire University community has embraced it. The facilities on the main campus and the three off-site locations visited by Committee members were exemplary.

PRELIMINARY

# LINCOLN MEMORIAL UNIVERSITY

## CATALOG 2009 - 2010

Harrogate, Tennessee  
Vol. LXXXII August 2009  
[www.lmunet.edu](http://www.lmunet.edu)

This edition of the *Catalog*, edited by Dr. Sherilyn R. Emberton, Provost and Vice President for Academic Affairs, supersedes all others.

For more detailed information on the University's graduate degree programs (in business, education, law, medicine, nursing, or physician assistant), or on the University's undergraduate degree completion program in Management and Leadership Studies, refer to the applicable catalog.

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

In support of the mission statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty; and to nondiscrimination in the recruitment, admission, and retention of students, and the recruitment, hiring, promotion, and retention of faculty and staff.

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

### ACCREDITATION

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

Individual program accreditation has been granted by:

- Accreditation Review Commission on Education for the Physician Assistant, Inc. (provisional)
- American Osteopathic Association - Commission on Osteopathic College Accreditation (provisional)
- American Veterinary Medical Association
- Commission on Accreditation of Athletic Training Education
- Council on Accreditation of Nurse Anesthesia Educational Programs
- Council on Social Work Education
- National Accrediting Agency for Clinical Laboratory Sciences
- National League for Nursing Accrediting Commission

Individual program approval has been granted by:

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

# MEMBERSHIPS

Abraham Lincoln Association  
American Association for Higher Education  
American Association of Museums  
American Association for State and Local History  
The American Council on Education  
American Library Association  
American Universities in Russia, Ukraine  
Appalachian College Association  
Appalachian College Association Learning Asset Management Project  
Appalachian Consortium  
Appalachian Osteopathic Postgraduate Training Institute Consortium  
Association to Advance Collegiate Schools of Business  
Association of Collegiate Business Schools and Programs  
Association of College and Research Libraries  
Association of College and University Museums and Galleries  
Association of Governing Boards of Universities and Colleges  
Association of Independent Liberal Arts Colleges for Teacher Education  
Association for Supervision and Curriculum Development

Civil War Courier  
College and University Professional Association for Human Resources (National)  
College and University Professional Association for Human Resources (Tennessee)  
The College Board  
Consortium for the Advancement of Private Higher Education  
Council for Adult and Experiential Learning  
The Council for the Advancement and Support of Education  
Council for Higher Education Accreditation  
Council of Graduate Schools  
Council of Independent Colleges  
Council on Undergraduate Research

East Tennessee College Alliance  
East Tennessee Historical Society

The Foundation for Independent Higher Education

International Alliance for Higher Education  
International University and Business Consortium

Kentucky Civil War Roundtable  
Kentucky Association of Museums  
Kingsport Higher Education Consortium  
Knoxville Area Health Science Library Consortium

The Lincoln Group

Medical Library Association  
Museum Store Association

National Association of College and University Business Officers

National Association of Independent Colleges and Universities  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association  
National Council of Educational Opportunity Associations  
National League for Nursing Council of Associate Degree Programs  
National League for Nursing Council of Baccalaureate Degree Programs

Oak Ridge Associated Universities

Private College Consortium for International Studies

Rural Health Association of Tennessee

Society for Human Resource Management  
South Atlantic Conference  
Southeastern Library Network  
Southern Association of Collegiate Registrars and Admissions Officers  
Southeastern Museums Conference

TENN-SHARE

Tennessee Association of Colleges for Teacher Education  
Tennessee Association of Collegiate Registrars and Admissions Officers  
Tennessee Association of Museums  
The Tennessee College Association  
Tennessee Conference of Graduate Schools  
Tennessee Hospital Association  
Tennessee Independent Colleges and Universities Association  
Tennessee Osteopathic Medical Association

Virginia Association of Museums

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## MESSAGE FROM THE PRESIDENT

In 1863, in a meeting with General Oliver Otis Howard, President Abraham Lincoln suggested to General Howard that something should be done for the people of East Tennessee because they had remained loyal to the Union. More than thirty years later, General Howard was able to fulfill the President's wishes when Lincoln Memorial University (LMU) was founded as a living legacy to President Lincoln. Since its establishment in 1897, LMU has had a profound impact on the lives of thousands of men and women who have come to the University to obtain a quality education and prepare themselves for successful careers and service to humanity.

We are delighted that you have chosen Lincoln Memorial University and are confident that you will find our faculty, staff, and administration dedicated to assisting you in meeting your goals. LMU alumni have distinguished themselves in a variety of fields and are located all over the world. We are very proud of them and anticipate no less for you. Whether you attend LMU's main campus or one of our extended learning sites, you can be assured that you will receive a quality education that will enable you to pursue your dreams and have a successful career and life.

I challenge you to do your very best and accept no less of yourself as you pursue your chosen field of study. Lincoln Memorial University will support you in your efforts by providing a talented and dedicated faculty, staff, and administration, a strong and varied curriculum, a diverse campus community, a well-rounded student life, a beautiful campus, and excellent facilities. This year, as we celebrate the bicentennial of President Lincoln's birth, LMU will continue to carry on the legacy of the principles and values that he represented throughout his lifetime. We are pleased that you are joining the LMU community and the mission to continue that legacy far into the future.

Sincerely,

C. Warren Neel, Ph.D.  
Interim President

# 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
Warren C. Neel.....	2009– Present

LINCOLN MEMORIAL UNIVERSITY

Academic Calendar 2009-2010

Official University Holidays (Offices closed/no classes):

2009: September 7; November 26-27; December 23-25 and 28-31,

2010: January 1; April 2; May 31 and July 5.

Faculty/Staff Conference: August 13-14, 2009

Fall Semester 2009

Table listing Fall Semester 2009 events: Freshman Adventure (Aug 14), Matriculation Ceremony (Aug 14), Residence halls open (Aug 14), Registration/New Student Continuing Orientation (Aug 17), Classes begin (Aug 18), Last day to complete registration (Aug 26), Labor Day (Sep 7), Convocation (Sep 15), DCOM White Coat Ceremony (Sep 26), Last day to drop course without "WD" (Oct 7), Homecoming (Oct 8-10), Mid-term (Oct 12-16), Fall Break (Oct 19-20), Last day to drop course without "F" (Oct 23), Early registration begins (Oct 26), Thanksgiving holiday (Nov 26-27), Classes end (Dec 4), Final exams (Dec 7-11), Commencement (Dec 12), Residence halls close (Dec 12).

Spring Semester 2010

Table listing Spring Semester 2010 events: Residence halls open (Jan 3), Registration and New Student Orientation (Jan 4), Classes begin (Jan 5), Last day to complete registration (Jan 13), Martin Luther King Day (Jan 18), Convocation (Feb 2), Lincoln Day/Founders Day (Feb 12), Last day to drop course without "WD" (Feb 19), Mid-term (Feb 22-26), Last day to drop course without "F" (Mar 10), Residence halls close (Mar 12), Spring break (Mar 15-19), Residence halls open (Mar 21), Early registration begins (Mar 29), Good Friday (Apr 2), Classes end (Apr 23), Final exams (Apr 26-30), Commencement (May 1), Residence halls close (May 1).

Mini-Term 2010 ..... May 3-21

Summer Terms 2010

Table listing Summer Terms 2010: Term A—10-week session (no classes May 31 or July 5). May 24 – July 30; Term B—First 5-week session (no classes May 31) ..... May 24 - June 25; Term C—Second 5-week session (no classes July 5) ..... June 28 – July 30

# INTRODUCTION

## Mission Statement

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees May 5, 2006*

## Institutional Goals

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

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

## The Heritage

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

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



Reverend A. A. 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 youngsters. On a visit to the area to give a series of lectures at the Harrow School, General O. O. Howard remembered his commitment to fulfill Lincoln's request and he joined Reverend Myers, M. F. Overton, C. F. Eager, A. B. Kesterson, and M. Arthur in establishing Lincoln Memorial University. That group, along with Robert F. Patterson, a Confederate veteran, became a board of directors and purchased The Four Seasons property. In commemoration of Lincoln's birthday, the institution was chartered by the State of Tennessee on February 12, 1897, as Lincoln Memorial University.

Since that time, Lincoln Memorial University has sought to provide educational opportunities, development of community leadership, and the expansion of economic and social forces within its region. More than 700 alumni have entered medical or legal practice in Appalachian communities. More than 3,500 have become professional educators, serving in positions ranging from elementary school teachers to university presidencies. Twenty-five graduates, including Jesse Stuart and James Still, have published widely recognized books, dramas, and musical compositions. The various works of Stuart and Still have been translated into many languages.

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

### Harrogate Campus

At the same time we cherish the heritage and maintain the rich traditions that have brought us to where we are today, we take pride in Lincoln Memorial University as it grows dynamically and changes to meet the needs of today's students. We invite students to bring their varied talents, experiences, and aspirations to the University. From such diversity comes the strength of common vision to succeed that marks the LMU student.

The 1,000 acre LMU campus—its grounds, its buildings, its equipment, its human resources—is one of the most strikingly beautiful and functional in the country. Located in a rural setting just 55 miles north of Knoxville, Tennessee, the campus is a visual treat. Stately trees, shrubs and open spaces, along with farmland and rolling hills that become the Cumberland Mountains, create on campus a natural recreational area for enjoying nature. Biking, cross-country trails, hiking, mountain climbing, and camping in the surrounding environs are activities available for all to enjoy. A portion of the Harrogate campus is part of the Daniel Boone Greenway Walking/Biking Trail.

Duke Hall of Citizenship, along with its spacious auditorium, houses several administrative offices, including Academic Affairs, Finance, Information Systems, and Human Resources. Farr-Chinnock Hall houses the mathematics and natural sciences disciplines of the Paul V. Hamilton School of Arts and Sciences. Kresge Hall houses the offices of University Advancement. Avery Hall houses English, social sciences, humanities and fine arts. The transformation of this historic

building makes it a showpiece of beauty, comfort, and functional design; we proudly boast that its major renovation in 1984 retained the building's facade of bricks handmade by LMU students when it was first erected in the early 1900's. In addition to the offices of the dean and the faculty of the Departments of English, Humanities and Fine Arts, and Social Sciences of the Paul V. Hamilton School of Arts and Sciences, it houses classrooms equipped to meet the multi-purposes of our University. Avery Hall also includes a computer lab on the first floor.

The Business/Education building was erected in 2007 to house the Carter and Moyers School of Education and the School of Business. This building houses faculty offices and state-of-the-art classroom facilities.

The student center is the hub for activities as varied as eating meals, playing games, and watching movies. This complex, which houses the game room, a non-alcoholic sports bar (lounge, games, and food), and the dining room, is also home for the university bookstore, maintained for the benefit and convenience of students. Books may be ordered by phone (ext. 6306) or online at [www.lmubooks.com](http://www.lmubooks.com). The student center is home to the Tagge Center for Academic Excellence, Support Services Program, Student Services, and the office of the Registrar. The Office of Admissions and the Office of the President are located just inside the main entrance to the facility.

The state-of-the-art DeBusk College of Osteopathic Medicine (DCOM) building is a four-story, 105,000 square-foot facility equipped with lecture halls, faculty and administrative offices, laboratories, research space, examination rooms and classroom space. The facility houses both the DeBusk College of Osteopathic Medicine and the Caylor School of Nursing. The LMU-DCOM facility rivals medical education facilities found at much larger universities throughout the nation.

The Schenck Center for the Health Sciences houses offices for the School of Allied Health Sciences Administration, Medical Technology Faculty, and the Social Work Faculty. It also houses The Ernest W. Fields Computer Laboratory, laboratories, classrooms, and a student lounge.

The Phillips Center for Veterinary Technology provides classrooms, offices, laboratories, and surgical units to support the veterinary technology program. The facility is approved by the United States Department of Agriculture and the American Veterinary Medical Association.

The Sigmon Communications Center is the home for WRWB 740 AM and WLMU 91.3 FM radio and LMU-TV stations. The facility provides laboratory and classroom space to support the Broadcast Communications.

The Harold M. Finley Learning Resources Center is located on the quadrangle facing Duke Hall by philanthropist Andrew Carnegie, the original two-story structure of pressed brick and Indiana limestone was completed in 1906. From that date until 1974, the Carnegie Library served the campus as the main library facility. On May 5, 1974, the Bert Vincent Memorial wing, a 6,500 square-foot addition, was officially dedicated. Honoring the well-known Knoxville newspaper columnist who had a lasting interest in Lincoln Memorial University, the addition was built with gifts from thousands of persons throughout the United States. Another 9,850 square-foot addition and major renovation of the original Carnegie facility was completed in 1987, made possible through matching grants from the Mabel Pew Myrin Trust and The Kresge Foundation.

On December 11, 1988, the entire complex was named in honor of Dr. Finley, Chairman of the Board of Trustees and longtime benefactor of Lincoln Memorial University.

The Carnegie-Vincent Library houses a computer lab equipped with high speed Internet, including wireless access. The collections total more than 280,000 items, including traditional and electronic books, electronic journals, bound periodicals, software, microfilm, and audiovisual materials. The Piper family gift (from the estate of Ms. Ethel Piper) allows the library's holdings to be searched via the integrated library catalog system.

During the academic year, the library is open from 8 a.m. to 11 p.m. Monday through Thursday; 8 a.m. to 4:30 p.m. on Friday; 10 a.m. to 5 p.m. on Saturdays and 2 p.m. to 11 p.m. on Sundays; hours are extended to midnight prior to finals. The Lon and Elizabeth Parr Reed Medical and Allied Health Library opened on the second floor of the Carnegie-Vincent Library in the fall of 2006; the health sciences collections are housed within the medical library. Also, a music library, named in honor of Dr. Mabel D. Smith, former LMU music professor, is located on the first floor of the library; the music library was made possible by a generous donation from one of Professor Smith's former students, Paul R. Keen.

Supplementing the other library resources with outstanding, nationally recognized Lincoln and Civil War collections is the University's Abraham Lincoln Library and Museum. The Museum is a center for historical research and provides a number of educational programs available to students and the general public. The Museum holds and exhibits one of the nation's largest and most diverse collections of Lincoln and Civil War artifacts. Scholars from every region of the globe have visited the library and museum to study the life and thoughts of the nation's sixteenth president. The University publishes quarterly a scholarly-reviewed and internationally distributed journal entitled, *The Lincoln Herald*.

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. Current research is carried out at the Powell River Aquatic Research Station which opened in the spring of 2003. It is located on the Powell River at Hopewell Road and Brooks Bridge in Tazewell, Tennessee.

The J. Frank White Academy was founded in 1989 as a co-educational high school whose mission is to provide a college preparatory curriculum for students in grades 5-12. J. Frank White was a local attorney who died in 1927 and left a provision in his will for a private high school to be opened in the area. The trustees of the estate approached Lincoln Memorial University in 1987 to explore the feasibility of designing a program that would utilize the University's facilities and afford students enrolled in the Academy to take college classes for dual credit. The J. Frank White Academy held its first commencement exercises in 1991; JFWA alumni now live all over the country and work in a wide variety of professional fields.

There are seven residence facilities on campus that provide excellent housing for most main campus students: Liles Hall, built in 1966 houses mostly females and freshman; West Hall, built in 1967, is all male and mostly freshmen; Grant-Lee Hall was originally built in 1892 and houses many upperclassmen. Dishner, Mitchell, and Pope Halls, completed in 2004, provide apartment style living for 108 students in technology-smart

suites. Each suite includes three bedrooms—each with a private bath and walk-in closet, fully equipped kitchen, and commons area with washer and dryer. Lafrentz-Poole Hall, built in 1928, was completely renovated in 2007 and now contains 84 single rooms, each with a private bath. There are Shelton and Langley Halls each to houses 36 students in three room suites similar to those found in Pope, Mitchell and Dishner Halls. The University is extremely proud to have maintained the architectural beauty of this historic building.

The 5,009 seat Tex Turner Arena, dedicated in May 1991, is a state-of-the-art facility for intercollegiate basketball and for major concerts and special events. The Mary E. Mars Gymnasium with its indoor swimming pool, classrooms, and basketball court is truly a multi-purpose facility. Complementing the many outdoor athletic facilities—Lamar Hennon Field (baseball), Gibbs Field (soccer), Neely Softball Field, tennis courts, and physical fitness trails—the arena and the gym are home for our strong and consistent tradition of winning in athletic competitions. LMU holds membership in the South Atlantic Conference (National Collegiate Athletic Association, Division II). LMU has intercollegiate athletic programs in men's and women's basketball, cross country, tennis and soccer; women's softball and volleyball; and men's baseball and golf. Students interested in intramural sports will find competition keen in men's and women's tennis, touch football, volleyball, softball, basketball, and other sports activities.

#### **Learning and Living Opportunities**

At LMU, learning occurs in the classrooms, the library, and on the job through internships with local businesses and other institutions. Learning occurs on field trips, in seminars held in local schools and in the residence halls and on the athletic fields.

More than 3,500 students are enrolled at LMU, with approximately one-half being undergraduates. The international student population represents 19 countries. Students at LMU are involved in every facet of the life of the institution and serve on various committees. Students participate in self-governance within appropriately defined policies.

A broad range of social events, academic convocations, chapel services, fine arts, and intramural and intercollegiate athletics fills the extracurricular experiences of the students. At LMU, students are treated as adults and are expected to display responsible conduct, and respect for the rights of others and the well-being of the institution.

At Lincoln Memorial University, the faculty is dedicated to helping students succeed. Every effort is made to assist the individual student to accelerate a program of study or to master the developmental skills necessary for success. There are honors courses for those who are prepared for such challenges; there are developmental courses for students who are motivated to learn despite gaps in preparation for college study. Each student is assigned an academic advisor, according to his/her major area of study, who assists the student in program planning. More than 70 percent of the faculty hold the terminal degree in their teaching field. Each faculty member is an expert in his or her teaching discipline and is dedicated to helping students.

On-campus residency options are numerous and varied to meet the particular needs of students, both singles and those with families. From individual rooms to shared rooms and small apartments, our residential facilities offer the resident student opportunities for learning through living on campus.

The opportunity for meeting new people takes on a decidedly international flair by virtue of LMU's long-standing friendship with the Kanto International High School. Each fall and spring a new group of Japanese students comes to our campus to study English, to develop college skills, and to share with us their remarkable culture. In addition to our Japanese students, Lincoln Memorial University draws more than 75 other international students each year from many countries. Also, the University is a member of the Private College Consortium for International Studies (PCCIS) which provides opportunities for study abroad.

### Extended Learning Sites

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

LMU's Nursing Program is offered at

- Blount Memorial  
Alcoa City Center  
235 East Watt Street  
Alcoa, TN 37701
- Corbin, KY - Baptist Regional Medical Center  
1 Trillium Way  
Corbin, KY 40701
- Knoxville - St. Mary's Medical Center  
900 E. Oak Hill Avenue  
Knoxville, TN 37917

Selected programs or courses are offered at

- Cumberland, KY - Southeast Kentucky Community and Technical College  
700 College Road  
Cumberland, KY 40823
- Kingsport, TN - Higher Education Center  
300 West Market St.  
Kingsport, TN 37660-4222
- Middlesboro, KY - Southeast Kentucky Community and Technical College  
1300 Chichester Ave.  
Middlesboro, KY 40965
- Morristown - Walters State Community College  
500 South Davy Crockett Parkway  
Morristown, TN 37813-6899
- Sevierville - Walters State Community College  
1720 Old Newport Hwy.  
Sevierville, TN 37876
- West Knoxville  
140 Hayfield Road  
Knoxville, TN 37922

Graduate programs or courses are offered in Tennessee at Cleveland, Ducktown, Maryville, Morristown, Sevierville and West Knoxville location; refer to the applicable graduate catalog for specific locations.

For more information about LMU's extended sites, contact the Assistant Vice President for Academic Affairs at (423) 869-7000. On the Internet you can access directions at <http://www.lmunet.edu/academics/campussites.html>.

### Other Opportunities and Services

Lincoln Memorial University affords many opportunities

for student involvement in campus life, including social fraternities and sororities, honorary societies, religious organizations, academic groups, and other organizations supported through the Student Organization Council. Convocation series, athletic events, commencement exercises, Student Services activities, Student Government Association (SGA), intramural sports, and the yearbook publication are examples of events sponsored by the University. A more complete listing of student privileges is provided in the *Student Handbook*.

### Organizations

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

#### Academic Organizations

- Athletic Trainers Student Association
- Criminal Justice Society
- Pre-Med Student Association
- Pre-Veterinary Medicine Club
- Psychology Club
- SHARE Club
- Student Nurses Association
- Student National Education Association
- Student Support Services
- Student Tennessee Education Association
- Student Wildlife Society
- Veterinary Technology Club

#### Greek Organizations

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

#### Honor Societies

- Alpha Chi (Academic Honor Society for juniors and seniors)
- Alpha Gamma Sigma Chapter of Sigma Tau Delta (English Honor Society)
- 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

- African American Student Organization (AASO)
- All Beliefs in Action
- Archery Club
- Baptist Collegiate Ministries
- Campus Activities Board
- Cheerleading
- Concert Choir
- "Emancipator" Literary Magazine
- Fellowship of Christian Athletes
- Focus on Food
- Historical Society
- House of Seven Tables
- International Student Union (ISU)

Lincoln Ambassadors  
Outdoor Adventure Club  
Pep Band  
Photography Club  
RAILSPLITTER Yearbook Staff  
Recycling Club  
Student Alumni Association  
Students in Free Enterprise  
Student Government Association

#### **The Tagge Center for Academic Excellence**

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

#### **Student Support Services Program**

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

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

#### **WebAdvisor**

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account and Financial Aid. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the student to gain access to WebAdvisor. To access WebAdvisor on the Internet from LMU's web site, go to <https://webadvisor.lmunet.edu>.

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

#### **Career Planning**

The Office of Career Planning (located on the third floor of the student center) assists students with several aspects of career planning, ranging from selection of an appropriate major for career aspiration to techniques and methods of securing desired positions. Interest surveys are available to students needing assistance in selecting a college major or choosing a career path. Services include career planning procedures, career field information, job listings, student credential files, and various workshops. Topics such as resume preparation, cover letter writing, interviewing skills, campus interviews with potential employers, and other career related services are addressed as needed. A course (two credit hours) is available, focusing on career planning issues. LMU offers access to MonsterTRAK.com, a computer bank listing of qualified candidates for specialized positions, free of charge to all interested students. Potential employers use this data bank to locate graduates and students concerning over 500,000 available job opportunities throughout the United States. A wide selection of materials related to graduate and professional schools is maintained and made available to students seeking assistance through this office. The Career Planning web site includes "What can I do with this major" program to assist students.

#### **Oak Ridge Associated Universities**

Since 1993, students and faculty of Lincoln Memorial University have benefited from membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 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 that 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 numbers of underrepresented minority students pursuing degrees in science- and engineering-related disciplines.

A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the *ORISE Catalog of Education and Training Programs*, which is available at <http://www.orau.gov/orise/educ.htm>; or contact the ORAU Corporate Secretary, Monnie E. Champion, at (865) 576-3306; or visit ORAU online at <http://www.orau.org>.

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, faculty research and support programs as well as services to chief research officers.

### The Community and Climate

Lincoln Memorial University is located in Harrogate, Tennessee, in the heart of Appalachia and on the borders of Kentucky and Virginia. It is adjacent to Cumberland Gap National Historical Park. The nearest town is Middlesboro, Kentucky, offering a shopping mall, cinema, laundromats, dry cleaners, several restaurants, and other businesses college students may need to frequent. Harrogate offers several banks, churches, restaurants, a variety store, pharmacies, grocery stores, and physicians' and dentists' offices, all within walking distance of the campus. Hillcrest Lanes features a 20-lane bowling alley as well as concessions and is located in Harrogate 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 eighty degree temperatures July through August. Both fall and spring are pleasant seasons with temperatures ranging from the fifties to the seventies.

### In Conclusion ....

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

Social life at LMU is rich in activities and possibilities. Academic life at LMU is challenging and rewarding. The University views each student as an individual with a unique identity, one with abilities and goals that may be subtly or substantially different from those of others. The campus atmosphere is small and intimate but our diverse facilities, educational programs and sites, and strong teaching faculty, combine to provide many opportunities for Lincoln Memorial University students.

## ADMISSION, EXPENSES, AND FINANCIAL AID

Applicants may be admitted to Lincoln Memorial University according to the following detailed classifications, policies, and procedures. In addition to submitting a completed application form and a \$25 non-refundable application fee, the applicant must have the appropriate source/agency mail the required documents (official academic transcripts, examination scores, etc.) directly to:

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

### Entering Freshman Student

To be admitted to Lincoln Memorial University as a degree-seeking freshman student, the applicant must either be a graduate of a regionally accredited or state approved high school or hold the High School Equivalency Diploma, having completed the General Education Development (GED) examination with a score average of 45 or higher and no component score below 35. If the applicant is a high school graduate (rather than holder of the High School Equivalency Diploma) her/his high school transcript must indicate completion of 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 submitted high school transcript 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 Lincoln Memorial University.

The applicant also must submit his/her official score from the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT). Lincoln Memorial University periodically administers the SAT and the ACT; contact the Office of Admissions and Recruitment for specific dates, times, and locations.

**Note: Various outside agencies and organizations of certain academic programs requiring internships, clinicals, or placement within that curriculum may require criminal background checks; refer to the "Criminal Background Check Policy" in this catalog.**

### Freshman Student Admission Status

**REGULAR ADMISSION** - The applicant qualifies for Regular Admission status if he/she meets the admission criteria and one of the following:

1. High school graduate with grade point average (GPA) of 3.2 or higher on a 4.0 scale
2. Minimum composite ACT score of 18 or SAT score of 850

**PROVISIONAL ADMISSION** - The applicant not meeting the above GPA or test score criteria may receive Provisional Admission status if her/his GPA is 3.00 or higher or the ACT

composite score is at least 17 or the SAT composite score is at least 280. **Provisional Admission status may be converted to Regular Admission status upon completion of 24 hours of course work at LMU with a GPA of 2.0 or higher.** The freshman student with Provisional Admission status is allowed to register for no more than 12 credit hours per semester of enrollment and is subject to the guidelines regarding academic probation and suspension applicable to all Lincoln Memorial University students. See "Standards of Academic Progress." Further, applicants granted provisional admission are required to take developmental English (ENGL 099), developmental mathematics (MATH 099), and Strategies for College Success (UACT 100).

**EARLY ENROLLMENT ADMISSION** - The high school student with a superior academic record or having been identified as academically talented/gifted may be granted Early Enrollment Admission as a Lincoln Memorial University freshman student. The application for Early Enrollment Admission is reviewed with special care and must have the endorsement of the student's parents and high school officials.

1. Distinguished, high academic achievement in the ninth, tenth, and eleventh grades may qualify the applicant for Early Enrollment Admission following the junior year of high school. The applicant must have a high school GPA of 3.2 or higher on a 4.0 scale and a minimum composite ACT score of 22 or a minimum composite SAT score of 1020. If the student successfully completes prescribed freshman level courses at Lincoln Memorial University, he/she satisfies equivalent requirements for high school graduation.
2. A high school student (ninth, tenth, eleventh, or twelfth grade) identified as academically talented/gifted, with a program of study designed by a special multidisciplinary committee, may qualify for Early Enrollment Admission and take prescribed Lincoln Memorial University courses. A high school GPA of 3.0 or higher on a 4.0 scale is required and a minimum ACT composite score of 18.

### **Transfer Student**

Transfer admission students who have completed 12 or more semester credit hours of potentially transferable course work at an accredited college or university will be considered for transfer admission. Students having completed fewer than 12 semester credit hours are subject to the admission criteria and procedures applicable to freshman admissions. Transfer student applicants must submit the following:

1. Application for Admission
2. Non-refundable \$25 application fee
3. Official transcripts from all colleges and universities attended; if fewer than 12 semester credit hours of college level course work have been completed, an official high school transcript must be submitted.

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

### **Transfer Student Admission Status**

**REGULAR TRANSFER ADMISSION** - The applicant qualifies for Regular Transfer Admission status if he/she has a cumulative GPA of 2.0 or higher on all college level course work.

**PROVISIONAL TRANSFER ADMISSION** - The applicant with a cumulative GPA below 2.0 but equal to or higher than the appropriate cumulative GPA level appearing on the Suspension Scale (see "Suspension Scale for Baccalaureate Degree Students" or "Suspension Scale for Associate Degree Students" in this catalog) qualifies for Provisional Transfer Admission status. The student with Provisional Transfer Admission status is allowed to register for no more than 12 credit hours the first semester of enrollment and is subject to the guidelines regarding academic probation and suspension applicable to all Lincoln Memorial University students. See "Standards of Academic Progress."

### **International Student**

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). Further, if English is not his/her native language, the international student must submit her/his official score report from the Test of English as a Foreign Language (TOEFL); for admission to the University, a score comparable to 450 or higher is required on any of the TOEFL exams. Students with scores between 450 and 520 will be required to take classes at the English Language Institute, located at the Harrogate campus.

International students wishing to transfer from other postsecondary institutions who meet the aforementioned standards of academic proficiency will not be required to take the TOEFL examination.

Students scoring below the required 450 on the TOEFL, may request a review of application materials to determine alternative ways of demonstrating English language proficiency. Application materials will be reviewed by the ELI director in conjunction with other Admissions staff. Students accepted through this provisional acceptance are required to take classes at the English Language Institute, located on the Harrogate campus.

The international student may also be able to enroll in regular college courses with the recommendation of the International Student Advisor. The international student will consult the International Student Advisor regarding placement tests, remedial 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 Lincoln Memorial University 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 Immigration and Naturalization Service (INS) to attend Lincoln Memorial University; 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 Lincoln Memorial University 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 Lincoln Memorial University 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 Lincoln Memorial University 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.

### Tuition and Fees

The tuition cost to attend Lincoln Memorial University is substantially below the national average. The amounts included in the cost of each semester's registration are placed on the student's account in the Finance Office. Interest charges are added to unpaid balances at the end of each month. All charges are subject to audit and verification. The University reserves the right to correct any error by appropriate additional charges or credits. The following are effective Fall Semester 2008.

Undergraduate Tuition	
12-17 credit hours	\$7,560/semester (base rate)*
1-11 credit hours	\$630/credit hour
18 or more credit hours	base rate plus \$630/credit hour beyond 17
Student Health Insurance**	Under age 30: \$290 Age 30 and over: \$404 Student Athletes/Additional Charge: \$62.50
Vehicle Registration	\$30/year per vehicle
Change of Schedule Fee	\$15 per course
Late Registration Fee	\$100, refer to <i>Schedule of Courses</i>
Directed/Independent Study Fee	\$25 plus course tuition
Graduation Fee	\$50
Non-sufficient Funds (NSF)	\$30
Nursing: NURS 115	\$160
Nursing: NURS 124, 125, 241, 242, 244, 440 and 450 Courses	\$60/course/enrollment
Coastal Ecology Course Fee	\$600 (effective 1/1/09)
Desert Ecology Course Fee	\$600 (effective 1/1/09)
Scuba Diving Course Fee	\$285

\*12-17 credit hours base rate applies also to a student enrolled during any combination of summer terms (Term A, Term B, or Term C – refer also to the Academic Calendar), including the May mini-term.

\*\*Students may opt out of this requirement if submission of a completed and approved waiver showing proof of comparable coverage is received before the waiver deadline date at [www.renstudent.com/lmu](http://www.renstudent.com/lmu).

Failure to pay tuition and fees may lead to professional collection agency efforts to enforce payment. In such cases, student is responsible for ALL collection costs and expenses incurred by the University, including reasonable attorney fees.

### Room and Board (Harrogate Campus)

All undergraduate single students without dependent children residing with them and not classified as commuters must secure on-campus housing and participate in the appropriate meal plan. A commuter is defined as a student living with a parent or guardian within a 65 mile radius of the campus. There are several types of on-campus housing available at varying costs:

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

**Grant-Lee Residence Hall** - This residence hall is a coed facility with private baths. The hall is exclusively for upperclassmen.

**Lafrentz Poole Hall** - This residence hall is a coed facility with individual private rooms and baths. The hall is exclusively for upperclassmen.

**Dishner, Langley, Mitchell, Pope and Shelton** - These are coed 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 three occupants. These are exclusively for upperclassmen.

Students living in the residence halls, with the exception of married students and students with dependent children, must have a Lincoln Memorial University Meal Plan. All students must pay an initial reservation and damage deposit of \$200 for housing.

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.

Basic room and board rates per semester, effective Fall Semester 2008:

Liles and West (2-person room, Meal Plan #1)	\$2,840 per person
Liles and West (2-person room, Meal Plan #2)	\$2,895 per person
Grant-Lee (2-person room, Meal Plan #1)	\$3,130 per person
Grant-Lee (2-person room, Meal Plan #2)	\$3,185 per person
Grant-Lee (3-person room, Meal Plan #1)	\$3,028 per person
Grant-Lee (3-person room, Meal Plan #2)	\$3,083 per person
Lafrentz Pool Hall (Standard, Meal Plan #1)	\$3,710 per person
Lafrentz Pool Hall (Standard, Meal Plan #2)	\$3,765 per person

Dishner, Langley, Mitchell, Pope and Shelton (Priv. Bedroom, Meal Plan #1)	\$4,245 per person
Dishner, Langley, Mitchell, Pope and Shelton (Priv. Bedroom, Meal Plan #2)	\$4,300 per person

#### Student Health Insurance

LMU requires that all students have health insurance. Students will be charged the appropriate premium on their student accounts automatically as they register for six or more credit hours. Students registered for less than six hours will not be automatically charged, however they may qualify for the insurance under special circumstances. Students may contact the Office of Student Services for more information. Students who have adequate health insurance coverage may request a waiver of the premium charges. Proof of insurance must be provided. The annual cost of the 12-month plan is \$580 for students age 29 or younger, payable in two payments of \$290 per semester, and \$808 per year for students age 30 and up, payable in two payments of \$404 per semester. This is a 12-month policy and begins on August 1, 2008.

**Athletes who subscribe to this plan must also purchase an athletic rider for \$125 annually to cover sports-related injuries, payable in two equal payments of \$62.50 per semester.**

#### Food Service (Harrogate Campus)

All students living in campus residence halls are required to participate in one of the meal plans offered. Only married students or students with children living with them are exempt. Any student who must follow a specific diet may supply the director of food services with a prescription diet from the student's physician. Every effort will be made to accommodate the student's special dietary needs. 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 in the Splitter's Lounge. Sodexho Campus Services provides food services to LMU students.

Sodexho Campus Services also provides catering services to the surrounding community through dinners, banquets, parties, dances, etc. These services are made available to individuals, companies, and various student and community organizations.

Students may select from two meal plans:

**Meal Plan #1** - This meal plan is designed to satisfy the needs of students who plan to be on campus most of the weekends during the semester. This meal plan includes nineteen (19) meals per week with unlimited seconds (except on steak night). 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 meal plan includes fifteen (15) meals per week, Sunday-Saturday, with unlimited seconds (except on steak night). This meal plan also includes 150 points to be used throughout the semester for purchases in the Splitter's Lounge or resident dining hall.

**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 Finance Office.

Each semester, students are responsible for updating their ID card whether they purchase a different meal plan or keep the same one. Students must present their registration form and LMU I.D. card at Sodexho Campus Services and be re-entered into the Sodexho Campus Services computer system. The student should choose a meal plan carefully; beginning the seventh day following registration day the student is not allowed to change from one meal plan to another. There is a \$25 charge for any change in meal plan selection prior to that deadline.

Meals and meal plan charges begin concurrently on registration day. The dining hall will be serving breakfast, lunch and dinner.

A \$50 fine is assessed to any person found taking china and/or silverware from the premises.

Room and board rates are subject to final approval by the Board of Trustees and are published each semester on the Registration Policies page of the electronic class schedule, WebAdvisor, which is available on the LMU web site by selecting the Current Students and Faculty link.

#### Refund Policies

##### Refund of Institutional Tuition, Room and Board Charges

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or for financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition, room and board charges will be prorated as indicated. A student must complete a Change of Schedule form (obtained from the Office of the Registrar) for dropping one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University. The student initiates this process by meeting with the Vice President for Enrollment Management and Student Services to complete an official withdrawal form. Should the student fail to complete this process, all semester charges will become immediately due and payable (refer to "Withdrawal from the University").

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

Through the first official day of classes	100%
After the first official day of classes and during the first week of the semester	90%
During the second week of the semester	75%
During the third week of the semester	50%
During the fourth week of the semester	25%
After the fourth week of the semester	0%

No refund of institutional charges will be made after the fourth week of the semester. Specific dates affecting the schedule of refunds appear on the Registration Policies page of the electronic class schedule, WebAdvisor, which is available on the LMU web site by selecting the Current Students and Faculty



link; and/or the Office of Student Services, the Office of the Registrar and the Office of Finance.

Refund schedules pertaining to summer and mini terms are adjusted to the varying length of the terms. They are also available in WebAdvisor by selecting the given term.

#### **The Return of Title IV Funds**

The Higher Education Amendments of 1998 regulate how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the University's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, PLUS Loans, Perkins Loans and Stafford Loans. The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid, and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Financial Aid Office.

#### **Refund of 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 year forfeits the resident's deposit. A written request for refund must be made to the Director of Residential Life.

#### **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 Finance 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. Institutional aid cannot be used to pay for student health insurance fees. All federal, state and institutional grants are credited to the student's account first, and any institutional grants or scholarships are applied to the balance of the student's aid eligibility for the semester. No cash refunds are made from institutional funds.

#### **Financial Aid: Policies and Procedures**

Lincoln Memorial University recognizes the problem 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 their limited financial resources. Frequently, it is less expensive to attend a private college than a public University since institutional funded financial aid is designed to equalize educational costs. At LMU, more than \$29 million is awarded

to qualified students under federal, state, and institutional financial aid programs.

Except for specific academic and athletic scholarships, all financial assistance at Lincoln Memorial University is based on financial need. Need is defined as the difference between the cost of attending Lincoln Memorial University and the calculated expected family contribution toward that cost. After the student submits the necessary application forms, the Financial Aid Office will determine the student's eligibility for financial assistance.

Each applicant for financial aid must submit a Free Application for Federal Student Aid (FAFSA). The FAFSA should be submitted to the federal processing center in time to be received by April 1 for students entering the following fall.

The priority deadline to apply for financial aid is April 1.

#### **Academic Progress**

The Higher Education Amendments of 1992 stipulate that no advance of Title IV funds may be made to a student unless the educational institution determines that the student is maintaining satisfactory academic progress. Students who fail to maintain satisfactory progress may not receive the following types of financial aid: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Tennessee Student Assistance Awards, Tennessee Education Lottery Scholarships, Lincoln Grants, Federal Work-Study, Federal Perkins Loans, Federal Stafford Loans, Federal PLUS Loans, other aid involving Title IV funds, or any other aid for which satisfactory progress is a requirement. These policies apply only to eligibility to receive financial aid.

A student is considered to have made satisfactory academic progress provided he/she passes at least 75% of the credit hours attempted per year. Also, the student must maintain a cumulative minimum grade point average as outlined below:

Hours Attempted	Cumulative GPA
1 - 15	1.00
16 - 32	1.25
33 - 49	1.50
50 - 64	1.63
65 - 80	1.75
81 - 96	1.88
97 - 107	1.95
108 - graduation	2.00

No student will be eligible to receive financial aid for more than 150% of the published length of the program. This equivalency will be 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). Academic progress for transfer students will be evaluated in accordance with the student's grade level classification and academic performance at Lincoln Memorial University.

If a student receives financial aid for any part of a semester, that semester is counted as a complete semester of aid. Incompletes or repetitions will not be counted as meeting the minimum course requirements.

Satisfactory academic progress will be reviewed at the end of the spring semester. A student whose academic performance drops below the minimum standards will be placed on financial aid probation. A student can retain financial aid while on probation for one semester but must come off probation before

the next semester in order to retain financial aid. During the semester a student is placed on financial probation, he/she must complete twelve credit hours and attain a 2.00 GPA for that semester to avoid suspension of financial aid eligibility.

Students who have been placed on financial aid suspension may reestablish satisfactory academic progress by completing twelve credit hours and attaining a 2.50 GPA for those 12 hours. Any student receiving financial aid who does not meet the satisfactory progress requirements and whose aid must be withdrawn will be given written notice. The student is responsible for seeing that the Office of the Registrar has the correct mailing address at all times.

Any student whose financial aid has been terminated due to unsatisfactory progress may submit a written appeal to the Financial Aid Committee explaining why satisfactory progress was not maintained and giving any reasons why aid should not be terminated. All appeals must be submitted within two weeks from the date the student receives notification that her/his financial aid has been terminated. The committee's decision is final.

Again, it should be noted that the aforementioned policy relates to financial aid suspension under Title IV programs and is not to be confused with the University's academic progress policy related to academic suspension.

#### **Academic Scholarships**

Lincoln Memorial University believes 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 \$500 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 awards range from \$2,000 to \$7,000 per year.

March 1 is the priority date for being considered for scholarships. All students who have been approved for admission to LMU prior to this date will be considered for academic awards. All scholarships are renewable for three additional years provided the student maintains a cumulative 2.7 GPA.

All academic awards must be applied toward tuition, books, fees, and room and board expenses. Academic award may not be used to pay for student health insurance fees. All other aid including federal, state, and outside scholarships will be credited to the student's account first, with the academic award picking up the balance of the student's institutional aid eligibility. No cash refunds will be made.

Academic award recipients 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. Recipients are also required to complete 10 hours of campus/community service each semester.

#### **Annual and Endowed Scholarships**

The LMU Student Awards Committee begins selection for annual and endowed scholarships in December. Awards are made in April for distribution during the following fall semester. Annual scholarships are awarded pending availability of funds each year. Endowed scholarships are given based on the policy of awarding four percent of the three-year moving average of the endowed scholarship fund.

A.E. York Memorial Scholarship Fund  
Ada Apperson Endowed Scholarship  
Afton Tara Sanders Memorial Endowed Scholarship  
Algonon Sydney Sullivan Foundation Scholarship  
Alvin "Doc" Reece Baseball Scholarship  
Amelia Dawson Scholarship  
Anna Geneva Christian Endowed Scholarship  
Appalachian Children's Home Endowed Scholarship  
Award of Excellence in Medical Technology  
Bailey/Bishop Annual Scholarship  
Baird Brown Memorial Scholarship  
Bell South Annual Scholarship  
Ben and Nancy Sergent Endowed Scholarship  
Bessie and Sanford Headley Scholarship  
Biggerstaff Vet Tech Annual Scholarship  
Bost Endowed Scholarship  
Brad Greer Memorial Scholarship  
Branstetter Endowed Scholarship  
Browning Memorial Scholarship  
Bruce and Lavenia Mitchell Endowed Scholarship  
Burrell W. Bales Memorial Annual Scholarship  
C.A. Maxie Memorial Scholarship  
C. Bascom Slemp Endowed Scholarship  
C.T. McDonald Scholarship Fund  
C.W. and Gladys T. Bradley Memorial Scholarship  
Carl W. Schaefer Scholarship  
Cecil L. Bellamy Endowed Scholarship  
Centennial Scholarship  
Chamberlain Endowed Scholarship  
Charles and Mary Covey Endowed Scholarship  
Charles E. Bull Writing Awards  
Charles M. Hubbard Endowed Scholarship in History  
Class of 1936 Endowed Scholarship Fund  
Cocke County Endowed Scholarship  
Conard and Ruth Grabeel Ritter Endowed Scholarship  
Conrad Daniels Endowed Scholarship  
Cora A. Cupp Fund  
Coulter-Parrish-Tranchida Scholarship  
Creed Byrd Annual Scholarship  
Crosby and Lena Murray Annual Scholarship  
Croushorn Business Scholarship  
D.A.R. Carpenter Mountain Scholarship  
Dames of Loyal Legion Endowed Scholarship  
Dave Chesney Annual Scholarship  
David McDonald Memorial Scholarship Fund  
David S. Dubose Memorial Scholarship  
Dean C. Bailey Endowed Memorial Scholarship  
DeBusk College of Osteopathic Medicine Annual Scholarship  
Dellinger-Alton Scholarship Fund  
DeMarcus Memorial Scholarship  
Dennis Lee Peters Endowed Scholarship in Education  
Don Parker Endowed Scholarship  
Donald E. and Mary Lou Pope Endowed Scholarship

Dorothy Teague Bruce Memorial Endowed Scholarship  
 Dr. Charlotte A. Baur & Nanny Clay Wallis History Award  
 Dr. Estle Pershing Muncy Memorial Scholarship  
 Dr. G.W. Stone Fund  
 Dr. H.Y. Livesay Memorial Scholarship  
 Dr. J. Frank Pierce & Dr. Joan U. Pierce Endowed Foundation  
 Scholarship  
 Dr. Jerry C. Bishop Endowed Memorial Scholarship  
 Dr. John Wesley Hill Scholarship  
 Dr. Orkin Garton Scholarship  
 Dr. Owen S. Genevieve M. Hendren Science Scholarship  
 Dr. Ralph Stanley Endowed Scholarship in Music  
 Dr. Warner S. and Ruth McIntosh Business Scholarship  
 E. Cecil Sumpter Endowed Scholarship  
 E.L. Bullard Memorial Scholarship  
 Earl Hopson Smith Scholarship  
 Ed Baney Memorial Scholarship  
 Ed Scholar Annual Scholarship  
 Edgar A. Anchors Trust  
 Edward Harrison Annual Scholarship  
 E.L. Bullard Memorial Scholarship  
 Elery and Jamie Lay Endowed Scholarship  
 Elizabeth B. Ridenour Endowed Scholarship  
 Elizabeth Yeary Nursing Annual Scholarship  
 Ernest W. Fields Endowed Nursing Scholarship for Faculty  
 Development  
 Estate of Lelia M. Weaver  
 F.W. Welch, Jr. Memorial Scholarship Fund  
 Fay G. Keck Memorial Endowed Scholarship in Elementary  
 Education  
 First Century Bank Annual Scholarship  
 Flora-Sargeant Schultis Scholarship  
 Fortner-Diffenderfer Endowed Scholarship  
 Francis W. Upham Scholarship  
 Frank Turner Nursing Scholarship  
 Franklin A. Sr. and Loretto Gullede Memorial Scholarship  
 Fred A. Jones Memorial Scholarship  
 General Shale Annual Scholarship  
 George & Gloria Longmire Endowed Scholarship  
 George and Birdie Morton Scholarship  
 George I. Alden Trust Endowed Scholarship  
 George W. Ogden Scholarship  
 George White and Stanley Thompson Scholarship (J. Frank  
 White Academy)  
 Georgia S. Baker Scholarship  
 Geraldine (Jerre) McCulley Endowed Scholarship for a Girl  
 from Campbell County, Tennessee at Lincoln Memorial  
 University  
 Gertrude B. Shoun Endowed Scholarship  
 Gladys Robinette Annual Business Scholarship  
 Glenn M. Bowling Endowed Memorial Scholarship  
 Glyn R. Phillips Endowed Scholarship  
 Good Samaritan Scholarship  
 Grace Gary Scholarship  
 Grace Nettleton Foundation  
 Guy L. Taylor Scholarship  
 H.G. Loy Scholarship Fund  
 H.A. Whiten Memorial Scholarship for Girls  
 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  
 Henry Friend Davis Scholarship  
 Henry Spencer Endowed Scholarship  
 Herbert H. McCampbell Scholarship  
 Herman Matthews Endowed Math Scholarship  
 Hetty McEwen Scholarship  
 Home Federal Bank Annual Scholarship  
 Howard Peterson Scholarship  
 Hugh Trent and Helen Ramsey Scholarship  
 Inez and James B. Stiner Endowed Scholarship in Memory of  
 Mr. and Mrs. H. Clay Stiner and G. S. Stiner  
 J. Frank White Academy International Annual Scholarship  
 J. Frank White Annual Scholarship  
 J. Frank White Endowed Scholarship  
 J.J. and N.J. Khoury Memorial Fund  
 J. S. Fearing Memorial Scholarship Fund  
 J.P. and M.G. Bradshaw Scholarship Fund  
 Jack and Myrtle Ailor Endowed Scholarship  
 Jack R. and Margaret Lomax Kirstein Endowed Scholarship  
 James G. Johnson Scholarship  
 James H. McCune Endowed Vocal Scholarship  
 James R. Niedergeses Memorial Endowed Scholarship  
 James W. & Betty Mason Grubb Memorial Annual Scholarship  
 Jennie Mae Bell Annual Scholarship  
 Jerry C. Bishop Endowed Education Scholarship for Athletes  
 Jess and Rachel Edds Scholarship  
 Jim and Janet Jordan Endowed Scholarship for Academically  
 Gifted Athletes  
 Jim Byrd Golf Scholarship  
 Joe Burchett Memorial Scholarship Fund  
 John and Evelyn Bumgarner Scholarship  
 John and Sue Ivey Scholarship  
 John Brown Annual Scholarship  
 John Howard and Mary Bryan Payne Endowed Scholarship  
 John Newell Scholarship  
 John O. Youell, Jr. Endowed Scholarship Fund  
 John W. Laningham Memorial Endowed Scholarship  
 Juanita Collins Latiff Memorial Scholarship in Education  
 Judith Scholarship Fund  
 Judy Baker Johnson Endowed Memorial Scholarship  
 Juliaette and Jane Jones Scholarship  
 Kacey & Gary Hickman Baseball Scholarship  
 Kathleen Bert Burchett Memorial Endowed Scholarship  
 Kelli Atkins Memorial Scholarship  
 Kenneth and Christine Edds Endowed Scholarship  
 Kermit Bailey Scholarship Fund  
 Knoxville Academy of Medicine Alliance (KAMA) Nursing  
 Scholarship  
 Kristie Rae Surber Endowed Scholarship  
 L.G. and Carroll Caylor Endowed Nursing Scholarship  
 L.N. Foster Scholarship Fund  
 Lakeway Scholarship  
 Lambdin Family Scholarship  
 Larry and Linda Davis Endowed Scholarship  
 LaWanda Taylor Annual Nursing Scholarship  
 Leroy Johnson Endowed Scholarship  
 Lillian A. Ralston Art Award  
 Lillian Porterfield Scholarship

Lillian Rowlette Fugate Memorial Scholarship  
 LMU Association Scholarship  
 Lon/Elizabeth Reed Helping Hands Endowed Scholarship  
 Lorraine D. Peters Endowed Nursing Scholarship  
 Luanne Ingersoll Music Scholarship  
 Luke Copeland Annual Memorial Music Scholarship  
 M.O. and Lena Worthington Scholarship  
 Mabel Smith Endowed Music Scholarship  
 Madeline S. Brundage Scholarship  
 Margaret Ann Nicholson Scholarship  
 Margaret T. Leary Scholarship  
 Marguerite Sundback Scholarship  
 Marie Estes Houston Memorial Endowed Scholarship for The J. Frank White Academy  
 Marion and Alice Stopinski Memorial Endowed Scholarship  
 Martin and Lorraine Peters Endowed Scholarship  
 Mary Frances Gray Lundy Endowed Scholarship for the LMU DeBusk College of Osteopathic Medicine in memory of James Charles Gray, Sr.  
 Mary Logan Scholarship  
 Mary Mildred Sullivan Endowed Scholarship  
 Mary S. Copeland Scholarship  
 Mary Sue Deel Rice Scholarship Fund  
 Mary Wilcox Scholarship  
 Maurine Allen Memorial Annual Scholarship  
 Mayme Woodson Brown Music Scholarship  
 Meaning of Life Annual Scholarship  
 Meyers Y. Cooper Scholarship  
 Mildred A. Murray Scholarship  
 Mildred H. and Bobbie E. Williamson Memorial Endowed Scholarship  
 Mildred Headley and Jo DeLong Endowed Memorial Scholarship  
 Milton and Vina Ray Memorial Endowed Scholarship  
 Milton Ratner Endowed Scholarship  
 Milton T. O'Brien Scholarship  
 Minnie B. Wade Scholarship  
 Mission of Hope Endowed Scholarship in memory of Dedrick Andrew Courtney  
 Mon Morishima Memorial Scholarship  
 Morris F. Wiener Endowed Scholarship  
 Moses Kimball Memorial Scholarship  
 Mrs. Gene Hessler Scholarship  
 Myra S. Young Memorial Scholarship  
 Nancy Burch Moody Endowed Nursing Scholarship  
 National Society Daughters of the Union, 1861-1865, Inc., Endowed Scholarship  
 Nicely-Grainger Endowed Scholarship  
 Nora Ellison Annual Scholarship  
 Nora Mullens Endowed Scholarship  
 Owenby Memorial Scholarship  
 Patsy Ann Yates Robinette Endowed Scholarship  
 Paul F. Dishner Endowed Scholarship  
 Pete Vires Memorial Scholarship  
 Phil and Mary Comer Annual Nursing Scholarship  
 Pilot Corporation Annual Scholarship  
 Philip Kingsland Tompkins  
 R.C. "Snook" and Marti Shelton Endowed Scholarship for Osteopathic Medical Students  
 R.P. Chesney Memorial Scholarship  
 Ralph U. Butler Loan Fund

Ramsey-Schemel Scholarship / Class of 1960  
 Ray Flanary Endowed Scholarship  
 Rebecca Dagley Fersner Memorial Scholarship  
 Rector Greene Memorial Endowed Scholarship  
 Richard M. Weaver Endowed Scholarship  
 Richardson Foundation/Sam Mars Annual Scholarship  
 Robert Langley Endowed Scholarship  
 Robert Lee Kincaid Scholarship  
 Robertson Endowed Scholarship for the J. Frank White Academy  
 Ronald and Elizabeth D. Chinnock Memorial Endowed Scholarship for Music  
 Rosebud Stickley Smiddy Scholarship  
 Ross and Lillian Hemphill Annual Nursing Scholarship  
 Ross S. Carter Annual Scholarship  
 Ross S. Carter Memorial Endowed Scholarship  
 Rotary Oscar Robertson Memorial Scholarship  
 Roy F. Floyd Memorial Endowed Scholarship  
 Ruby Miller Baker Memorial Scholarship  
 Russell and Belinda Lloyd Endowed Scholarship  
 Ruth Rogers O'Dell Endowed Scholarship  
 Sam and Mary Lou Spencer Endowed Scholarship  
 Samuel David & Vergie Robinette Carter Memorial Scholarship  
 Samuel P. Avery Endowed Scholarship  
 Sidney McDougald Scholarship  
 Snider-Whitaker Memorial Endowed Scholarship  
 Social Work Intern Annual Scholarship  
 Southwest VA Alumni Chapter Scholarship  
 Staff Senate Annual Scholarship  
 Stanifer Annual Scholarship  
 Stooksbury, Meredith, Meredith Scholarship  
 Stuart L. Watson Endowed Scholarship Fund  
 Stuart McClelland Scholarship  
 Student Fund  
 Student Services Scholarship  
 Sumpter - Caylor Endowed Nursing Scholarship  
 T.A. Frick Endowed Scholarship Fund / Class of 1957  
 Ted Bartee Annual Scholarship  
 T.J. Utterback Scholarship  
 The Best Is Yet to Come Annual Scholarship  
 Tracy Gibson Posey Endowed Nursing Scholarship  
 Turner-Jeffer Scholarship  
 UPS Annual Scholarship  
 V. Clifford Lowdenback Endowed Scholarship  
 Veterinary Work Scholarship  
 Virginia Hill Memorial Annual Scholarship  
 Vonore High School Scholarship  
 W.L. Spencer Endowed Scholarship  
 Walter S. Hogg Scholarship  
 Wetherington Scholarship Fund/RIW  
 Wetherington, Tullie Steve Endowed Scholarship  
 Whitaker Lawson & Margaret Chumley Orr Memorial Endowed Scholarship  
 William C. Davis and Janet Dallwig Davis Endowed Scholarship for Social Work  
 William Randolph Hearst Endowed Scholarship  
 William Smith Endowed Scholarship  
 Willie H. Cushman Scholarship  
 Willie S. Gordon Scholarship  
 Women's Relief Corps  
 Woods-Jones 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 Lincoln Memorial University experience, is governed. For information on the graduate degree programs in business, education, or nursing, or on the undergraduate degree completion program in Management and Leadership Studies, refer to the applicable catalog.

Please be aware, however, that policies are subject to change. When such changes occur, students are advised by announcement and schedule updates, including updates on the LMU website.

### Summary of Degrees and Programs

#### BACCALAUREATE DEGREES

Bachelor of Arts (B.A.)/Business Administration (B.B.A.)/  
Science (B.S.)

#### MAJORS:

Accounting (B.B.A.)  
Art (B.A.)  
Athletic Training (B.S.)  
Biology (B.S.)  
Broadcast Communications (B.A.)  
Business (B.A.)  
Chemistry (B.S.)  
Computer Information Systems (B.B.A.)  
Criminal Justice (B.A.)  
Economics (B.B.A.)  
English (B.A.)  
Environmental Science (B.S.)  
Finance (B.B.A.)  
General Business (B.B.A.)  
History (B.A.)  
Interdisciplinary Studies in  
Human Learning & Development\* (B.S.)  
Kinesiology (B.S.)  
Management (B.B.A.)  
Management and Leadership Studies (B.S.)\*\*  
Marketing (B.B.A.)  
Mathematics (B.S.)  
Medical Technology (B.S.)  
Music (Vocal or Instrumental) (B.A.)  
Music (Vocal or Instrumental with K-12 Teacher Cert.) (B.A.)  
Nursing (B.S.)  
Philosophy and Religion (B.A.)  
Physical Education (B.S.)  
Professional Golf Management (B.B.A.)  
Psychology (B.S.)  
Social Work (B.S.)  
Veterinary Technology (B.S.)  
Wildlife and Fisheries Management (B.S.)

\*Teacher Certification Program

\*\*Refer to the *Management and Leadership Studies Catalog* for specific policies

#### MINORS:\*

Appalachian Studies	Health
Art	History
Athletic Coaching	Kinesiology
Biology	Management
Broadcasting	Marketing
Broadcast Communication	Mathematics
Chemistry	Museum Studies
Computer Information Sys. (CIS)	Music
Criminal Justice	Philosophy and Religion
Economics	Psychology
English	Sports Medicine
Environmental Science	Theatre Arts
General Business	Wildlife and Fisheries Management
Geography	
Gerontology	

\*These minors (except CIS, Economics, General Business, Management and Marketing) are also available to the student taking the B.B.A. degree; note: adding a minor may entail exceeding the minimum 128 credit hours required for the degree.

**Bachelor of Science in Management and Leadership Studies (B.S.)\*\***

Business Degree Completion Program

**Bachelor of Science in Nursing (B.S.N.)**

RN to B.S.N. Completion Program

\*\*This major, designed for adult learners, is guided by special admissions and program policies; refer to the *Management and Leadership Studies Catalog* for details.

#### ASSOCIATE DEGREES

Associate of Applied Science (A.A.S.) - Veterinary Technology

Associate of Science in Veterinary Animal Science (A.S.)

Associate of Science in Nursing (A.S.N.)

#### Basic Requirements for Undergraduate Degrees

All candidates for baccalaureate and associate degrees must fulfill a collection of requirements indicated throughout the various sections of this catalog. The basic requirements candidates must fulfill include:

1. Completing a minimum of 128 semester credit hours (unless stated otherwise under a given program) for the baccalaureate degree, comprised of courses in the major program, General Education Core Curriculum, and electives and/or minor program.
2. Completing a minimum of 65-75 semester credit hours (specific number depends on the program chosen) for the associate degree.
3. Completing the Associate or General Education Core Curriculum requirements appropriate to the degree.
4. Completing all course requirements of the declared baccalaureate major or associate degree program.
5. Completing the last 16 semester credit hours for the associate degree and the last 32 semester credit hours for the baccalaureate degree at Lincoln Memorial University.

6. Twenty-five percent (25%) of any undergraduate degree awarded by Lincoln Memorial University must be earned through instruction at LMU.
7. Completing, for the baccalaureate degree, a minimum of 42 semester credit hours of 300/400-level courses.
8. Baccalaureate degree requires completion of the junior and the senior level writing requirements and so noted on the transcript.
9. Achieving a minimum 2.00 cumulative grade-point average (GPA) for all coursework.
10. Achieving a minimum 2.00 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 headnote or program notes in the sections "Undergraduate Academic Programs" and "Undergraduate Course Descriptions."
11. Obtaining official certification for graduation verified by the assigned academic advisor, chair of the appropriate academic department, and the University registrar.
12. Participating in the Commencement ceremony following the completion of all degree requirements.
13. 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. Students who do not participate in such testing, without prior approval from the Vice President for Academic Affairs, or who take the test but perform in a frivolous manner, will be subject to some form of sanction which may include suspension.

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 demonstrates minimum competency in writing each year of his/her degree program. Freshman year requirement is met by satisfactory completion of ENGL 110 or ENGL 220. The sophomore requirement is met by satisfactory completion of ENGL 210. Thereafter, selected courses within each major program include assignments that provide opportunities to meet the writing requirements at the 300 and 400 levels. Successful completion of the SEWS assignments is required for graduation.

### 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:

- Major - 33-68 semester hours of coursework
- Minor - 18-30 semester hours of coursework.
- Concentration - 18-23 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, Lincoln Memorial University offers a large variety of major and minor programs. Details of those programs are found in this catalog under the sections "Undergraduate Academic Programs" and "Undergraduate 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 acquiring 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; it is strongly urged, however, that a major be declared before achieving junior classification. The following combinations are **not** permitted as concurrent majors:

- Biology and Environmental Science
- Biology and Medical Technology
- Biology and Wildlife & Fisheries Management
- Environmental Science and Medical Technology
- Environmental Science and Wildlife & Fisheries Mgmt.
- Medical Technology and Wildlife & Fisheries Mgmt.
- Psychology and Social Work
- History and Humanities

Any chosen major or minor must be formally declared (and updated in the event of any change) **on the appropriate form** in the Office of the Registrar 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 urged to consult his/her faculty 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

Athletic Training, Professional Education, Management and Leadership Studies\*, Medical Technology, Nursing, Psychology, Social Work, and Veterinary Technology are **restricted** programs. Students must seek and receive formal admission to the restricted program before enrolling in courses prefixed:

ATTR**	MLS*	SOCW (340, 400-level)
EDUC (400-level)	NURS	VET
MEDT	PSYC (460, 498)	

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

\*Refer to the *Management and Leadership Studies Catalog* for details.

\*\*ATTR (except 201, 202, 210, 220, 224, 490)

### Graduation Catalog

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 do work toward and accomplish graduation 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. Under no circumstances may a student mix graduation requirements stated in more than one catalog, without approval of the dean of the school. The Lincoln Memorial University 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 six years of graduation (but in no case a catalog in effect prior to initial enrollment).**

#### 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.

#### Personal Counseling and Advising

Lincoln Memorial University recognizes that very often academic problems interrelate with psychological, emotional, and social experiences of the student. Thus, a variety of programs, people, and services work together to meet the needs of students. Any one office will serve as a referral point for services outside the expertise of that particular office. The academic advisor, the Tagge Center for Academic Excellence, and the Office of Student Services serve as an initial contact for the student.

#### Student Courseload

A full-time student is one who carries at least 12 credit hours per semester. The normal courseload 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 and approval of the dean of the applicable school. Conversely, students on academic probation must carry a reduced load (maximum 12 semester hours).

#### Student Classifications

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

Freshman	- 0-30	Junior	- 61-90
Sophomore	- 31-60	Senior	- 91-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, for any combinations of reasons,

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 master 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. Effective fall semester 1999, Lincoln Memorial University adopted 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.
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.
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.
WD	=	Withdrew. Denotes official withdrawal from the course. See "Change of Schedule" and "Withdrawal from the University."

#### 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 fee. 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 Lincoln Memorial University coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed and degree conferred

Instructors report final grades to the Registrar at the end of the course. Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Office of the Registrar before the week of final exams.

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

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

### Standards of Academic Progress

A 2.00 cumulative grade-point-average (GPA) is required for graduation; any student not maintaining that standard will be placed on academic probation for the subsequent term and will remain on academic probation until the cumulative GPA is at least 2.00. In the event the cumulative GPA is less than the level indicated below for a specific hourly range, the student is subject to suspension from the University for a period of one regular semester. No student will be suspended unless he or she has been on probation for at least one term before suspension. A second suspension will result in suspension for a full calendar year. A student who is suspended from the institution may apply for readmission after the elapsed suspension period by contacting the dean of the applicable school.

A third suspension will result in permanent dismissal from the University. Students on probation will be referred to the appropriate officials for academic/personal counseling; students

may attend the summer term as an opportunity to remove probation status prior to the new academic year.

### Suspension Scale for Baccalaureate Degree Students

Hours Attempted	Cumulative GPA
1 - 15	1.00
16 - 32	1.25
33 - 49	1.50
50 - 64	1.63
65 - 80	1.75
81 - 96	1.88
97 - 107	1.95
108- graduation	2.00

### Suspension Scale for Associate Degree Students

Hours Attempted	Cumulative GPA
1 - 15	1.00
16 - 32	1.45
33 - 49	1.85
50 - graduation	2.00

### Honors

Students carrying a course load of twelve or more semester credit hours (beyond any declarations under the "Pass/Fail Grade Option"), earning a semester GPA of 3.50, 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: students achieving a cumulative GPA of 3.50 may graduate *cum laude*; with a GPA of 3.75, *magna cum laude*; and with a GPA of 3.95, *summa cum laude*. The Valedictorian and Salutatorian are selected from those students receiving a baccalaureate degree with at least 100 semester hours earned at LMU.

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

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

#### Last day to drop without "WD"

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

#### Last day to drop without "F"

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



## EARLY REGISTRATION AND LATE REGISTRATION

Early registration helps ensure each student a place in classes for the upcoming term, and helps the staff adjust offerings to meet student needs. Students are urged to take advantage of the designated period each term to meet with his/her advisor, plan ahead, and register early. Early registration is confirmed at the ensuing registration period. Early registration refers to preregistration for classes and registration confirmation by arranging for payment for classes. All students, except those who pay during early registration, must be present at the regular registration period to complete the process.

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 by the published "last day to complete registration/add courses" deadline of each semester and financial accounts 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.

## Withdrawal from the University

"Withdrawal from the University" refers to the official process in which the student withdraws from ALL classes, from the residence hall (if applicable), and from any current student relationship with the University. The student initiates this process by meeting with the Vice President for Enrollment Management and Student Services. After this counseling session, the student receives a withdrawal form, which requires the following signatures: Vice President for Enrollment Management and Student Services; School Dean; Registrar; Director of Financial Aid; Bursar; and for any International Student or a recipient of Veteran's Benefits, the Director of Admissions. 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.

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

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

1. Refunds for tuition and fees are credited to the student's account according to the refund schedule.
2. Housing and meal fees are credited to the student's account according to the refund schedule.
3. Financial Aid will be prorated to the student according to

the Federal Return of Title IV Funds Policy. Withdrawal after the refund period means the student will have used an entire semester's eligibility of aid.

4. The balance of the student's account with the Finance Office will be credited or billed to the student as appropriate.
5. Once the student has completed registration, i.e., turned in the registration form to the Office of Finance, 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 ineligible to continue in an academic program because of grade deficiencies and who are registered in advance for the subsequent semester, must complete an official withdrawal form.

Refer to "Refund Policies" for detailed information.

## Transfer Credits from Other Institutions

Lincoln Memorial University 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. Lincoln Memorial University 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 course work 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 services:

World Education Services  
P. O. Box 745, Old Chelsea Station  
New York, NY 10113-0745  
212.966.6311  
www.wes.org

Josef Silny & Associates  
7101 SW 102 Avenue  
Miami, FL 33173  
305.273.1616  
www.jsilny.com

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 Lincoln Memorial University. 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 courses and grades are recorded and calculated in hours attempted, hours earned and cumulative G.P.A.
3. Transfer students who have earned an Associate of Arts degree or an Associate of Science degree in a university parallel program (typically consisting of 45-55 semester credit hours of general education course work in the liberal arts disciplines) from an accredited institution may be required to complete additional general education course work in order to meet the University's expected learning outcomes, core licensure or certification requirements in

professional programs. If the student has the grade of "D" in a course required in the General Education Core or required in the major, the course must be repeated. The transfer grade of "D" will not apply to LMU's General Education Core or major requirements. All students are required to complete LNCN 100, Lincoln's Life and Legacy. Students pursuing the baccalaureate degree are also required to complete LNCN 300, American Citizenship and Civic Life.

4. Transfer students must meet all degree or program requirements for graduation as outlined in this catalog.
5. 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 prior approval before taking courses at other institutions (form available in the Admissions Office or major department).
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.

#### **Distance Education and Online Coursework**

Lincoln Memorial University will offer and accept selected online courses. Online courses scheduled with University faculty may be offered concurrently as traditional classroom courses. Also, some courses may be offered via teleconference.

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

In approved cases, Lincoln Memorial University may award special credit (SC). 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. Lincoln Memorial University 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. Typically it is the older adult student who may qualify for SC.

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). 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.

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.

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.

Lincoln Memorial University 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. (Exception: The Diploma Registered Nurse admitted to the Bachelor of Science in Nursing Completion Program may earn and apply combined SC and CE equivalent to the total credit hours required for the LMU Associate of Science in Nursing degree). The last 32 semester credit hours toward a baccalaureate degree or 16 semester credit hours toward an associate degree must be Lincoln Memorial University 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.

Complete information regarding SC and CE, and related fees, is available in the office of the dean of the applicable school.

#### **Tuition Exchange**

LMU has tuition exchange opportunities with several organizations including: Clear Creek Baptist Bible College ([www.ccbbc.edu](http://www.ccbbc.edu)), the Council of Independent Colleges ([www.cic.org](http://www.cic.org)) and The Tuition Exchange ([www.tuitionexchange.org](http://www.tuitionexchange.org)). For more information, please contact the organization directly or contact the LMU financial aid office.

#### **Academic Integrity**

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

1. **Cheating:** dishonesty of any kind on examinations or written assignments, unauthorized possession of

examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating.

2. **Plagiarism:** offering the work of another as one's own without proper acknowledgment is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources or other reference works, or from the themes, reports, or other writing of a fellow student has committed plagiarism.

#### **Academic Grievance Procedure**

Grievances concerning any aspect of academics should first be taken to the instructor of the class if a classroom situation is in dispute. If a student feels he/she needs to take the matter further, the chair of the department offering the course should be consulted no later than two weeks following the first day of classes for the next semester (including summer terms). The next appeal source is the dean of the applicable school. A final decision may be rendered by the Provost and Vice President for Academic Affairs.

If the dispute involves an academic program, the academic advisor or the chair of the department should be consulted first.

All academic and grade appeals must be submitted in writing.

#### **Application for Graduation**

Each candidate for graduation must make a formal application (complete Intent to Graduate form) to the Registrar no later than the last day of the semester prior to the semester of graduation. Students completing requirements during May mini-term or summer term participate in the following December commencement ceremony. If six or less credits are needed to graduate in May, a student may participate in the commencement ceremony but will not receive a diploma until graduation requirements are met. A graduation fee of \$50 is charged. This fee covers cost of the degree audit (i.e., determining that all academic requirements have been met) and the cost of the diploma and academic regalia.

#### **Family Educational Rights and Privacy Act (FERPA)**

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

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

At its discretion LMU may provide directory information in accordance with the provision of the Act to include: student name, address, telephone number, major field of study, dates of

attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar.

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

Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's Office and the Office of 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 clinical affiliates, other affiliate agency, organization, or school's discretion. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

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

#### **Change of Name or Address**

A student who changes name, residence, or mailing address is expected to notify immediately, in writing, the Office of the Registrar regarding the change. Any communication from the University which is mailed to the name and address on record is considered to have been properly delivered.

## 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. It is Lincoln Memorial University 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 *Catalog*.

For information on the undergraduate degree completion program in Management and Leadership Studies refer to the program catalog. For information on graduate degree programs in business, education, or nursing, refer to the applicable catalog.

\*The *Management and Leadership Studies Catalog* contains specific information and policies related to that program.

### 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, <b>not</b> repeatable for additional credit
	1	= first course of a <b>sequence</b> , <b>not</b> repeatable for additional credit
	2	= second course of a <b>sequence</b> , <b>not</b> repeatable for additional credit
	3	= course that <b>may</b> be repeated for additional (though limited) credit
	4-8	= single semester course; <b>not</b> 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
- 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
- 496 - Independent Study

A **Special Topic** course may be designed and offered by a member of the faculty. 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. 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.

### University Studies Course

#### INFL 100 – Information Literacy (1 cr hr)

This course will provide an introduction to strategies and skills for locating, evaluating and using information resources. Focus is on developing the following information literacy skills: understanding the research process; selecting and searching relevant print and electronic sources; and evaluating, organizing, and correctly citing the information found. Fall, Spring

### University Activities Courses

The University activities courses exist to award credit appropriately earned in a variety of structured campus activities related to vocational, avocational, or leisure interests, but do not appear within the established curriculum of an academic program.

**UACT - Activity Courses** Sport/exercise fundamentals, rules, etiquette, and skills for lifelong physical activity. These are all given a grade as Pass/Fail. Fall/Spring

<b>UACT 105</b>	<b>Tennis (1 cr hr)</b>
<b>UACT 110</b>	<b>Basketball (1 cr hr)</b>
<b>UACT 115</b>	<b>Water Aerobics (1 cr hr)</b>
<b>UACT 120</b>	<b>Golf (1 cr hr)</b>
<b>UACT 125</b>	<b>Advanced Golf (1 cr hr)</b>
<b>UACT 130</b>	<b>Bowling (1 cr hr)</b>
<b>UACT 150</b>	<b>Walking and Jogging (1 cr hr)</b>
<b>UACT 160</b>	<b>Weight Lifting (1 cr hr)</b>
<b>UACT 165</b>	<b>Fitness and Conditioning (1 cr hr)</b>
<b>UACT 170</b>	<b>Scuba Diving (1 cr hr)</b>
<b>UACT 180</b>	<b>Volleyball (1 cr hr)</b>
<b>UACT 190</b>	<b>Soccer (1 cr hr)</b>
<b>UACT 195.00</b>	<b>Self-Defense/Martial Arts (1 cr hr)</b>

#### **UACT 100 - Strategies for College Success (2 cr hrs)**

Explores and integrates topics of time management, learning strategies, self-understanding, and career and life choices. Health issues such as stress, substance use and abuse, and general wellness are examined.

#### **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 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 4 credit hours applicable to degree requirements. Graded Pass/Fail.

#### **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 4 credit hours applicable to degree requirements. Graded Pass/Fail.

#### **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 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 4 credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

#### **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 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 4 credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

#### **UACT 170 - Open Water Scuba Diving (1 cr hr)**

This course will teach the necessary theory and techniques to practice safe scuba diving through the Open Water Certification of the Professional Diving Instructors Corporation (PDIC). The course will involve lecture, pool training, and open water training.

#### **UACT 173 - Varsity Cross Country (1 cr hr)**

Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity cross country team. May be repeated to a total 4 credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

#### **UACT 183 - Varsity Golf (1 cr hr)**

Participation and fulfillment of assigned responsibilities as a member (player or staff) of the varsity golf team. May be repeated to a total 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 4 credit hours applicable to degree requirements. Prerequisite: consent of appropriate athletic coach. Graded Pass/Fail.

#### **UACT 195.BO - Literary Magazine (1 cr hr)**

Intensive, hands-on work to create and edit the annual issue of LMU's student literary magazine, *The Emancipator*. Offered each Spring semester

#### **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 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.

## GENERAL EDUCATION CORE CURRICULUM

The University faculty has created **The Lincoln Liberal Arts Core Curriculum** in order to help fulfill the mission of Lincoln Memorial University by developing and fostering the following skills and traits in the graduates of all baccalaureate programs:

- a lifelong interest in learning and an openness to new ideas;
- the ability to communicate effectively in writing and in speech;
- the ability to gather, evaluate, interpret, and use information;
- the ability to think logically, independently, critically, and justly;
- a sense of physical, mental, and spiritual well-being;
- an understanding of and appreciation for Abraham Lincoln and his legacy;
- an understanding of and appreciation for the American Experience and American citizenship;
- an openness to understanding and appreciating ideas and values found in other countries and other cultures;
- the aesthetic values and understandings that allow one to appreciate the importance of the arts for the enrichment of each individual and of society;
- an understanding of the natural ecosystem and a commitment to the conservation of nature and natural resources.

### 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 course work elsewhere should, with the help of their academic advisors, formally request 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 course work 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 course work 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 course work 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 G.P.A. of 2.0 is required for graduation.

### Core Curriculum

cr hrs

#### I. Lincoln Seminars

LNCN 100	Lincoln's Life and Legacy	1
LNCN 300	American Citizenship and Civic Life	1

#### II. Academic Skills

COMM 200	Fundamentals of Speech Communication	3
ENGL 110	Freshman Composition	
ENGL 210	Writing about World Lit. and Culture <b>or</b>	
ENGL 220	Writing about World Lit. & Culture (Honors)	3
ENGL 310	Writing about American Lit. & Culture	3
<b>One option from the following:</b>		5-6

##### *Option 1*

MATH 101-102	Mathematical Reasoning I, II	
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##### *Option 2*

MATH 111-112	College Algebra I, II	
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##### *Option 3*

MATH 112	Algebra II <u>and</u>	
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**one from the following:**

MATH 120	Trigonometry	
MATH 270	Probability and Statistics	
PSYC 280	Statistical Methods for the Soc. Sci.	
BUSN 270	Basic Statistics	

##### *Option 4*

MATH 120	Trigonometry <u>and</u>	
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**one from the following:**

MATH 270	Probability and Statistics	
PSYC 280	Statistical Methods for the Soc. Sci.	
BUSN 270	Basic Statistics	

##### *Option 5*

MATH 130	Calculus	
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**One option from the following:** 3

##### *Option 1*

CIS 100	Computer Literacy	
INFL 100	Information Literacy	

##### *Option 2*

EDUC 210	Instructional Technology and Learning Resources	
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#### III. Personal Development

<b>Wellness</b>		2-3
ATTR 325	Emergency First Aid & CPR for the Professional Rescuer	
HLTH 220	Lifetime Wellness <b>or</b>	
HLTH 320	Safety, First Aid, and CPR	

*Note:* Students who complete the baccalaureate programs in Nursing or Medical Technology will have the Health requirement waived due to the nature of their major programs.

**The Search for Meaning** 2-3

One from the following:

- BSCI 100 Human Potential
- BCOM 410 Media Law and Ethics
- BUSN 250 Business Ethics and Social Responsibility
- GEOG 350 Geography of Religions
- PHIL 100 The Meaning of Life
- PHIL 200 Introduction to Philosophy
- PHIL 420 Ethics
- PHIL 430 Medical Ethics
- REL 150 Worshiping in Other Traditions
- REL 210 Survey of the Old Testament
- REL 220 Survey of the New Testament
- REL 310 Comparative World Religions
- REL 315 Comparative Christianity

**B. Physical Sciences** 4

One from the following:

- CHEM 100 Introduction to Chemistry
- CHEM 111 General Chemistry I
- PHYS 100 Introduction to Physics
- PHYS 211 General Physics I
- SCI 100 Introduction to Earth Science

Total Credit Hours 49-52

**IV. History**

- HIST 121 World History to 1500 3
- HIST 122 World History since 1500 3

**V. Fine Arts** 3

One from the following:

- ART 100 Art Appreciation
- ART 381 Survey of Art History I
- ART 382 Survey of Art History II
- COMM 100 Introduction to Theatre
- COMM 340 Survey of Dramatic Literature
- MUSC 100 Music Appreciation
- MUSC 460 Survey of World Music

**VI. Social/Behavioral Sciences**

**A. Behavioral Sciences** 3

One from the following:

- PSYC 100 Introduction to Psychology
- PSYC 221 Child and Adolescent Development
- PSYC 222 Adult Development
- SOCI 100 Introduction to Sociology
- SOCI 330 Cultural Diversity

**B. Social Sciences** 3

One from the following:

- ECON 211 Principles of Macroeconomics
- ECON 212 Principles of Microeconomics
- ECON 350 American Economic History
- GEOG 100 Introduction to Geography
- GEOG 211 Introduction to Human Geography
- GEOG 300 Environmental Geography
- GOVT 211 American Government: National
- GOVT 212 American Government: State and Local
- GOVT 320 Comparative Politics

**VII. Natural/ Physical Sciences** 4

**A. Life Sciences**

One from the following:

- BIOL 100 Introduction to Biology
- BIOL 111 General Biology I
- BIOL 230 Microbiology
- BIOL 250 Human Anatomy
- BIOL 260 Human Physiology
- ENVS 100 Introduction to Environmental Science
- ENVS 440 Coastal Ecology
- ENVS 470 Desert Ecology

## 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 athletic training, medical technology, physical education and kinesiology, social work, and veterinary technology. Our graduates will be eligible for licensure, certification, and advanced education. 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.

## DEPARTMENT OF ALLIED HEALTH

### Mission Statement

The Allied Health department is a values-based professional studies learning community. The department strives to fulfill the principles of Abraham Lincoln's life by service to humanity, the promotion of public health and animal welfare, and the advancement of medical knowledge.

The Department of Allied Health offers three baccalaureate major programs, and two associate degree programs. Majors are available in Athletic Training, Medical Technology, Veterinary Technology, and Veterinary Animal Science. Concentrations are offered in Veterinary Practice and Veterinary Animal Science.

The Athletic Training Education Program (ATEP) is fully accredited by the Commission on the Accreditation of Athletic Training Education. Admission to Lincoln Memorial University does not ensure admission to its Athletic Training Education Program. Criteria and procedures for admission to the ATEP are detailed in the ATEP student handbook, available in the office of the Director of ATEP, Tex Turner Arena, and on the web at [www.lmunet.edu](http://www.lmunet.edu). Program graduates are eligible for the Board of Certification, Inc. (BOC) certification exam. Students are required to earn a grade of "C" or better in all courses applied to the ATEP major.

Medical Technology is a healthcare career that combines modern laboratory science with medical care. Tests performed in clinical laboratories by medical technologists assist physicians in both the diagnosis and the treatment of pathological conditions. Medical technologists perform and interpret a wide variety of tests, ranging from simple blood glucose tests to advanced molecular diagnostic assays. The Medical Technology 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:

8410 West Bryn Mawr Avenue  
Suite 670  
Chicago, IL 60631-3415  
Telephone: 1-773-714-8880  
[www.naacls.org](http://www.naacls.org)

Students in the medical technology program gain "real world"

experience in a variety of clinical settings including both urban and rural hospital laboratories and genetic reference laboratories while attending lecture courses that are conducted on LMU's main campus in Harrogate, Tennessee. The current clinical affiliates of this program include the following:

American Esoteric Physician Medical Laboratory  
(Morristown, Tennessee)

Scott County Hospital (Oneida, Tennessee)

Baptist Hospital of Cocke County (Oneida, Tennessee)

Blount Memorial Hospital (Maryville, Tennessee)

Claiborne County Hospital (Tazewell, Tennessee)

East Tennessee Children's Hospital (Knoxville, Tennessee)

Fort Sanders Parkwest Medical Center (Knoxville, Tennessee)

Fort Sanders Regional Medical Center (Knoxville, Tennessee)

Jellico Community Hospital (Jellico, Tennessee)

Lakeway Regional Hospital (Morristown, Tennessee)

Lee Regional Medical Center (Pennington Gap, Virginia)

Methodist Medical Center (Oak Ridge, Tennessee)

Molecular Pathology Laboratory (Maryville, Tennessee)

Morristown Hamblen Health Care System (Morristown,  
Tennessee)

Pineville Community Hospital (Pineville, Kentucky)

St. Mary's Health System (Knoxville, Tennessee)

Wellmont Health System Holston Valley Medical Center  
(Kingsport, Tennessee)

Wellmont Health System Bristol Regional Medical  
Center (Bristol, Tennessee)

Graduates of this program are eligible to take the American Society for Clinical Pathology Board of Registry (ASCP BOR) Exam and directly enter the workforce in a variety of clinical settings, which include hospital laboratories, physician's offices, and research and development laboratories.

## MEDICAL TECHNOLOGY ADMISSION REQUIREMENTS

Admission to the University does not guarantee admission to the Medical Technology Program. Admission to this program is highly competitive and subject to the following:

1. Admission to Lincoln Memorial University
2. Junior classification
3. Formal application for admission to the program
4. Acceptable physical examination, including a negative drug screen
5. Competitive GPA, with 2.5 minimum required for consideration
6. Completion of all courses with the prefix BIOL, CHEM, or MATH with a minimum grade of "C-" in each.

To continue in the Medical Technology Program, students are required to earn a grade of "B-" or better in each MEDT course. Students who are unsuccessful in any MEDT course during their first semester in the program are disqualified (expelled) from continuing in the program, but may apply for readmission. Applicants for readmission will not be given priority over other applicants, and no student will be readmitted more than once. If any student fails to achieve the minimum grade of "B-" in two or more MEDT prefix courses in their first semester in the program, they are ineligible for readmission.

Beginning with the second semester in the program, any student failing to earn the minimum grade of "B-" in two or more MEDT prefixed courses is disqualified (expelled) from continuing in the program, but may apply for readmission. If admitted, the student must begin the program over and retake all



of the required MEDT prefixed courses.

#### VETERINARY TECHNOLOGY ADMISSION REQUIREMENTS

Admission to the University does not guarantee admission to the Veterinary Technology Program. Admission to this program is highly competitive and subject to the following:

1. Admission to Lincoln Memorial University
2. Twenty hours experience in a veterinary clinic
3. Formal application for admission to the program
4. Pre-exposure rabies vaccinations or a signed waiver
5. Scores on the ACT or SAT
6. Competitive GPA, with 2.5 minimum required for consideration
7. Completion of VET 100, VET 251, and VET 251 Lab with a minimum grade of "B-" in each.
8. Completion of MATH 101 or MATH 111 with a minimum grade of "C-".

The Associate of Applied Science (A.A.S.) in **Veterinary Technology** is fully accredited by the American Veterinary Medical Association. It is designed to develop knowledge, understanding, and abilities required of technicians who work under the professional supervision of veterinarians, biological research workers, and other scientists. In addition to admission to Lincoln Memorial University, formal application is required to the Veterinary Technology Program.

To continue in the Veterinary Technology Program, students are required to earn a grade of "B-" or better in each VET course. Further, any student failing to earn the minimum grade of "B-" in any VET course must repeat the course.

Students who do not make a "B" in all VET courses may be disqualified from taking selected VET courses, such as VET 170, 270, and/or 330. The continued enrollment of a student in these courses will be determined by the veterinary faculty.

The Associate of Science Degree in Veterinary Animal Science is designed especially for transfer students or incoming freshmen who want to pursue application to an accredited College of Veterinary Medicine. After completion of this A.S. degree, a student can seek fulfillment of the pre-veterinary medicine requirements or apply to the baccalaureate program in Veterinary Technology.

The Bachelor of Science in Veterinary Technology is fully accredited by the American Veterinary Medical Association. The baccalaureate major in Veterinary Technology-Animal Science is available only to students who complete the A.S. degree program in Veterinary Animal Science or its equivalent. Within the Veterinary Technology baccalaureate major the Animal Science concentration option prepares the pre-veterinary medicine student for a career in "institutional" veterinary medicine, veterinary technician education, or industrial veterinary medicine. (Special note: this Veterinary Technology major as a pre-professional tract does not guarantee admission to a college of veterinary medicine; any student wishing to pursue a Doctor of Veterinary Medicine degree is urged to contact the Dean of Allied Health Sciences as soon as possible).

The Veterinary Technology - Veterinary Practice baccalaureate degree is designed for the veterinary technologist planning to work in a private veterinary practice. The student choosing this option is prepared to function as a veterinary technician supervisor and a veterinary hospital manager.

### Major Programs

<b>Athletic Training (B.S.)</b>		cr hrs
ATTR 201	Practicum I in AT	1
ATTR 202	Practicum II in AT	1
ATTR 210	Basic Athletic Training	3
ATTR 220	Care and Prevention of Athletic Injuries	3
ATTR 224	Preventative Techniques in Athletic Training	2
ATTR 290	Therapeutic Modalities in Athletic Training	4
ATTR 301	Practicum III in AT	1
ATTR 302	Practicum IV in AT	1
ATTR 320	Evaluation I: The Appendicular Skeleton	4
ATTR 322	Evaluation II: The Axial Skeleton	4
ATTR 390	Rehabilitation of Athletic Injuries	4
ATTR 401	Practicum V in AT	1
ATTR 402	Practicum VI in AT	1
ATTR 490	Medical Considerations in Sports Medicine	2
ATTR 497	Senior Seminar in Athletic Training	3
HLTH 210	Nutrition	3
HLTH 320	Safety, First Aid, and CPR	2
KINE 272	Kinesiology and Biomechanics	3
KINE 300	Physiology of Exercise	3
KINE 310	Meas. & Eval in PE/Kine and ATTR	3
KINE 430	Administration of PE, Sport, and AT Programs	3
NURS 210	Introduction to Pharmacology	3
	<b>Total</b>	<b>55</b>

#### Minor Program

##### Athletic Coaching

The Athletic Coaching minor is offered in conjunction with Athletic Training. Details are available in the Physical Education and Kinesiology (School of Allied Health Sciences) section of the *Catalog*.

<b>Medical Technology (B.S.)</b>		cr hrs
MEDT 301-302	Intro. to Lab Methods and Techniques I, II	2
MEDT 310	Hemostasis	1
MEDT 320	Hematology	4
MEDT 330	Clinical Immunology and Serology	3
MEDT 340	Immunohematology	4
MEDT 391-392	Intermediate Clinical Practice I, II	4
MEDT 400	Urinalysis and Body Fluids	2
MEDT 410	Laboratory Management and Supervision	2
MEDT 451-452	Clinical Chemistry I, II	6
MEDT 461-462	Medical Microbiology I, II	6
MEDT 491-492	Advanced Clinical Practice I, II	5
MEDT 497	Senior Review	3
	<b>Total</b>	<b>42</b>

#### COLLATERAL 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 math and sciences are required for completion of the B.S. degree in medical technology:"

<b>A. Collateral Biological Requirements:</b>		
BIOL 111	General Biology I	4
BIOL 112	General Biology II	4
BIOL 210	Genetics	4
BIOL 250	Human Anatomy	4
BIOL 260	Human Physiology	4
BIOL 360	Immunology	3

<b>B. Collateral Chemistry Requirements:</b>		
CHEM 111	General Chemistry I	4
CHEM 112	General Chemistry II	4
CHEM 221	Organic Chemistry I	4
And one of the following:		
CHEM 222	Organic Chemistry II	4
CHEM 331	Quantitative and Instrumental Analysis I	4
CHEM 332	Quantitative and Instrumental Analysis II	4
CHEM 440	Biochemistry	4

<b>C. Collateral Mathematic Requirement (In addition to the General Education Mathematic requirements):</b>		
MATH 270	Probability and Statistics	or 3
BIOL 480	Biometry	3
Select two courses from the following: 6-8		
MATH 111	College Algebra I, II	
MATH 120	Trigonometry	
MATH 130	Calculus and Analytic Geometry	

<b>Veterinary Technology (B.S.)</b>			cr hrs
VET 100	Introduction to Veterinary Technology		3
VET 140	Small Animal Nutrition		2
VET 150	Lg. Animal Nutrition & Behavior		1
VET 160	Medical Terminology		1
VET 170	Clinical Treatment Techniques		4
VET 201	Large Animal Medicine		1
VET 202	Small Animal Medicine		2
VET 210	Laboratory & Zoo Animals		1
VET 231	Diagnostic Lab Procedures I		3
VET 232	Diagnostic Lab Procedures II		3
VET 240	Animal Breeds/Reproduction		3
VET 250	Large Animal Clinics		2
VET 251	Domestic Animal Anatomy & Phys. I		3
VET 252	Domestic Animal Anatomy & Phys. II		3
VET 260	Veterinary Pharmacology		3
VET 270	Surg. Prep. and Anesthesia		4
VET 290	Parasitology and Entomology		3
VET 297	Veterinary Clinical Review		1
VET 300	Companion Animal Management		3
VET 303	Veterinary Technician Practicum		6
VET 330	Veterinary Imaging		3
VET 350	Large Animal Management		3
VET 370	Advanced Anesthesia		3
VET 400	Zoonoses		3
VET 410	Emergency Medicine		3
VET 497	Veterinary Senior Seminar		1

Select one concentration area:

<b>Animal Science (Must complete A.S. Animal Science Degree)</b>		
BIOL 300	Cell Biology	3
BIOL Elective	(300 level)	3
CHEM 440	Biochemistry	4
<b>Veterinary Practice</b>		
BIOL 300	Cell Biology	3
ECON 211	Principles of Macroeconomics	3

ECON 212	Principles of Microeconomics	3
MGMT 300	Management Theory	3
MGMT 310	Personnel Administration	3
MKTG 300	Marketing Theory	3

### Veterinary Technology (A.A.S.)

#### The Lincoln Liberal Arts Core

<b>I. Lincoln Seminars</b>		cr hrs
LNCN 100	Lincoln's Life and Legacy	1

#### II. Academic Skills

COMM 200	Fundamentals of Speech Communication	11-13
ENGL 110	Freshman Composition	

Choose one of the following courses:

MATH 101	Math Reasoning & Problem Solving I
MATH 111	College Algebra I
MATH 112	College Algebra II
MATH 120	Trigonometry
MATH 130	Calculus (5 cr hrs)

Technology		2
CIS 100	Computer Literacy	

#### III. World History and Culture

Choose one of the following courses:

ART 100	Art Appreciation
COMM 100	Introduction to Theatre
ENGL 210	Writing about World Literature & Culture
HIST 121	World History to 1500
HIST 122	World History since 1500
MUSC 100	Music Appreciation
MUSC 460	Survey of World Music

#### IV. Social/Behavioral Science

Choose one of the following courses:

ECON 211	Principles of Macroeconomics
ECON 212	Principles of Microeconomics
GEOG 100	Introduction to Geography
GEOG 211	Introduction to Human Geography
GOVT 211	American Government: National
GOVT 212	American Government: State and Local
PSYC 100	Introduction to Psychology
PSYC 221	Child & Adolescent Development
PSYC 222	Adult Development
SOCI 100	Introduction to Sociology

#### V. Natural Science

BIOL 230	Microbiology	4
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#### Veterinary Technology Component

VET 100	Intro to Veterinary Technology	3
VET 140	Small Animal Nutrition	2
VET 150	Large Animal Nutrition & Behavior	1
VET 160	Medical Terminology	1
VET 170	Clinical Treatment Techniques	4
VET 201	Large Animal Medicine	1
VET 202	Small Animal Medicine	2
VET 210	Laboratory & Zoo Animals	1
VET 231	Diagnostic Lab Procedures I	3
VET 232	Diagnostic Lab Procedures II	3
VET 240	Animal Breeds/Reproduction	3
VET 250	Large Animal Clinics	2

VET 251	Dom. An. Anatomy & Phys. I	3
VET 252	Dom. An. Anatomy & Phys. II	3
VET 260	Veterinary Pharmacology	3
VET 270	Surg. Prep. and Anesthesia	4
VET 280	Veterinary Chemistry	1
VET 290	Parasitology and Entomology	3
VET 297	Veterinary Clinical Review	1
VET 303	Veterinary Technician Practicum	6
VET 330	Veterinary Imaging	3

**Veterinary Animal Science (A.S.)  
The Lincoln Liberal Arts Core**

		cr hrs
<b>I. Lincoln Seminars</b>		1
LNCN 100	Lincoln's Life and Legacy	
<b>II. Academic Skills</b>		12-14
COMM 200	Fundamentals of Speech Communication	
ENGL 110	Freshman Composition	
ENGL 210	Writing about World Literature and Culture	
or		
ENGL 220	Writing about World Literature and Culture (Honors)	
Choose one of the following courses:		
MATH 101	Mathematical Reasoning and Problem Solving I	
MATH 111	College Algebra I	
MATH 112	College Algebra II	
MATH 120	Trigonometry	
MATH 130	Calculus (5 cr hrs)	
Technology		2
CIS 100	Computer Literacy	
<b>III. World History and Culture</b>		3
Choose one of the following courses:		
ART 100	Art Appreciation	
COMM 100	Introduction to Theatre	
HIST 121	World History to 1500	
HIST 122	World History since 1500	
MUSC 100	Music Appreciation	
MUSC 460	Survey of World Music	
<b>IV. Social/Behavioral Science</b>		3
Choose one of the following courses:		
ECON 211	Principles of Macroeconomics	
ECON 212	Principles of Microeconomics	
GEOG 100	Introduction to Geography	
GEOG 211	Introduction to Human Geography	
GOVT 211	American Government: National	
GOVT 212	American Government: State and Local	
PSYC 100	Introduction to Psychology	
PSYC 221	Child & Adolescent Development	
PSYC 222	Adult Development	
SOCI 100	Introduction to Sociology	
<b>V. Natural Science</b>		8
*BIOL 230	Microbiology	
*CHEM 111	General Chemistry I	

\*\* All of the courses listed in this category are pre-veterinary medicine requirements. Any laboratory science course in

Biology, Chemistry, Environment Science, or Physics meets LMU's natural science general education requirement for associate degrees. Both courses listed above will count concurrently toward general education requirements.

**Veterinary Animal Science Component**

CHEM 112	General Chemistry II	4
CHEM 221/222	Organic Chemistry I/II	8
VET 100	Intro to Veterinary Technology	3
VET 140	Small Animal Nutrition	2
VET 150	Lg. Animal Nutrition & Behavior	1
VET 160	Medical Terminology	1
VET 231	Diagnostic Lab Procedures I	3
VET 232	Diagnostic Lab Procedures II	3
VET 240	Animal Breeds/Reproduction	3
VET 250	Large Animal Clinics	2
VET 251	Dom. An. Anatomy & Phys. I	3
VET 252	Dom. An. Anatomy & Phys. II	3
VET 290	Parasitology and Entomology	3

**DEPARTMENT OF  
PHYSICAL EDUCATION AND KINESIOLOGY**

**Mission Statement**

The Physical Education and Kinesiology Program is a values-based professional studies learning program. The program strives to fulfill the principals of Abraham Lincoln's life by service to humanity and the community, the promotion of public health and the advancement of teacher education and kinesiology. The program strives to educational and research opportunities available to students.

The Physical Education and Kinesiology program presents the concepts of physical education, physiology and biomechanics, and students get hands-on experience using the latest technology for studying and enhancing human performance. Kindergarten through 12 grade teacher preparation is also emphasized (see qualifications for admission criteria located in Education) with hands-on learning about the methods, philosophies, and latest research in teaching. Students are required to earn a grade of "C" or better in all courses applied to the major program.

**Major Programs**

<b>Kinesiology (B.S.) (Non-Teaching)</b>		cr hrs
ATTR 210	Basic Athletic Training or	
ATTR 220	Care and Prevention	
	of Athletic Injuries	3
HLTH 210	Nutrition	3
HLTH 220	Lifetime Wellness	2
HLTH 320	First Aid and CPR	2
KINE 200	Foundations of Physical Education	2
KINE 251	Individual and Dual Sports	2
KINE 252	Team Sports	2
KINE 271	Anatomy and Physiology	
	for PE and Sports	3

KINE 272	Kinesiology and Biomechanics	3
KINE 300	Exercise Physiology	3
KINE 310	Measurement & Evaluation	3
KINE 340	Psychomotor Development	3
KINE 360	Games, Gymnastics, Dance, Rhy Activities	3
KINE 430	Administration of PE, Sport, and AT Programs	3
KINE 480	Physical Education for Special Populations	3
	<b>Total</b>	<b>40</b>

<b>Physical Education (B.S.) (Teaching)</b>		<b>cr hrs</b>
ATTR 220	Care and Prevention of Athletic Injuries	3
HLTH 220	Lifetime Wellness	2
HLTH 320	First Aid and CPR	2
HLTH 340	School Health Programs	3
HLTH 360	Drug Awareness	3
KINE 200	Foundations of Physical Education	2
KINE 271	Anatomy and Physiology for PE and Sports	3
KINE 272	Kinesiology and Biomechanics	3
KINE 300	Exercise Physiology	3
KINE 310	Measurement & Evaluation	3
KINE 340	Psychomotor Development	3
KINE 360	Games, Gymnastics, Dance, Rhy Activities	3
KINE 430	Administration of PE, Sport, and AT Programs	3
KINE 480	Physical Education for Special Populations	3
KINE 493A	Practicum in KINE	3
	<b>Total</b>	<b>42</b>

Note: Students preparing for teacher licensure in Physical Education should also consult the School of Education.

### Concentration Areas

<b>Athletic Coaching Concentration</b>		<b>cr hrs</b>
(available only in tandem with the major in Athletic Training or Physical Education and Kinesiology)		
ATTR 210*	Basic Athletic Training	3
ATTR 220**	Care and Prevention of Ath. Injuries	3
KINE 351	Coaching	3
KINE 352	Officiating	3
KINE 410	School, Community, Outdoor Rec	3
KINE 450	Leadership in Sports and Coaching	3
KINE 493B	Practicum in Coaching	3
Elective in Health/Kinesiology or Psyc		3
	<b>Total</b>	<b>21</b>

\*The Physical Education and Kinesiology student must take the class not taken for the Physical Education and Kinesiology degree.

\*\*The Athletic Training Student must take KINE 251 and KINE 252 in place of ATTR 210 and ATTR 220 for a total of 22 hours for the concentration.

<b>Sports Management Concentration</b>		<b>cr hrs</b>
BUSN 440	Legal and Ethical Environment of Business	3
MGMT 300	Management Theory	3
MGMT 320	Organizational Behavior	3
MGMT/KINE 497	Seminar in Sports Mgmt	3
	Select two courses from the following:	6
MGMT 310	Human Resource Management	
MGMT 440	Entrepreneurship	
MGMT 450	Management Information Systems	
	<b>Total</b>	<b>21</b>

### Minor Programs

<b>Athletic Coaching</b>		<b>cr hrs</b>
HLTH 320	Safety, First Aid, and CPR	2
KINE 251	Individual and Dual Sports	2
KINE 252	Team Sports	2
KINE 271	Anatomy and Physiology for Phys Ed	3
KINE 272	Kinesiology and Biomechanics	3
	Select one course from the following:	3
ATTR 210*	Basic Athletic Training	
ATTR 220**	Care and Prevention of Athletic Injuries	
	Select two courses from the following:	6
KINE 351	Coaching	
KINE 352	Sports Officiating	
KINE 450	Leadership in Sports and Coaching	
	<b>Total</b>	<b>21</b>

\*The Physical Education and Kinesiology student must take the class not taken for the Physical Education and Kinesiology degree.

\*\*The Athletic Training Student must take KINE 251 and KINE 252 in place of ATTR 210 and ATTR 220 for a total of 22 hours for the concentration.

Note: the above also stands as a non-degree certificate program.

<b>Health</b>		<b>cr hrs</b>
HLTH 210	Nutrition	3
HLTH 230	Family Living	3
HLTH 320	Safety, First Aid, and CPR	2
HLTH 330	Consumer and Environmental Health	3
HLTH 340	School Health Programs and Services	3
HLTH 360	Drug Awareness	3
HLTH 470	Health of the Elderly	3
HLTH 493	Practicum in Health	1
	<b>Total</b>	<b>21</b>

<b>Kinesiology</b>		<b>cr hrs</b>
ATTR 220	Basic Athletic Training	3
HLTH 320	Safety, First Aid, and CPR	2
KINE 271	Anatomy and Physiology for Phys Ed	3
KINE 272	Kinesiology and Biomechanics	3
KINE 300	Physiology of Exercise	3
KINE 310	Measurement and Evaluation in Phys Ed	3
KINE 340	Psychomotor Dev of Young Children	3
KINE 493A	Practicum in Kinesiology	1
	<b>Total</b>	<b>21</b>

<b>Sports Medicine</b>		cr hrs	SOCW 330	Diversity Issues in Social Work	3
ATTR 201	Practicum I in AT	1	SOCW 340	Practice with Individuals	3
ATTR 202	Practicum II in AT	1	SOCW 380	Social Work Research	3
ATTR 220	Care & Prevention of Athletic Injuries	3	SOCW 450	Practice with Groups and Families	3
ATTR 224	Preventative Techniques in AT	2	SOCW 460	Practice with Communities and Organizations	3
ATTR 490	Medical Considerations in Sports Medicine	2	SOCW 470	Social Welfare Policy and Issues	3
HLTH 210	Nutrition	3	SOCW 480	Social Work Capstone Seminar	4
KINE 272	Kinesiology/Biomechanics	3	SOCW 497	Senior Seminar and Field Experience in Social Work	3
KINE 300	Exercise Physiology	3	SOCW 498	Senior Seminar and Internship in Social Work	12
KINE 430	Administration of PE/Sport /AT Programs	3		<b>Total</b>	<b>55</b>
	<b>Total</b>	<b>21</b>			

**Note:** Athletic training majors CANNOT minor in sports medicine.

## 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.

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 with a strong rural focus, and for further training at the graduate level. The program requires senior year internships with professional agencies. "The Social Work major is fully accredited by the Council on Social Work Education." 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. A student will not be allowed to continue in the major after making below a "C" in three major required courses with the understanding that a student can repeat a major required course only once.

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 practice courses (SOCW 340, 450, and 460), the senior capstone (SOCW 480), and field experience (SOCW 497). Phase I Admission is based on completion of nine hours in SOCW courses 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 internship (SOCW 498) is contingent upon completion of all University and Program Core Requirements, a "C" or higher in all major course work, and a cumulative GPA of 2.00.

<b>Social Work (B.S.)</b>		cr hrs
SOCW 200	Social Work Profession	3
SOCW 230	Introduction to Social Welfare	3
SOCW 240	Orientation to Practice	3
SOCW 311	Human Behavior in the Social Environment I	3
SOCW 312	Human Behavior in the Social Environment II	3
SOCW 320	Child and Family Welfare	3

## PAUL V. HAMILTON SCHOOL OF ARTS AND SCIENCES

### Mission Statement

The mission of the School of Arts 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 Arts and Sciences additionally will ensure that the general education component of the LMU experience will support values-based learning, principles of Abraham Lincoln's life, and an emphasis upon communication and excellence in learning within a variety of fields of knowledge in support of service to humanity while advancing life in the Appalachian region and beyond.

The Paul V. Hamilton School of Arts and Sciences is the most diverse school at Lincoln Memorial University. The school currently hosts 14 baccalaureate degree major programs and 18 minor programs in a variety of disciplines ranging from Art to Environmental Science. These baccalaureate programs are built upon a foundation of liberal arts knowledge and skills that prepare students for active and informed participation in their profession of choice.

The School of Arts and Sciences hosts not only the baccalaureate major and minor programs, but includes specialized courses of study as pre-professional tracks that prepare students for entry into graduate professional programs. These pre-professional programs include the pre-medical track within either the Biology or Chemistry major programs, the pre-law track housed within the English major, the pre-dental and pre-pharmacy tracks housed within either the Biology or Chemistry majors and the pre-optometry curricula housed within either the Biology or Chemistry majors.

The School of Arts and Sciences is also home to the Army ROTC program of Military Sciences Studies. The Army ROTC program at LMU seeks to recruit, train and commission future officers of the United States Army, providing them with the skills to be leaders. Students who are contracted through the Army ROTC program at LMU and who graduate from a baccalaureate program should have met all the requirements necessary to be commissioned as an Officer in the U.S. Army.

### DEPARTMENT OF ENGLISH

### Mission Statement

The English department seeks to graduate students who are well-read, articulate, and capable of substantial scholarly research. The student should be able to think about a work of literature with reference to the circumstances of its composition, to its internal characteristics, and to the student's own experience. Upon graduation a student should be ready for a professional career such as teaching, or for further study in a graduate school, a law school, or a corporate training program. The curriculum in English also contributes to the mission and purpose of Lincoln Memorial University by advancing the cultural life of the Cumberland Gap area through a reading series and an annual literary festival, providing an appreciable depth of learning in a field of knowledge and by cultivating students' abilities to communicate clearly and to make informed judgments.

In addition to a firm background in the literary and cultural history of Great Britain and the United States, the major program in English develops important skills, such as critical reading and thinking, analysis and interpretation, and effective oral and written communication. Students who complete a B.A. in English often continue their education in graduate school or professional school, or pursue careers in education, publishing, journalism, technical writing, business, or public relations., the department participates with the Criminal Justice program in offering a recommended curriculum of Pre-Law studies. This curriculum will help prepare English majors who are interested in entering law school. Students are required to earn a grade of "C-" or better in all courses applied to the major or minor program in English.

### Major Program

English (B.A.)	cr hrs
ENGL 290 Literary Research and Criticism	3
ENGL 311 Survey of British Lit I	3
ENGL 312 Survey of British Lit II	3
ENGL 321 Survey of American Lit I	3
ENGL 322 Survey of American Lit II	3
ENGL 410 Shakespeare	3
ENGL 433 Literary Periods (content varies)	3
ENGL 443 Literary Genres (content varies)	3
Electives in English (must be 300/400-level):	15
Total	39

**Note 1:** Transfer students who have had both of the British Literature Survey Courses at the 200 level are required to take one additional course with British content at the 300 or 400 level to complete the requirements for the major.

**Note 2:** Transfer students who have completed both of the American Literature Survey courses at the 200 level are required to take one additional course with American content at the 300 or 400 level to complete the requirements for the major.

**Note 3:** Students preparing for teacher licensure in English must complete ENGL 360, The English Language, in lieu of 3 credit hours of Electives in English. Teacher licensure students must also complete 6 credit hours of a foreign language or achieve an acceptable score on an LMU-approved foreign language examination. Consult the chair of the department of undergraduate Education regarding other specific requirements.

**Note 4:** Students majoring in English who plan to enter law school should review the Lincoln Pre-Law Curriculum in the Pre-Professional Curricula section of this catalog.

**Note 5:** During their senior year, students are obligated to successfully complete the department's capstone requirements.

### Minor Program

English	cr hrs
Twelve credit hours from the following:	
ENGL 290 Literary Research and Criticism	12
ENGL 311 Survey of British Lit I	
ENGL 312 Survey of British Lit II	
ENGL 321 Survey of American Lit I	
ENGL 322 Survey of American Lit II	
Electives in English (ENGL 290 or 300/400-level ENGL courses)	6
Total	18

#### English Language Institute Operational Guidelines

- 1) All international students for whom English is not the native language shall be required to take the Test of English as a Foreign Language (TOEFL) as a condition of admission to LMU. Students will be required to score at least 450 on the Paper Test, 130 on the Computer-Based Test, or 45 on the Internet-Based Test in order to be admitted to the University. (The TOEFL is now offered in three different formats.)
- 2) Students who score between 450 and 520 on the Paper Test, 130 and 193 on the Computer-Based Test, or 45 and 73 on the Internet-Based Test will be required to take ELI courses in their first year of enrollment and thereafter until completing the ELI program, the passage of which approximates to a score of at least 520 on the Paper-Based TOEFL.
- 3) The students in the aforementioned category, that is, those who score between 450 and 520 on the Paper Test, 130 and 193 on the Computer-Based Test, or 45 and 73 on the Internet-Based Test, may take other courses at the discretion of the ELI Director; however, they will not be allowed to take regular academic English until they complete the ELI program.
- 4) Admission-seeking international students who score below the required 450 on TOEFL may request a review of application materials to determine alternative methods of demonstrating English language proficiency. Application materials will be reviewed by the ELI Director and other Admission staff. Students accepted on this provisional basis are required to take classes at the English language Institute, located at the Harrogate campus.
- 5) ELI-enrolled students will be given a diagnostic entry test, known as the ACT-ESL, to determine their optimal placement in ELI classes.
- 6) ELI will consist of four levels: Beginner, Intermediate, High-Intermediate, and Academic. This format corresponds to ACT-ESL test levels: 1 (42-62); 2 (63-83); 3 (84-93); and 4 (94-99). A appropriate course numeration will be assigned: ELI 013; ELI 023; ELI 033; and ELI 043.
- 7) Advancement between ELI levels will be based on ACT-ESL progress tests. (\*ACT-ESL provides both an entry test and level-progress tests.) Students must pass the test advance and will repeat the level if necessary. The repetition courses will be enumerated 014/024/034.044. 1 (one) repetition only will be permitted. ELI courses will count for credit toward term academic load; however, the ELI credits will not count toward students' required minimum 128 credits for graduation.

- 8) ELI courses will run for 8 (eight) weeks. For registration purposes, students will register for two consecutive ELI courses at the beginning of each term. If a student has placed into the 400 level at the beginning of a term, he/she will be registered only for the first 8 weeks of the term in ELI.
- 9) Grades in ELI will be assigned on a Pass/Fail basis.
- 10) Computer-laboratory language work has been shown to be highly effective component of successful ESL programs. The Department will utilize one or more of these programs to facilitate independent computer study for ELI students at the learning center.

### DEPARTMENT OF HUMANITIES AND FINE ARTS

#### Mission Statement

The Department of Humanities and Fine Arts promotes the mission of LMU by offering six majors in the liberal arts: 1) Art, 2) Broadcast Communication, 3) History, 4) Music, 5) Philosophy and Religion. It also offers minors in Art, Broadcasting, Broadcasting Communications, Geography, History, Museum Studies, Music, Philosophy and Religion, and Theatre Arts. 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 program 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 broadcasting, the fine arts, government, public service, teaching and various professional fields. Others pursue further study at the graduate level. 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. These events help to connect the university to the peoples and culture of the region while simultaneously linking our students and the region to the "world around us."

#### Major Programs

<b>Environmental Management Concentration</b>	15
BIOL 370 Land Use and Environmental Analysis	
ENVS 400* Appalachian Ecology	
ENVS 410* Environmental Issues in Appalachia	
ENVS 420* Geographic Information Systems	
Elective	
300/400 level science course or	
GEOG 300	
Environmental Geography	
<b>Entrepreneurship Concentration</b>	15
MGMT 300 Management Theory	
MGMT 440 Entrepreneurship	
MKTG 300 Marketing Theory	
MKTG 310 Advertising	
Elective	
300/400 level business, economics, finance or management course	

<b>Heritage Preservation Concentration</b>	15
HIST 320 History of Tennessee	
HIST 390 Issues in Collection Management	
HIST 480 Historical Methods	
HIST 490 Museum Interpretation	
HIST 498* Internship in Museum Studies	
*Does not substitute for GEOG 498	

<b>Eco and Heritage Tourism Development Concentration</b>	18
Courses selected from the above three tracks: Heritage Preservation, Entrepreneurship and Environmental Management	
<b>Total</b>	36-39

<b>Art (B.A.)</b>	cr hrs
ART 105 Design I: 2-d	3
ART 110 Drawing I	3
ART 205 Design II: 3-d	3
ART 210 Drawing II	3
ART 220 Painting I	3
ART 310 Drawing III	3
ART 320 Painting II	3
ART 381 Survey of Art History I	3
ART 382 Survey of Art History II	3
ART 497 Senior Seminar and Exhibition	2
<b>Total credit hours</b>	29

Select three courses from the following (at least one must be 400-level):

ART 230 Photography I	3
ART 240 Ceramics I	3
ART 330 Photography II	3
ART 343 Ceramics II/ III	3
ART 350 Printmaking	3
ART 360 Jewelry Design and Metals	3
ART 395 Special Topics in Art	3
ART 400 Appalachian Art	3
ART 410 Drawing IV	3
ART 423 Painting III/IV	3
ART 471 Art and the Child	3
ART 472 Art and the Adolescent	2
ART 495 Special Topics in Art	3
<b>Total</b>	8-9

**Total 37-38 credit hours**

**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.

\*If not applied to program core

<b>Broadcast Communications (B.A.)</b>	cr hrs
<b>PROGRAM CORE</b>	
COMM 100 Intro to Theatre or COMM 110 Intro to Media	3
COMM 230 Fundamentals of Acting	3
COMM 260 Writing for Media	3

BCOM 203 Production Practicum (1 credit hour taken 3 times)	3
BCOM 250 Fundamentals of Scenery and Lighting	3
BCOM 270 Television Production	3
COMM 410 Media Law and Ethics	3
BCOM 485 (Z) Senior Seminar (Capstone-SEWS)	3

**Total Credit Hours for Core 24**

**CONCENTRATIONS**  
Upon the completion of the core requirements, the student will elect to pursue a Media Production Concentration or Media Performance Concentration. Each track requires the student to complete a total of 12 credit hours (see Concentration requirements below). The student selects only one track for the degree below:

<b>MEDIA PRODUCTION Concentration</b>	
BCOM 371 Audio Production	3
BCOM 372 Electronic Editing	3
BCOM 380 Multi-Camera Production	3
BCOM 381 Single Camera Production	3

**Total credit hours for Media Production Concentration: 12**

<b>MEDIA PERFORMANCE Concentration</b>	
COMM 360(X) Advance Media Writing	3
BCOM 330 Acting for the Camera	3
BCOM 335 Video Performer	3
BCOM 350 Production Design	3

**Total credit hours for Media Performance Concentration: 12**

**PROGRAM ELECTIVES**  
Each student will be required to complete 9 credit hours of electives from the pool of courses below:

(At least 6 credit hours must be 400-level):

ART 110 Drawing	3
ART 230 Photography	3
COMM 360(X) Advance Media Writing	3
COMM 340(X) Survey of Dramatic Literature	3
COMM 333(X) Film Genre	3
BCOM 395/495 Special Topic	3
BCOM 470 Advanced Television Production	3
BCOM 475 Advanced Electronic Editing	3
BCOM 480 Video Computer Graphics	3
BCOM 496 Independent Study	3
BCOM 498 Internship*	1-6
MKTG 300 Marketing Theory	3
MKTG 310 Advertising	3

**Total credit hours required for electives: 9**

**Total 45**

\*Note: - Up to 3 credit hours can be applied toward the 400 level 6 credit hour requirement.



<b>History (B.A.)</b>		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 210	Introduction to Historical Studies	3
HIST 480	Historical Methods	3
Electives in History (at least 6 credit hours must be in American History, at least 6 credit hours must be in European History, and at least 3 credit hours must be in non-western History)		

18

Total 36

**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. Students seeking licensure in another social science discipline, in addition to History, should consult the director of the History program for further information.

**Note:** Students majoring in History who plan to enter law school should review the Lincoln Pre-Law Curriculum in the Pre-Professional Curricula section of this catalog.

**Music (B.A.) Vocal and Instrumental Track**

cr hrs

**PROGRAM CORE (Vocal and Instrumental Track)**

MUSC 101*	Class Piano I	1
MUSC 102*	Class Piano II	1
MUSC 111	Music Theory I	3
MUSC 112	Music Theory II	3
MUSC 121	Ear Training I	2
MUSC 122	Ear Training II	2
MUSC 211	Music Theory III	3
MUSC 212	Music Theory IV	3
MUSC 321	Music History to 1750	3
MUSC 322	Music History since 1750	3
MUSC 495	Student Recital	
MUSC 497	Senior Recital	
Select one concentration of private instruction in applied music		
MUSC 131-132, 231-232, 331-332, 431-432	Voice	8
MUSC 141-142, 241-242, 341-342, 441-442	Piano	
MUSC 151-152, 251-252, 351-352, 451-452	Instrumental: (B-Brass, C-Percussion, D-Woodwind and E-Guitar)	
Select one ensemble per semester**		
MUSC 113	Concert Choir	8
MUSC 153	Concert Band	0

**PROGRAM ELECTIVES**

Electives (3 credit hours must be 400 level)		
MUSC 230	Vocal Pedagogy	6
MUSC 234	Diction for Singers	
MUSC 254	Brass Techniques	
MUSC 255	Woodwind Techniques	
MUSC 256	Percussion Techniques	
MUSC 257	String Techniques	
MUSC 300	Fundamentals of Arranging	
MUSC 314	Computer Music and Media	
MUSC 335	Choral Conducting	

MUSC 355	Instrumental Conducting
MUSC 395A	Fundamentals of Marching Band
MUSC 395B	Fundamentals of Choral Ensemble
MUSC 397	Junior Recital
MUSC 430	Choral Arranging
MUSC 450	Instrumental Arranging
MUSC 460	World Music
MUSC 465	Survey of Choral Literature
MUSC 467	Appalachian Music

Total 47

\*Upon demonstrated proficiency, MUSC 101 and 102 may be waived.

\*Piano majors will be exempt from MUSC 101 and 102.

\*\*Music majors are expected to participate in an ensemble reflective of their performance medium each semester of full-time enrollment except student teaching semester.

**Music (B.A. with Vocal./General Music K-12 Teacher Certification)**

**Program Core hrs**

MUSC 101	Class Piano I	1
MUSC 102	Class Piano II	1
MUSC 111	Music Theory I	3
MUSC 112	Music Theory II	3
MUSC 113	University Concert Choir	4

(113 Required for Vocal Music Educ Candidates; 1 Credit per Semester for a Total of 4 cr hr)

(Concurrent enrollment in 103 and 113 is not allowed)

MUSC 121	Ear Training I	2
MUSC 122	Ear Training II	2
MUSC 130	Voice Class	1
MUSC 211	Music Theory III	3
MUSC 212	Music Theory IV	3
MUSC 254	Brass Techniques	1
MUSC 255	Woodwind Techniques	1
MUSC 256	Percussion Techniques	1
MUSC 257	String Techniques	1
MUSC 300	Fundamentals of Arranging	2
*MUSC 321	Music History I	3
*MUSC 322	Music History II	3
*MUSC 322X	Junior SEWS Writing Requirements	0
MUSC 335	Choral Conducting	2
MUSC 395B	Fundamentals of Choral Ensemble	
MUSC 131-132, 231-232, 331-332, 431-432 Applied Lessons in Voice (1 cr per course) (7)		
MUSC 495	Student Recital	0
MUSC 495B Methods of Teaching Vocal/General Music In the Elementary, Middle, and Secondary Schools 3		
MUSC 497	Senior Recital (497 Required for Vocal Music Education Students)	(1)
MUSC 497Z	(Senior SEWS Writing Requirement)	0
Piano Proficiency 0		
Vocal Proficiency 0		

**Electives: See Catalog or Program Electives above (Maximum of 3 cr hrs for Education)**

Total Hours 52

**MUSIC (B.A. with Instrumental/General Music K-12 Teacher Certification)**

Major Program		
MUSC 101	Class Piano I	1
MUSC 102	Class Piano II	1
MUSC 111	Music Theory I	3
MUSC 112	Music Theory II	3
MUSC 121	Ear Training I	2
MUSC 122	Ear Training II	2
MUSC 130	Voice Class	1
MUSC 153	Concert Band	
<b>( 153 Req. for Instrumental Music Educ Candidates; 1 Credit per Semester for a Total of 4 cr )</b>		
MUSC 211	Music Theory III	3
MUSC 212	Music Theory IV	3
MUSC 254	Brass Techniques	1
MUSC 255	Woodwind Techniques	1
MUSC 256	Percussion Techniques	1
MUSC 257	String Techniques	1
MUSC 300	Fundamental of Arranging	2
*MUSC 321	Music History I	3
*MUSC 322	Music History I	13
*MUSC 322X	Junior SEWS Writing Requirement	0
MUSC 355	Instrumental Conducting	2
MUSC 395A	Fundamentals of Marching Band	1
MUSC 151-152, 251-252, 351-352, 451-452		(7)
Applied Lessons on Primary Instrument ( 1 cr per course)		
MUSC 495	Student Recital	0
MUSC 495A	Methods of Teaching Instrumental General Music in Elementary, Middle, and Secondary Schools	3
MUSC 497	Senior Recital (497 Required for Instr. Music Education Students)	(1)
MUSC 497Z	(Senior SEWS Writing Requirements)	0
Piano Proficiency		0
Vocal Proficiency		0

*Electives: See Catalog or Program Electives Above (Maximum of 3 cr hrs for Education)* **3**

**Total Hours 52**

**Note: Students preparing for teacher licensure should consult the head of undergraduate education regarding other requirements.**

<b>Philosophy and Religion (B.A.)</b>		<b>cr hrs</b>
<b>PROGRAM CORE</b>		
PHIL 100	The Meaning of Life	3
PHIL 200	Introduction to Philosophy	3
PHIL 303	Topics in Philosophy	3
PHIL 310	Critical Thinking	3
PHIL 420	Ethics	3
PHIL 450	Seminar in Phil./Relig.	
REL 210	Survey of the Old Testament	or
REL 220	Survey of the New Testament	3
REL 310	World Religions	3
REL 320	History of Christianity	or
REL 325	Religion in America	3

**PROGRAM ELECTIVES**

Select 6 credit hours from the following electives		<b>6</b>
PHIL 430	Medical Ethics	
REL 150	Worshiping in Other Traditions	
REL 210*	Survey of the Old Testament	
REL 220*	Survey of the New Testament	
REL 315	Comparative Christianity	
REL 320*	History of Christianity	
REL 325*	Religion in America	
<b>Total</b>		<b>33</b>

\*If not applied to program core

**Note:** Students majoring in Philosophy and Religion who plan to enter law school should review the Lincoln Pre-Law Curriculum in the Pre-Professional Curricula section of this catalog.

**Minor Programs**

<b>Appalachian Studies</b>		<b>cr hrs</b>
ENGL 330	Appalachian Literature	3
HIST 370	History of Appalachia	3
ENVS 410	Environmental Issues in Appalachia	3
GEOG 440	Geography of Appalachia	3
Elective hours (must be selected from the list below)		6
<b>Total</b>		<b>18</b>

**Elective Courses:**

HIST 320	History of Tennessee	3
ECON 375	Regional Economics	3
ART 400	Appalachian Art	3
ENVS 400	Appalachian Ecology	3
MISC 467	Music of Appalachia	3
HIST 490	Museum Interpretation	3

**Art**

		<b>cr hrs</b>
ART 100	Art Appreciation	3
ART 105	Design I: 2-d	3
ART 110	Drawing I	3
ART 205	Design II: 3-d	3
ART 220	Painting I	3
ART 381	Survey of Art History I	or
ART 382	Survey of Art History II	3
Elective in Art		3
<b>Total</b>		<b>21</b>

**Broadcasting Minor**

The Broadcast minor will be modified utilizing courses from the old Communication Arts Program and the newly designed Broadcast Communications Program.

	cr hrs	
COMM 110	Intro to Media	3
COMM 230	Fundamentals of Acting	3
COMM 260	Writing for the Media	3
BCOM 250	Fundamentals of Scenery and Lighting	3
BCOM 270	Television Production	3
BCOM 372	Electronic Editing	3
COMM 410	Media Law and Ethics	3

**Total credit hours for minor 21**

**Note:** Students taking the major in Broadcast Communications may declare the minor in Theatre only if at least 12 credit hours applied to the minor program are not concurrently applied to the major program.

**Geography** cr hrs

Select 18 credit hours from the following:

GEOG 100	Introduction to Geography	
GEOG 211	Introduction to Human Geography	
GEOG 212	Introduction to Physical Geography	
GEOG 300	Environmental Geography	
GEOG 350	Geography of Religions	
GEOG 400	Historical Geography of the British Isles	
GEOG 440	Geography of Appalachia	

**Total 18**

**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 (at least 6 credit hours must be 300/400-level)		9
<b>Total</b>		<b>21</b>

**Note:** The minor in History is not available to students who take the major in Humanities.

**Museum Studies**

	cr hrs	
HIST 250	Introduction to Museum Studies	3
HIST 390	Issues in Collection Management	3
HIST 490	Museum Interpretation	3
HIST 498	Internship in Museum Studies	3-6
MGMT 300	Management Theory	3
MKTG 300	Marketing Theory	3
<b>Total</b>		<b>18-21</b>

**Music**

MUSC 111	Music Theory I	3
MUSC 112	Music Theory II	3
MUSC 101	Piano Class	1
MUSC 221	Music History to 1750 or	
MUSC 222	Music History since 1750	3
Select one concentration of private instruction in applied music:		4

MUSC 131-132, 231-232	Voice	
MUSC 141-142, 241-242	Piano	
MUSC 151-152, 251-252	Instrumental	
Select one area of music ensemble:		4
MUSC 113	Concert Choir	
MUSC 153	Concert Band	
Elective in Music (must be 200-level)		2
<b>Total</b>		<b>20</b>

**Note:** Upon demonstrated proficiency, MUSC 101, Piano Class, may be waived; further, students taking the minor program in Music are expected to participate (for credit or not) in an ensemble reflective of chosen performance medium each semester of full-time enrollment, excluding semester enrolled in EDUC 497.

**Philosophy and Religion**

	cr hrs	
PHIL 100	The Meaning of Life	3
PHIL 200	Intro to Philosophy	3
PHIL 420	Ethics	3
REL 210	Survey of Old Testament or	
REL 220	Survey of New Testament	3
REL 310	Comparative World Religions	3
REL 320	History of Christianity or	
REL 325	Religion in America	3
Elective		3
<b>Total</b>		<b>21</b>

**Theatre Arts Minor**

	cr hrs	
COMM 100	Intro to Theatre	3
COMM 320	Oral Reader as Communicator	3
BCOM 250	Fundamentals of Scenery and lighting	3
BCOM 330	Acting for the Camera	3
COMM 330(X)	Film Genre	3
COMM 340 (X)	Survey of Dramatic Lit	3
BCOM 350	Production Design	3
<b>Total</b>		<b>21</b>

\* COMM 230 will only be offered during the summer

**Note:** Students taking the major in Broadcast Communications may declare the minor in Theatre Arts only if at least 12 credit hours applied to the minor program are not concurrently applied to the major program.

**DEPARTMENT OF  
MATHEMATICS AND NATURAL SCIENCES**

**Mission Statement**

The Department of Mathematics and Natural Sciences 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 areas of Mathematics, Chemistry and Natural Sciences programs. Graduates of the department of Mathematics and Natural Sciences 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 mathematics or natural sciences. Students pursuing a career in medicine, pharmacy, optometry, dentistry, or veterinary medicine should consider taking the pre-med track within the Biology or Chemistry major program.

**Major Programs**

<b>Biology (B.S.)</b>		cr hrs
BIOL 210	Genetics	4
BIOL 230	Microbiology or	
BIOL 250	Human Anatomy	4
BIOL 270	Ecology	4
BIOL 310	Developmental Biology or	
BIOL 410	Evolution	3
BIOL 321	Botany: Fundamental	4
BIOL 322	Botany: Field	4
BIOL 340	Invertebrate Zoology	4
BIOL 397	Junior Science Seminar	1
BIOL 480	Biometry	3
BIOL 497	Senior Science Seminar	1
Select one course from the following:		4
ENVS 440	Coastal Ecology	
ENVS 470	Desert Ecology	
WDLF 330	Ichthyology	
WDLF 340	Herpetology	
WDLF 350	Ornithology	
WDLF 360	Mammalogy	
<b>Total</b>		<b>36</b>

**Note:** Collateral requirements include CHEM 111-112, 221-222; MATH 270 is a prerequisite for BIOL 480; BIOL 111 and 112 are prerequisites for BIOL 210. Students preparing for teacher licensure in Biology should consult the chair of the Department of Undergraduate Education regarding other requirements.

<b>Biology (B.S.) (Pre-med Track)</b>		cr hrs
BIOL 210	Genetics	4
BIOL 230	Microbiology	4
BIOL 250, 260	Human Anatomy, Human Phys.	8
BIOL 300	Cell Biology	3
BIOL 310	Developmental Biology	3
BIOL 360	Immunology	3
BIOL 397	Junior Science Seminar	1
BIOL 480	Biometry	3

BIOL 497	Senior Science Seminar	1
CHEM 440	Biochemistry	4
<b>Total</b>		<b>34</b>

**Note:** BIOL 111 and 112 are prerequisites for BIOL 210. Math 270 is a prerequisite for BIOL 480. Collateral Requirements include CHEM 111-112, 221-222, MATH 130, PHYS 211-212.

<b>Biology (B.S.) (Secondary Education Track)</b>		cr hrs
BIOL 210	Genetics	4
BIOL 250	Human Anatomy	4
BIOL 270	Ecology	4
BIOL 321	Botany	4
BIOL 340	Invertebrate Zoology	4
BIOL 397	Junior Science Seminar	1
Select one course from the following:		3-4
BIOL 410	Evolution or	
BIOL 230	Microbiology	
BIOL 497	Senior Science Seminar	1
Select one course from the following:		4
WDLF 330	Ichthyology	
WDLF 340	Herpetology	
WDLF 350	Ornithology	
WDLF 360	Mammalogy	
<b>Total</b>		<b>29-30</b>

**Note:** Collateral Requirements include BIOL 111-112, CHEM 111-112, 220, and MATH 270.

<b>Chemistry (B.S.)</b>		cr hrs
CHEM 221-222	Organic Chemistry I, II	8
CHEM 310	Mathematical Methods in Chemistry	4
CHEM 331-332	Quantitative and Instrumental Analysis I, II	8
CHEM 397	Junior Science Seminar	1
CHEM 440	Biochemistry	4
CHEM 451-452	Physical Chemistry I, II	8
CHEM 460	Inorganic Chemistry	3
CHEM 497	Senior Science Seminar	1
<b>Total</b>		<b>36</b>

**Note:** Collateral requirements include CHEM 111-112, MATH 130, PHYS 211- 212; further, students preparing for teacher licensure in Chemistry should consult the chair of the department of undergraduate Education regarding other requirements.

<b>Chemistry (B.S.) (Pre-med Track)</b>		cr hrs
BIOL 230	Microbiology	4
BIOL 250, 260	Human Anatomy, Human Phys.	8
CHEM 221-222	Organic Chemistry I, II	8
CHEM 310	Mathematical Methods in Chemistry	4
CHEM 331-332	Quantitative and Instrumental Analysis I, II	8
CHEM 395	Special Topics in Chemistry	2-3
CHEM 397	Junior Science Seminar	1
CHEM 440	Biochemistry	0-4
CHEM 451-452	Physical Chemistry I, II	8
CHEM 460	Inorganic Chemistry	3
CHEM 483	Research in Chemistry	3
CHEM 497	Senior Science Seminar	1
PHYS 211-212	General Physics I, II	8
<b>Total</b>		<b>62-63</b>

Note: Collateral requirements include BIOL 111-112, MATH 130, 270. CHEM 111-112 are prerequisites for CHEM 221-222.

<b>Environmental Science (B.S.)</b>		cr hrs
BIOL 220	Soils	4
BIOL 270	Ecology	4
BIOL 370	Land Use and Environmental Analysis	4
BIOL 480	Biometry	3
ENVS 300	Environmental Geography	3
ENVS 397	Junior Science Seminar	1
ENVS 400	Appalachian Ecology	4
ENVS 410	Environmental Issues in Appalachia	3
ENVS 420	GIS	3
ENVS 450	Aquatic Ecosystems	3
ENVS 460	Limnology	3
ENVS 497	Senior Science Seminar	1
Select one of the following:		4
BIOL 340	Invertebrate Zoology	
ENVS 440	Coastal Ecology	
ENVS 470	Desert Ecology	
WDLF 330	Ichthyology	
WDLF 340	Herpetology	
Total		40

Note: Collateral requirements include BIOL 111-112, CHEM 111-112, 221-222, MATH 270

<b>Mathematics (B.S.)</b>		cr hrs
MATH 231	Int Calculus and Analytic Geom I	5
MATH 232	Int Calculus and Analytic Geom II	5
MATH 270	Probability and Statistics	3
Select three courses from the following:		9
MATH 351	Differential Equations I	
MATH 352	Differential Equations II	
MATH 361	Linear Algebra I	
MATH 362	Linear Algebra II	
MATH 380	Geometry	4
Select three courses from the following:		9
MATH 451	Advanced Calculus I	
MATH 452	Advanced Calculus II	
MATH 461	Modern Algebra I	
MATH 462	Modern Algebra II	
MATH 490	History of Mathematics	3
Electives in Mathematics (must be 300/400-level):		3
Total		41

Note: Students preparing for teacher licensure in Mathematics must complete MATH 270. Consult the chair of the department of undergraduate Education regarding other requirements.

<b>Wildlife and Fisheries Management (B.S.)</b>		cr hrs
BIOL 210	Genetics	4
BIOL 220	Soils or	
PHYS 211	General Physics I	4
BIOL 270	Ecology	4
BIOL 321	Botany: Fundamental	4
BIOL 322	Botany: Field	4
BIOL 340	Invertebrate Zoology	4
BIOL 370	Land Use and Environmental Analysis	3
BIOL 480	Biometry	3
WDLF 100	Intro to Wildlife Management	3

WDLF 280	Law Enforcement and Natural Resources	3
WDLF 330	Ichthyology	4
WDLF 340	Herpetology	4
WDLF 350	Ornithology	4
WDLF 360	Mammalogy	4
WDLF 397	Junior Science Seminar	1
WDLF 430	Applied Ecol: Mgmt of Freshwater Fish	4
WDLF 450	Applied Ecol: Mgmt of Game Birds	4
WDLF 460	Applied Ecol: Mgmt of Game Mammals	4
WDLF 497	Senior Science Seminar	1
Total		66

Note: Collateral requirements include CHEM 111-112. MATH 270 is a prerequisite for BIOL 480.

#### Minor Programs

<b>Biology</b>		cr hrs
BIOL 111-112	General Biology I, II	8
BIOL 210	Genetics	4
BIOL 270	Ecology	4
BIOL 321	Botany: Fundamental	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 Wildlife and Fisheries Management or Environmental Science.

<b>Chemistry</b>		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	
CHEM 440	Biochemistry	4
Total		19-20

<b>Environmental Science</b>		cr hrs
BIOL 270	Ecology	4
BIOL 370	Land Use	4
ENVS 410	Environmental Issues in Appalachia	3
ENVS 420	GIS	3
ENVS 450	Aquatic Ecosystems	3
GEOG 300	Environmental Geography	3

Total 20

Note: The minor in Environmental Science is not available to students who take the major in Biology or Wildlife and Fisheries Management.

<b>Mathematics</b>		cr hrs
MATH 120	Trigonometry	3
MATH 130	Calculus and Analytic Geom I, II	5
MATH 231-232	Int Calculus and Analytic Geom I, II	10
MATH 270	Probability and Statistics	3
Select one course sequence from the following:		6
MATH 351-352	Differential Equations I, II	
MATH 361-362	Linear Algebra I, II	
MATH 451-452	Advanced Calculus I, II	
MATH 461-462	Modern Algebra I, II	
Total		27

<b>Wildlife and Fisheries Management</b>	cr hrs
WDLF 100 Intro to Wildlife Management	3
Select two courses from the following:	8
WDLF 330 Ichthyology	
WDLF 340 Herpetology	
WDLF 350 Ornithology	
WDLF 360 Mammalogy	
Select two courses from the following:	8
WDLF 430 Applied Ecol: Mgmt of Freshwater Fish	
WDLF 450 Applied Ecol: Mgmt of Game Birds	
WDLF 460 Applied Ecol: Mgmt of Game Mammals	
Total	19

**Note:** The minor in Wildlife and Fisheries Management is not available to students who take the major in Biology or Environmental Science.

**Note:** Students wishing to meet The Wildlife Society educational requirements for certification as a wildlife biologist should consult closely with their advisors.

## 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 and psychology, and minor programs in gerontology, psychology, and sociology. 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.

The 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 requires senior year internships with professional agencies. Students may participate in the Criminal Justice and Pre-Law Society and may be selected to Alpha Phi Sigma, the National Honor Society in Criminal Justice.

The Psychology major emphasizes theory, research, practice, and personal growth and provides the student with strong clinical and research skills for employment and for further training at the graduate level. The program requires a senior year internship with a professional agency. Students may participate in the Psychology Club and may be selected to Psi Chi, the National Honor Society in Psychology.

Students will be eligible for admission into the Psychology Program after the fall term of their junior year or after the successful completion of PSYC 100, 221-222, 250, 280, 290, 314, 350, and 390 with a grade of "C" or more, the submission of the completed application forms, and the written recommendations of their LMU psychology professors. During the fall term of their senior year, students will be required to apply for admission into PSYC 498, their senior seminar and

internship placement. As psychology majors, students must demonstrate mastery of the four major program competencies. These competencies and program requirements are defined in the Psychology Major Student Handbook. The student may pick up the handbook once an intention to major in psychology has been declared.

### Major Programs

#### Criminal Justice (B.A.) cr hrs

##### Required Courses—31 credit hours

CRIM 105	Intro to Criminal Justice	3
CRIM 210	Criminal Law	3
CRIM 215	Criminal Procedure	3
CRIM 220	Intro to Courts	3
CRIM 300	Issues and Ethics in Criminal Justice	3
CRIM 315	Intro to Corrections	3
CRIM 405	Police Administration	3
PSYCH 280	Statistical Methods for the Social Sci.	3
CRIM 380	Research in Criminal Justice or	3
	PSYCH 380 Research in Psychology	
CRIM 480	Capstone Seminar	4

##### Elective Courses—15 Credit hours chosen from the following:

CRIM 205	Criminal Justice Capstone Seminar	3
CRIM 310	Criminology	3
CRIM 320	Juvenile Justice	3
CRIM 350	Investigations	3
CRIM 395	Special Topics	3
CRIM 360	Homeland Security	3
CRIM 450	Political Violence and Terrorism	3
CRIM 420	Race, Gender, and Crime	3
CRIM 496	Independent Study in Criminal Justice	3
CRIM 498	Practicum in Criminal Justice	3
GOVT 211	American Government	3
SOCI 100	Intro to Sociology	3
SOCI 330	Cultural Diversity	3
PSYCH 330	Forensic Psychology	3

Total 46

#### Psychology (B.S.) cr hrs

PSYC 100	Intro to Law Enforcement	3
PSYC 221	Child & Adolescent Development	3
PSYC 222	Adult Development	3
PSYC 250	Interpersonal and Group Dynamics	3
PSYC 280	Statistical Methods for the Social Sciences	3
PSYC 290	Human Learning and Cognition	3
PSYC 314	History and Systems of Psychology	3
PSYC 315	Theories of Personality	3
PSYC 340	Abnormal Psychology	3
PSYC 350	Social Psychology	3
PSYC 380	Research in Psychology	3
PSYC 390	Physiological and Perceptual Psychology	3
PSYC 460	Counseling Theories and Techniques	4
PSYC 470	Psychological Tests and Measurements	3
PSYC 480	Experimental Psychology	3
PSYC 498	Seminar and Internship in Psychological Services	9
	Total	55

### Minor Programs

<b>Criminal Justice</b>		cr hrs
CRIM 105	Intro to Criminal Justice	3
CRIM 210	Criminal Law	3
CRIM 310	Intro to Criminology	3
Electives in Criminal Justice		9
Total		18

<b>Gerontology</b>		cr hrs
BSCI490	Practicum in Gerontology	4
HLTH 470	Health of the Elderly	3
HLTH 480	Recreation and Leisure in Aging or	
PSYC 310	Thanatology: Death and Dying	3
PSYC 222	Adult Development	3
PSYC 420	Psychology of Aging	3
Approved Elective/Independent Study/Special Topic course		3
Total		19

Note: The above also stands as a non-degree certificate program.

<b>Psychology</b>		cr hrs
PSYC 100	Intro to Psychology	3
PSYC 221	Child & Adolescent Development or	
PSYC 222	Adult Development	3
PSYC 250	Interpersonal and Group Dynamics	3
PSYC 290	Human Learning and Cognition	3
PSYC 340	Abnormal Psychology	3
PSYC 350	Social Psychology	3
PSYC 380	Research in Psychology	3
Total		21

### Program of Military Science Studies

#### 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 Lincoln Memorial University 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.

# SCHOOL OF BUSINESS

## Major Programs

### Mission Statement

The mission of the School of Business is to provide a fundamental business education with a focus on students from the Appalachian Region. The School of Business is committed to providing quality business education that builds upon the knowledge of foundational business concepts that enable students to recognize and evaluate the balance between the creation of profits and wealth and the maintenance of business ethics and social responsibility in a global economy. The School strives to prepare students who can secure employment in diverse fields or obtain graduate level education. In addition, the School is committed to providing service to the tri-state region and engaging in scholarly activities.

The School of Business offers three baccalaureate degree major programs and five minor programs. These programs are designed to prepare students for careers in business, industry, and government.

1. The Bachelor of Business Administration (B.B.A.) degree requires the completion of the B.B.A. Core (36 semester credit hours) and one B.B.A. Major (24 semester credit hours) from those detailed.
2. The Management and Leadership Studies Program\* (MLP) leads to a Bachelor of Science (B.S.) degree, and is designed for adults, age 23 and over, who have 60 semester credit hours of college credit and prior learning experiences. Utilizing the cohort-group approach and accelerated learning, the twelve MLP core modules, composed of 42 semester credit hours of study, can be completed over a 66-week period. Other coursework may be required to meet degree requirements. Additional information about this program for older adult learners is available in the MLP Catalog.
3. The major in Business leads to the Bachelor of Arts (B.A.) degree, providing a solid foundation of knowledge and skills in general business practices. While open to all students, the Business major is designed primarily as a second major for students pursuing another primary field of interest. It also provides an alternative to the B.B.A. for the student who discovers an interest in business late in the undergraduate career.
4. Minor programs are available in Computer Information Systems, Economics, General Business, Management, and Marketing for baccalaureate students not taking a major in the School of Business.

\*This major, designed for adult learners, is guided by special admissions and program policies; refer to the *Management and Leadership Studies Catalog* for details.

### Business Administration (B.B.A.)

#### B.B.A. CORE

		cr hrs
ACCT 210	Financial Accounting	3
ACCT 320	Cost Accounting	3
ECON 211	Principles of Macroeconomics	3
ECON 212	Principles of Microeconomics	3
BUSN 260	Business Analysis Tools	3
BUSN 270	Business Statistics	3
BUSN 350	Business Communications	3
BUSN 350x	Junior Writing BUSN 397	0
BUSN 440	Legal and Ethical Env. Of 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
	<b>Total</b>	<b>36</b>

#### B.B.A. MAJORS

##### Accounting Major

ACCT 311	Intermediate Accounting I	3
ACCT 312	Intermediate Accounting II	3
ACCT 321	Cost Management II	3
ACCT 340	Accounting Information Systems	3
ACCT Elective	(any 300/400-level ACCT course)*	3
ACCT Elective	(any 300/400-level ACCT course)*	3
ACCT Elective	(any 300/400-level ACCT course)*	3
ACCT Elective	(any 300/400-level ACCT course)*	3
	<b>Total</b>	<b>24</b>

\* Students preparing to sit for Certified Public Accountant (C.P.A.) exams must include ACCT 330, Income Tax and ACCT 410, Fund Accounting. Further, those students should consult the faculty advisor in Accounting regarding C.P.A. requirements, which vary according to state.

##### Computer Information Systems Major

CIS 220	Principles of Business Programming	3
CIS 310	Advanced Business Programming	3
CIS 320	Data Communications and Networking	3
CIS 330	Database Management	3
CIS 350	Project Management	3
CIS 480	Business Systems Analysis and Design	3
CIS 495	Special Topic in Computer Information Systems	3
CIS 497	Systems Development Seminar/ Systems Project	3
	<b>Total</b>	<b>24</b>

##### Economics Major

ECON 371	Intermediate Macroeconomics	3
ECON 372	Intermediate Microeconomics	3
ECON 470	History of Economic Thought	3
ECON Elective	(any 300/400-level ECON course)	3
ECON Elective	(any 300/400-level ECON course)	3
ECON Elective	(any 300/400-level ECON course)	3
FIN Elective	(any 300/400-level FIN course)	3
FIN Elective	(any 300/400-level FIN course)	3
	<b>Total</b>	<b>24</b>



<b>Finance Majors</b>		
ECON 372	Intermediate Microeconomics	3
FIN 450	Foundations of Finance: Risk and Value	3

Select 4 of the following: 12

FIN 340	Financial Institutions and Markets	
FIN 370	International Financial Management	
FIN 380	Long-Term and Short-Term Financial Management	
FIN 495	Special Topics in Finance	
FIN 460	Investment Analysis	
FIN 490	Advanced Corporate Finance	

Select 1 of the following: 3

ECON 371	Intermediate Macroeconomics	
ECON 450	International Trade	
ECON 440	Managerial Economics	
ECON 360	Economics of Healthcare	

Select 1 of the following: 3

ACCT 311	Intermediate Accounting I	
ACCT 320	Cost Management I	
ACCT 330	Income Tax	
ACCT 345	Financial Statement Analysis	
Total		24

**General Business Major**

Electives in Business Administration (must be eight 300/400-level courses beyond the B.B.A. Core, with at least three prefixes represented)	24
Total	24

**Management Major**

MGMT 310	Human Resource Management	3
MGMT 360	Organizational Theory	3
MGMT 320	Organizational Behavior	3
MGMT 340	Small Business Management	3
MGMT 497	Seminar in Management	3
MGMT Elective (any 300/400-level MGMT course)		3
MGMT Elective (any 300/400-level MGMT course)		3
Elective in Business Administration (must be 300/400-level)		3
Total		24

**Marketing Major**

MKTG 310	Advertising	3
MKTG 330	Consumer Behavior	3
MKTG 430	Marketing Management	3
MKTG 440	Marketing Research	3
MKTG 470	Marketing Channels and Logistics or	3
MKTG 468	E-Commerce	
MKTG 420	Sales Management or	3
MKTG 460	Retail Management	
MKTG Elective (any 300/400 level MKTG course)		3
Elective in Business Administration (must be 300/400 level)		3
Total		24

**Professional Golf Management Major**

PGM 110	Introduction to Professional Golf Management	2
PGM 210	Introduction to Golf Instruction	2
PGM 220	Turfgrass Management (with Lab)	4
PGM 340	Food and Beverage Management (with Lab)	4

PGM 350	Facilities Management	3
MKTG 454	Event Marketing	3
MKTG 460	Retail Management	3
PGM 498	PGM Internship (Repeatable)	3
Total		24

**Business (B.A.)**

		cr hrs
ACCT 210	Financial Accounting	3
ACCT 320	Cost Accounting	3
ECON 211	Principals of Macroeconomics	3
ECON 212	Principals of Macroeconomics	3
BUSN 260	Business Analysis Tools	3
BUSN 270	Business Statistics	3
BUSN 350	Business Communications	3
BUSN 350x	Junior Business Seminar	0
BUSN 397	BUSN 397	0
BUSN 440	Legal and Ethical Env. Of Business	3
BUSN 440z	Senior Writing Requirement	0
BUSN 450	Business Strategy	3
FIN 360	Corporate Finance	3
MGMT 300	Principals of Management	3
MKTG 300	Principles of Marketing	3
Total		36

**Note:** Students preparing for teacher licensure in Basic Business should consult the chair of the department of undergraduate Education regarding other requirements.

**Management and Leadership Studies (B.S.)**

The Management and Leadership Studies Program (MLP) is designed to assist adults, age 23 and over, who have 60 semester credit hours of college credit and prior learning experiences, in obtaining a bachelor's degree. Specific program information may be obtained from the *Management and Leadership Studies Catalog*.

**Minor Programs**

**Computer Information Systems**

		cr hrs
CIS 220	Principles of Business Programming	3
Select six courses from the following:		18
CIS 310	Advanced Business Programming	
CIS 320	Data Communication and Networking	
CIS 330	Database Management	
CIS 350	Project Management	
CIS 480	Business Systems Analysis and Design	
CIS 495	Special Topics in Computer Information Systems	
CIS 497	Systems Development Seminar/Systems Project	
Total		21

## Economics

		cr hrs
ECON 211/212	Principles of Microeconomics	3
ECON 371	Intermediate Microeconomics	3
ECON 372	Intermediate Macroeconomics	3
ECON 440	Managerial Economics	3
ECON Elective (any 300/400-level ECON elective)		3
ECON Elective (any 300/400-level ECON elective)		3
ECON Elective (any 300/400-level ECON elective)		3
	Total	21

## General Business

		cr hrs
ACCT 210	Financial Accounting	3
ECON 211/212	Principles of Microeconomics	3
FIN 360	Corporate Finance	3
MGMT 300	Principles of Management	3
MGMT 450	Management Information Systems	3
MKTG 300	Principles of Marketing	3
BUSN Elective	(any 300/400-level BUSN elective)	3
	Total	21

## Management

		cr hrs
MGMT 300	Management Theory	3
MGMT 330	Operations Management	3
MGMT 450	Management Information Systems	3
12 hours of Management (MGMT) Electives		12
	Total	21*

\*Prerequisites must be met

## Marketing

		cr hrs
MKTG 300	Principles of Marketing	3
MKTG 310	Advertising	3
MKTG 330	Consumer Behavior	3
MKTG 430	Marketing Management	3
MKTG 440	Marketing Research	3
MKTG 470	Marketing Channels and Logistics	3
MKTG 468	E-Commerce	
MKTG 420	Sales Management	3
MKTG 460	Retail Management	
	Total	21

\*Prerequisites must be met

**CARTERS AND MOYERS  
SCHOOL OF EDUCATION  
Department of  
Undergraduate Education**

**Mission Statement**

The Department of Undergraduate Education is dedicated to preparing professional educators who:

- are diverse in teaching and learning strategies and dispositions acquired through rigorous academic studies and partnerships in P-12 schools;
- are capable of meeting the challenges of an ever-increasing global society;
- have a knowledge and understanding of moral, social, and political dimensions;
- have the ability to teach all students;
- inspire renewal through continued professional development

*Approved by the Teacher Education Committee, 2008 May*

The Department of Undergraduate Education offers programs of study that lead to teacher licensure in Tennessee in elementary education, secondary education, and K-12 education. Licensure programs are approved by the Tennessee State Board of Education and the Kentucky Education Professional Standards Board and adhere to the National Council for Accreditation of Teacher Education standards. **Lincoln Memorial University reserves the right to adjust at any time its Teacher Education Program requirements to comply with changes mandated by the State Board of Education.**

Programs leading to teacher licensure are open to all students and include a comprehensive curriculum comprised of the Lincoln Liberal Arts Core Curriculum, an academic major, and the Professional Education Core. For students pursuing licensure in elementary education, the Department of Undergraduate Education offers a program of study in Interdisciplinary Studies in Human Learning and Development designed for grades K-6. For licensure in secondary education (grades 7-12), students may select a major from Basic Business, Biology, Chemistry, English, History, or Mathematics located in the respective departments. For students seeking licensure in K-12 education, the University offers a major program in Physical Education. The major in Visual Arts and Music Education (for grades K-12) is located in the Department of Humanities and Fine Arts.

In certain academic programs requiring internship or placement, a criminal background check, physical examination and chain of custody urine screen may be required by affiliate agencies and organizations. If required, these tests would be administered at the student's expense.

**Teacher Licensure in Elementary Education**

In addition to the General Education component and the Professional Education core, students pursuing a program of study leading to Tennessee licensure in Elementary Education (grades K-6), are required to complete the following curriculum for the elementary K-6 major:

(Interdisciplinary Studies in Human Learning and Development  
(K-6 Elementary Education)

		cr hrs
CDEV 400	Integrated Creative Expression <i>Field Placement determined by course currently enrolled in</i>	3
CDEV 450	Early Childhood Development <i>No Field Placement</i>	3
EDUC 320	Diverse Learners & Learning Styles <i>5 hrs Field Placement/Observation included in EDUC 290</i>	3
EDUC 375	Children's Lit <i>No Field Placement</i>	3
EDUC 375X	Junior SEWS Writing Requirement	0
HLTH 340	School Health Program & Services <i>No Field Placement</i>	3

Choose 18 credit hours in one or more Emphasis areas:

(NO Field Placements)		
Engl, Soc Studies, Math, Sci	Choose One	3
Engl, Soc Studies, Math, Sci	Choose One	3
Engl, Soc Studies, Math, Sci	Choose One	3
Engl, Soc Studies, Math, Sci	Choose One	3
Engl, Soc Studies, Math, Sci	Choose One	3
Engl, Soc Studies, Math, Sci	Choose One	3
Total		33

**Professional Education Core**

Students pursuing a program of study in teacher education are required to complete course work in the Professional Education Core designed in four sequential modules:

Module I: Introduction to Teaching and Learning—Observe & Assist;

Module II: Acquiring, Integrating, and Refining Knowledge and Leadership—Assist & Instruct;

Module III: Extending and Applying Knowledge and Leadership as a Professional—Assist & Instruct Solo Placement;

Module IV: Enhanced Student Teaching/Clinical Practice, Demonstrating Knowledge, Skill, and Leadership as a Professional—Solo Clinical Placement

Teacher education students participate in K-12 Partnership field experiences at each module level. The Professional Education Core consists of specific field experiences and clinical practice completed in course work and K-12 Partnership participation sequentially designed in each module.

**Module I: Introduction to Teaching and Learning**

Introduction to Teaching and Learning acquaints candidates with current issues in education. Module I includes self-assessment and exploration of K-12 school environments for professional planning and decision-making. Candidates begin their participation in professional development related to clinical and field-based experiences. Candidates demonstrate learning and decision-making presented as part of their Performance & Portfolio Event I. Candidates should begin their multicultural field experience during Module I. Two multicultural field experiences, or multicultural portfolios, are required prior to the final senior professional semester of enhanced student teaching.

**Module I Courses** cr hrs  
Observe & Assist - 25 Hours Observation per Semester

EDUC 210*	Instructional Technology & Learning Resources - No FP	3
EDUC 290	Introduction To Teaching & Learning <i>Field Placement/Observation</i>	3
EDUC 300	Teaching the Exceptional Learner <i>Field Placement determined by enrollment in other courses</i>	2
GEN ED*	or Major Core coursework	3 (or 6)
*EDUC 210 can be taken in General Education		
<b>Module I must be completed to advance to Module II</b>		

**Module II: Acquiring, Integrating, & Refining Knowledge, Skill, and Leadership**

Course work introduces candidates to multicultural education and instructional strategies, including direct instruction, cooperative learning, inquiry and concept attainment; multiple intelligences theory; dimensions of learning, as tools for creating inclusive learning environments connected to real life, and future careers based upon state and national standards. K-12 Partnership participation is required and allows candidates to become familiar with the real world of teaching. First time Partnership candidates are teamed with a peer for team teaching, peer collaboration and reflection. Candidates research and observe developmental characteristics, persistent educational issues, teaching strategies, integration of technology, diversity issues, gender issues, special needs issues, and management/leadership issues from a case study or action research perspective and develop demonstration lessons for peers, classroom teachers and other stakeholders connected to the partnership. Lessons demonstrate knowledge and skills in social sciences, science, math, and literacy, or specialty area, in accordance with appropriate licensure standards. Candidates develop lesson plans that display a variety of instructional strategies consistent with teaching and learning standards, while documenting evidence of a teaming and collaborative approach to teaching when implemented in the K-12 Partnership.

**Module II Courses** cr hrs  
Assist & Instruct Team Placement

Field Placement in All courses		
Only 25 combined hours required per semester		
EDUC 340*	Instructional & Assessment Strategies	3
EDUC 350	Methods of Teaching Elementary Science	3
EDUC 355	Methods of Teaching Elem. Social Studies	3
EDUC 390*	Field Experience Seminar	1
EDUC 410*	Methods of Teaching Elementary Reading	3
EDUC 450	Methods of Teaching Elem. Mathematics	3
* EDUC 340, 390 & 410 should be taken together		
All courses in Module II recommended to be taken together		

Candidates must meet Teacher Education Program Formal Admission requirements before proceeding to Module III, as stated in the Teacher Education Program Handbook and the

**Module III: Extending and Applying Knowledge, Skill, and Leadership**

**Must be Formally Admitted into the Teacher Education Program before Module III.**  
Module III must be successfully completed for advancement to Module IV. Candidates must pass the Praxis Principles and Learning Test (PLT) and all Specialty tests to be eligible for Module IV. Course work in the academic major and in the professional education core must be completed with a grade of C or better to be eligible for Module IV.

**Module III Courses** cr hrs  
Assist & Instruct Solo Placement

50 Field Placement hours – 2 placements - 25/25		
EDUC 430	Methods of Teaching Elementary Language Arts	
<i>Pre-requisite: EDUC 340, 390, 410 – Field Placement</i>		
EDUC 480	Reflective Teaching & Learning Mgmt. Seminar w/College LiveText© Portfolio (Instructing K-3 & 4-6 - Partnerships)	3
EDUC 480Z	Sr. SEWS Writing Requirement	0
GEN ED or Major Core/Emphasis Work		12
<i>EDUC 430 &amp; EDUC 480 must be taken together</i>		

**Module IV: Enhanced Student Teaching/Clinical Practice - Demonstrating Knowledge, Skill, and Leadership as a Professional**

Prerequisites: Module III and all program admission requirements including Praxis PLT and all Specialty tests. These tests must be passed prior to acceptance into Module IV. All coursework in the academic major and in the professional education core must be completed prior to approval for Module IV with a grade of C or better. No other coursework can be taken with EDUC 497.

Module IV continues the focus on the candidate's ability to meet Teacher Education Program goals that are aligned to state, national and professional standards. During Enhanced Student Teaching, candidates hone knowledge, skills and dispositions in planning, developing, implementing and evaluating a unit of study at an approved K-12 Partnership site. Lessons demonstrate knowledge, skills and dispositions in social studies, science, math, and literacy or specialty areas in accordance with K-6, secondary or K-12 state and national standards. Additional focus is on assessment and the development of an assessment plan for lessons/unit; a matrix that describes how the lessons/unit has met standards, especially diversity and technology; and an overview that depicts major facets covered in the unit of study. Candidates develop knowledge and leadership skills in managing an inclusive, safe learning environment. Candidates demonstrate their ability to create inclusive learning environments as they plan and teach a unit of study that integrates technology, meets the needs of all students, connects learning to real life and future careers, and is based upon state, national and professional standards.

<b>Module IV Courses</b>		cr hrs
EDUC 497	Enhanced Student Teaching	12
EDUC 497	Seminar	0

### Admission to Teacher Education Program

Admission to Lincoln Memorial University does not ensure admission to the Teacher Education Program. Criteria and procedures for admission to the Teacher Education Program are specifically outlined in the *Teacher Education Handbook*, available in the Teacher Education Advisement Center. The student must have a GPA of 2.5 and an ACT minimum composite score of 21 or a SAT minimum score of 1020, or acceptable minimum scores on all portions of the Pre-Professional Skills Test (PPST) to enroll in Module III of the Professional Education Core. The student is responsible for making application to the Teacher Education Program prior to enrolling in Module III and presenting acceptable test scores to the Director of Testing, located in room 214 of the Business/Education building. Specific requirements, as outlined in the *Teacher Education Handbook*, must be met to be eligible to enroll in Modules II, III, & IV. Teacher education students develop a professional portfolio, begun in Module I and completed during Module IV, as part of the senior exit interview required for program completion.

### Center for Professional Collaboration

Within the Department of Undergraduate Education is the Dr. Mildred T. Headley Center for Professional Collaboration (CPC), a multipurpose office that fosters individual development in K-12 Partnerships, professional development, lifelong learning, multicultural education, and collaboration. While pursuing a teacher licensure program of study and prior to clinical practice, candidates are required to provide evidence of participation in a minimum of eight professional development activities, to provide evidence of participation in a minimum of two multicultural education experiences and complete field experiences and 16 weeks of clinical practice.

### Advisement Center

Teacher education candidates receive a referral to the Education Advisement Center from the director of Admissions after acceptance to the University. Candidates who are pursuing teacher licensure 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 Teacher Education Program and program completion. *The candidate is responsible for scheduling advisement conferences each semester with the education faculty advisor. Candidates in elementary education only have an education advisor. Students pursuing a major in secondary and K-12 education will be assigned an education advisor for the professional education core and a faculty advisor from the respective department. The program faculty advisor is responsible for assisting the student with a projected educational plan for the General Core Curriculum and course work specific to the major through program completion. Evidence of liability insurance must be provided upon enrollment in EDUC 290 and in each education course throughout the Professional Education Core.* The Teacher Education Advisement Center is located in the Business/Education building, room 214.

### Post-Baccalaureate Program

The Post-Baccalaureate Program at Lincoln Memorial University is designed to attract talented individuals who may be seeking to change careers and who have potential to become professional educators. Increasing numbers of new teachers are receiving their teacher preparation through post-baccalaureate programs and must meet the same high standards as teachers who complete undergraduate programs. In Tennessee, the State Board of Education requires that individuals must meet standards in general education and in an academic major in the licensure area. The Post-Baccalaureate Program at Lincoln Memorial University allows the candidate to acquire knowledge and skills in effective teaching strategies and student assessment in the professional education core.

More information about the Post-Baccalaureate Program can be obtained from the Graduate Education Catalog.

### Trade and Industrial Occupational Licensure Endorsement Program

The Trade and Industrial licensure program (grades 9-12) is an 18 credit-hour endorsement program with non-degree status designed to allow trade and industrial teachers to receive licensure in their area. The program is in accordance with the Tennessee State Board of Education Guidelines for endorsement in Trade and Industrial Education and uses knowledge and skills specified in the Professional Education Core of the Tennessee State Board of Education Teacher Licensure Standards and incorporates the Instructional Standards of Quality as adopted by the National Association of Industrial and Technical Teacher Educators (NAITTE). The courses are restricted and students must contact the program director for admission.

**INTERDISCIPLINARY STUDIES IN HUMAN LEARNING & DEVELOPMENT**

*Suggested Four-Year Plan (K-6)*

*Lincoln Memorial University reserves the right to adjust at any time its  
Teacher Education Program requirements to comply with changes mandated by the State Board of Education*

**RESHMAN YEAR**

<u>FALL</u>	<u>Credit Hours</u>	<u>Field Placement</u>
BIOL 100	4	
BSCI 100*	3	
ENGL 110	3	
FINE ARTS	3	
MATH 101	3	
TOTAL HOURS:	16	

**FRESHMAN YEAR**

<u>SPRING</u>	<u>Credit Hours</u>	<u>Field Placement</u>
COMM 200	3	
HIST 121	3	
LINC 100	1	
MATH 102	3	
PSYC 221	3	No
Major Core + (1)	3	No
TOTAL HOURS:	16	

**SOPHOMORE YEAR**

<u>FALL</u>	<u>Credit Hours</u>	<u>Field Placement</u>
ENGL 210	3	
HIST 122	3	
LINC 300	1	
PHYS SCI **	4	
Major Core + (2)	3	No
Major Core + (3)	3	No
TOTAL HOURS:	17	

**SOPHOMORE YEAR**

<u>SPRING</u>	<u>Credit Hours</u>	<u>Field Placement</u>
ENGL 310	3	
GEOG 100/211 ***	3	No
HLTH 320	2	No
PSYC 370	3	No
Major Core + (4)	3	No
Major Core + (5)	3	No
TOTAL HOURS:	17	

□ TESTING REQUIRED DURING EDUC 290

**JUNIOR YEAR**

<u>FALL</u>	<u>Credit Hours</u>	<u>Field Placement</u>
EDUC 210	3	No
EDUC 290	3	Yes
EDUC 300	2	w/290
EDUC 320	3	w/290
EDUC 375	3	No
EDUC 375X (JR SEWS)	0	No
HLTH 340	3	No
TOTAL HOURS:	17	

◇ FORMAL ADMISSION TO TE PROGRAM

^ TESTING REQUIRED DURING SEMESTER

**JUNIOR YEAR**

<u>SPRING</u>	<u>Credit Hours</u>	<u>Field Placement</u>
EDUC 340	3	Yes
EDUC 350	3	Yes
EDUC 355	3	Yes
EDUC 390	1	Yes
EDUC 410	3	Yes
EDUC 450	3	Yes
TOTAL HOURS:	16	

^ TESTING REQUIRED DURING SEMESTER

**SENIOR YEAR**

<u>FALL</u>	<u>Credit Hours</u>	<u>Field Placement</u>
CDEV 400	3	See Advisor
CDEV 450	3	No
EDUC 430	3	Yes
EDUC 480	2	Yes
EDUC 480Z (SR SEWS)	0	
KINE 344	3	No
Major Core + (6)	3	No
TOTAL HOURS:	17	

ALL TESTING PASSED and PROGRAM CRITERIA MET  
PRIOR TO ENROLLING IN EDUC 497

**SENIOR YEAR**

<u>SPRING</u>	<u>Credit Hours</u>	<u>Field Placement</u>
EDUC 497 ^		
TOTAL HOURS:	12	
TOTAL:	128	

Choose one from BSCI 100, PHIL 100/200, REL 310, GEOG 350 or check catalog

\*\* Choose from SCI 100, CHEM 100/111, PHYS 100/211

\*\*\* Choose from GEOG 100/211; /ECON 211, GOVT 211/320

+ Choose 18 hrs from English, Social Studies, Math, or Science

^ Must have passed Praxis // PLT & Specialty tests prior to enrolling in 49

◇ Teacher Education Program Formal Admission Requirements:

GPA (2.5); ACT (21) or Enhanced ACT (22), or PPST

□ ^ Testing Required:

□ ACT (21) or PPST (Reading, Writing, & Math)

^ PLT 0522, Principles of Learning & Teaching

0011, Elem. Educ.: CI&A

0014, Elem. Educ: Content Knowledge

0201, Reading Across the Curriculum

# CAYLOR SCHOOL OF NURSING

## Undergraduate Nursing

### Mission Statement

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

Lincoln Memorial University established the Associate of Science in Nursing (A.S.N.) degree program in 1974. As a reflection of the changing local health care needs and national trends in nursing, the University instituted the RN to B.S.N. degree program in 1987. Both 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. The A.S.N. program is approved by both the Kentucky and Tennessee Boards of Nursing; the RN-BSN program is approved by the Tennessee Board of Nursing. Both programs are accredited by the National League for Nursing Accrediting Commission (NLNAC), Incorporated. NLNAC 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. NLNAC may be contacted at:

61 Broadway-33. Floor  
New York City, NY 10006  
Phone: 800-669-1656 ext. 153 *or*  
212-363-5555  
Fax: 212-812-0390  
Web: www.nlnac.org

### A.S.N. Degree Program

The Associate of Science in Nursing (A.S.N.) program will:

- Prepare technical nurses who can care for individuals with common, recurrent, predictable health problems
- Prepare graduates eligible to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- Provide a foundation for continued education in nursing

Graduates of the A.S.N. program 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 Tennessee and Kentucky Boards of Nursing may be found as follows: TN Rule 1000-1-.13, (2-5); KY Rule 314.091, (1) and 314.103.

**Please be aware that in certain academic programs (such as the A.S.N. and RN-BSN Nursing 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.**

### A.S.N. Admission Requirements

Students must first be admitted to the University before formally applying for admission to the A.S.N. program. Admission to the University, however, does not guarantee admission to the A.S.N. program. Admission to the program is competitive. Factors considered include: cumulative grade point average, ACT/SAT scores, grade point average in required Associate Degree Core Curriculum courses, number of repeat courses and withdrawals, and grade improvement over time.

Admission priority is based on the following:

- Admission to Lincoln Memorial University
- Formal application for admission to the program
- Completion of BIOL 230, 250, and 260, with grades no lower than "C", 2.5 or higher cumulative GPA, and at least 15 credit hours at LMU
- High school graduation with a high school GPA of 3.0 or higher (on a 4.0 scale) and ACT composite score of 20 or higher (or 840 on the SAT)
- General transfer students as well as nursing transfer students will be considered on space available basis; students previously admitted to a nursing program at another institution must submit a letter of reference from the head of that program

Requirements for LPNs desiring to be in the A.S.N. program:

- Be a graduate of an accredited 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 250 Human Anatomy
  - BIOL 260 Human Physiology
  - Math 101 or higher
- Apply and be accepted to Lincoln Memorial University
- Apply and be accepted into the A.S.N. Program (see aforementioned A.S.N. Admission requirements)

Further, each applicant must submit a completed physical examination form and evidence of a negative chain of custody urine drug screen. In addition, prior to beginning A.S.N. clinical courses, each applicant must submit: evidence of current negative chest x-ray or PPD tuberculin test; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer, positive history of chicken pox or immunization with

varicella vaccine; Hepatitis B immunization series or signed declination form; and current CPR certification. The Admissions and Progression Nursing Committee reserves the right to reject applicants who meet the aforementioned requirements.

**The Lincoln Liberal Arts Core  
Associate of Science in Nursing Program**

**I. Lincoln Seminars**

LNCN 100 Lincoln's Life and Legacy

**II. Academic Skills**

COMM 200 Fundamentals of Speech Communication

ENGL 110 Freshman Composition

Choose one of the following courses

- MATH 101 Mathematical Reasoning and Problem Solving I
- MATH 111 College Algebra I
- MATH 112 College Algebra II
- MATH 120 Trigonometry
- MATH 130 Calculus

Technology

CIS 100 Computer Literacy

INFL 100 Information Literacy

**III. World History and Culture**

Choose one of the following:

- ART 100 Art Appreciation
- COMM 100 Introduction to Theatre
- ENGL 210 Writing about World Literature and Culture
- HIST 121 World History to 1500
- HIST 122 World History since 1500
- MUSC 100 Music Appreciation
- MUSC 460 Survey of World Music

**IV. Social/Behavioral Sciences**

PSYC 221\* Child and Adolescent Development

\* PSYC 221 counts concurrently toward LMU's social science general education requirement and a nursing licensure requirement. 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 221 as a nursing licensure requirement.

**V. \*Natural Sciences**

Choose one of the following courses:

- \*BIOL 230 Microbiology
- \*BIOL 250 Human Anatomy
- \*BIOL 260 Human Physiology

\* All of the courses listed in this category 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.

Total Credit Hours 31-33

**A.S.N. Nursing Component**

		cr hrs
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 N 125)	5
NURS 125	Humans as Adaptive Systems: Promotion of Adaptation in the Physiologic Mode (required for generic A.S.N. students)	6
NURS 126	Humans as Adaptive Systems: Promotion of Adaptation in the Psychosocial Modes (required for all A.S.N. students)	3
NURS 241	Promotion of Adaptation in Adults (I) (required for all A.S.N. students)	7
NURS 242	Promotion of Adaptation in Adults (II) (required for generic A.S.N. students)	6
NURS 244	Promotion of Adaptation in Adults (II) (required for LPN-RN students in place of NURS 242)	5
NURS 245	Promotion of Adaptation in Children (required for all A.S.N. students)	3
NURS 246	Promotion of Adaptation in Childbearing Families (required for all A.S.N. students)	4
NURS 290	Nursing Seminar (required for all A.S.N. students)	1
	*Nursing Total	36

A.S.N. Program Total 67-69

\*LPN-RN students: This includes eight (8) credits 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.

Please note: Student will be responsible for Special Credit (SC) fees the semester these credits are awarded as stated in the current *Catalog*.

**Note:** Courses with NURS prefix, 1 hour of lecture per week for 15 weeks earns 1 credit hour; 3 hours of clinical/lab time per week for 15 weeks earns 1 credit hour. In addition, students may only register for a NURS course (except NURS 210) with the signature of a nursing advisor or the ASN Program Chair on their registration form.

**Progression and Readmission to the A.S.N. Program**

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 forfeit their spot.

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means 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.

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 ASN program is NOT guaranteed. 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.

**Note:** If two grades below a “B” are earned in NURS courses, whether in the same semester or different semesters, the student will not be re-eligible for admission, readmission, and/or progression in the ASN program.

### **RN-BSN Degree Program**

The RN to Bachelor of Science in Nursing (B.S.N.) program will:

- Prepare the baccalaureate nurse as generalist, caring for individuals, families, community groups, and society at any point on the wellness-illness continuum
- Provide an opportunity for career mobility for the associate degree and diploma educated Registered Nurse

The Lincoln Memorial University RN-BSN program is approved by the Tennessee Board of Nursing and accredited by the National League for Nursing Accrediting Commission.

**Please be aware that in certain academic programs (such as the A.S.N. and RN-BSN Nursing 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-BSN Program Admission Requirements**

Admission to the RN-BSN Program is subject to the following:

- Admission to Lincoln Memorial University
- Formal application for admission to the program
- Evidence of active Registered Nurse licensure
- Academic transcripts from all postsecondary schools attended
- Cumulative GPA of 2.5 or higher

Prior to beginning NURS 440 or 450 RN-BSN students must submit a completed physical examination form and evidence of a negative chain of custody urine drug screen. In addition, prior to beginning RN-BSN clinical courses, each applicant must submit evidence of: current negative chest x-ray or PPD tuberculin test; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer, positive history of chicken pox or immunization with varicella vaccine; Hepatitis B immunization series or signed declination form; and current CPR certification. The Admissions and Progression Nursing Committee reserves the right to reject applicants who meet the aforementioned requirements.

The Caylor School of Nursing encourages the educational mobility of registered nurses holding the associate degree or diploma in nursing. Transfer of lower division academic nursing credits from other institutions is made possible by requiring a transitional course (NURS 300) of all RN students. Successful completion of this course by the student will serve as validation for associate degree or diploma learning and the student will be awarded 36 hours of lower division nursing credit.

To receive credit, students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. To continue in the RN-BSN program, students are required to earn a letter grade of “C” or better (which means a cumulative number score of 70% or better) in each NURS course.

If a student earns below a grade of “C” in a RN-BSN course, students must repeat the course. Students will not be allowed to continue in the RN-BSN program after making below a “C” in two NURS courses and a student will only be allowed one repeat of any NURS course.

To graduate from the RN-BSN Program, students must fulfill the Basic Requirements for Undergraduate Degrees and the General Education Core Curriculum (see “Basic Requirements for Undergraduate Degrees” and “General Education Core Curriculum”) as well as the following program requirements.

<b>RN-BSN Nursing Component</b>		<b>cr hrs</b>
NURS 300	Transitions to Professional Nursing	2
NURS 310	Pharmacology to Promote Adaptation	3
NURS 330	Health Assessment of Humans as Adapt. Systems	3
NURS 350	Pathophysiology of Ineffective Human Responses	3
NURS 390	Promotion of Adaptation in the Elderly	2
NURS 430	Nursing Research	3
NURS 440	Promotion of Adaptation in Groups, Communities and Society	6
NURS 450	Professional Roles in Promotion of Adaptation	5
NURS 490	Senior Nursing Seminar	1

## PRE-PROFESSIONAL CURRICULA

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 Curricula

**Advisor: A. Vanderpool**

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. Please contact the advisor for more detailed information.

### Pre-Engineering Curricula

**Advisor: K. Stafford**

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
CHEM 111-112	General Chem I, II	8
ENGL 110	Freshman Composition	3
ENGL 210	Writing about World Lit & Culture	3
ENGL 310	Writing about Am. Lit & Culture	3
HUMN	(Art, Music, History, Language, etc.)	3
MATH 130	Calc & Anal Geo I & II	5
MATH 231-232	Intermed. Calc & Geom I, II	10
MATH 351-352	Diff Equations I, II	6
MATH 361	Linear Algebra I	3
Social Sciences		3
UACT Activity Course		2

Chemical Engineering majors should also take:

CHEM 221-222	Organic Chemistry I, II	8
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Industrial Engineering majors should substitute for the Social Sciences:

ECON 211	Prin. of Macroeconomics	3
ECON 212	Prin of Microeconomics	3

### Pre-Law Curricula

**Advisor: D. DeBord**

The admissions process at accredited law schools in the Unites States is highly competitive, and undergraduate academic work is vitally important to the applicant's success. Although law schools do not require undergraduate majors in a specific academic discipline, students who plan to study law traditionally choose a major program in , history, English, humanities, philosophy, economics, criminal justice, or political science. Course work 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 Admission Test (LSAT) and for successful admission to an accredited law school.

In addition to requirements in the baccalaureate major program, students who hope to attend law school should consider completing LMU's Lincoln Pre-Law Curriculum outlined below. Successful completion of this recommended curriculum will be indicated on the student's official transcript.

### The Lincoln Pre- Law Curriculum (15 credit hours)

		cr hrs
BCOM 330	Acting for the Camera	3
ENGL 311	Survey of British Literature I	
ENGL 312	Survey of British Literature II	
ENGL 321	Survey of American Lit I	or
ENGL 322	Survey of American Lit II	3
HIST 131	American History to 1877	or
HIST 132	American History since 1877	3
GOVT 211	American Government: National	
GOVT 212	American Government: State and Local	
ECON 350	American Economic History	
ECON 470	History of American Economic Thought	or
GEOG 300	Environmental Geography	3
PHIL 310	Critical Thinking	or
PHIL 420	Ethics	3
BUSN 440	Legal and Ethical Environment of Business	
COMM 410	Media Law and Ethics	
CRIM 105	Introduction to Criminal Justice	
CRIM 210	Criminal Law	
CRIM 220	Introduction to Courts	
CRIM 405	Criminal Justice Administration	or
GOVT 420	Politics and the Law	3
	Total	18

### Pre-Medicine Curricula

**Advisor: A. Vanderpool**

Students should meet with the advisor to create a concentration in science applicable to the chosen school and program, and for information related to the MCAT test.

		cr hrs
BIOL 111-112	General Biology I, II	8
BIOL 210	Genetics	4
BIOL 230	Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 260	Human Physiology	4
BIOL 300	Cell Biology	3
BIOL 310	Developmental Biology	3
BIOL 360	Immunology	3
BIOL 397	Junior Science Seminar	1
BIOL 480	Biometry	3
BIOL 497	Senior Science Seminar	1
CHEM 111-112	General Chem I, II	8
CHEM 221-222	Organic Chemistry I, II	8
CHEM 440	Biochemistry	3
COMM 200	Fund of Speech Comm	3
ENGL 110	Freshman Composition	3
ENGL 210	Writing about World Lit & Culture	3

MATH 130	Calc & Anal Geo	5
PHYS 211-212*	General Physics I, II	8

\*These courses will include a laboratory

### Pre-Optometry Curricula

Advisor: A. Vanderpool

Students 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.

		cr hrs
BIOL 111-112	General Biology I, II	8
BIOL 210	Genetics	4
BIOL 230	Microbiology	4
BIOL 250	Human Anatomy	4
BIOL 260	Human Physiology	4
BIOL 300	Cell Biology	3
BIOL 310	Developmental Biology	3
BIOL 360	Immunology	3
BIOL 397	Junior Science Seminar	1
BIOL 480	Biometry	3
BIOL 497	Senior Science Seminar	1
CHEM 111-112	General Chem I, II	8
CHEM 221-222	Organic Chemistry I, II	8
CHEM 440	Biochemistry	3
COMM 200	Fund of Speech Comm	3
ENGL 110	Freshman Composition	3
ENGL 210	Writing about World Lit & Culture	3
MATH 130	Calc & Anal Geo	5
PHYS 211-212	General Physics I, II	8

Admission is based upon:

- GPA;
- letters of recommendation including one from a doctor of optometry;
- scores on the Optometry Admission Test (OAT); and
- state of residency.

### Pre-Pharmacy Curricula

Advisor: A. Vanderpool

An agreement between Lincoln Memorial University and the University of Appalachia (VA) offers priority access to pharmacy education for qualified LMU students. The "three plus three" program permits prospective students to start their pharmacy program at LMU and complete their Doctor of Pharmacy degree at the University of Appalachia in an abbreviated timeframe. To be competitive, applicants should have GPA scores above 3.0.

	cr hrs
College Mathematics	6
College Physics*	8
College Statistics	3
English Composition	3
General Biology*	8
General Microbiology	4
Human Anatomy*	8
Human Physiology	3
Humanities	3
Organic Chemistry*	8
Public Speaking	6
Electives	10

\*These courses will include a laboratory  
 Note: Students should meet with the advisor for additional guidance and application information for the PCAT exam.

### Pre-Physical Therapy Curricula

Advisor: J. Mansfield

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 biology, such as 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	Gen. Biol I, II	8
BIOL 250*	Human Anatomy	4
BIOL 260*	Human Physiology	4
CHEM 100, 111	Intro Chem, General Chem I	8
COMM 200	Fundamentals of Speech Communication	3
ENGL 110	Freshman Composition	3
ENGL 210	Writing about World Literature and Culture	3
ENGL 310	Writing about American Lit. & Culture	3
Fine Arts Elective	(ART/COMM/MUSC 100)	3
HIST121, 122	(World History)	6
LNCN 100	Lincoln's Life and Legacy	1
LNCN 300	American Citizenship and Civic Life	1
MATH course(s)	From General Education Core	5-6
MATH 270	Prob and Stat	3
PHYS 211-212	Gen Physics I, II	8
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 420; PHIL 430; REL 150; REL 210; REL 220; REL 310; REL 315		3
Social Science elective		3
Technology Requirement		3

\*required, not optional

### Pre-Veterinary Medicine Curricula

Advisor: R. Evans

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 Veterinary College Admission Test (VCAT) or the Graduate Record Exam (GRE). Information regarding the VCAT or 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.

Course work typically includes the following: English, three semesters; mathematics, two semesters; chemistry, five 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 technology, biology, or chemistry.

**Note:** Students should meet with the pre-veterinary advisor for specific course requirements and application information for the entrance exam.

	cr hrs
English	6
Humanities and Social Sciences	18
Physics	8
General Chemistry	8
Organic Chemistry	8
Biochemistry	3-4
General Biology	8
Genetics	3-4
Cellular Biology or Microbiology	3-4
Mathematics / Calculus	5-6

## UNDERGRADUATE COURSE DESCRIPTIONS (by Department)

### ALLIED HEALTH

#### Athletic Training

##### **ATTR 201 – Practicum I in Athletic Training (1 cr hr)**

Opportunities to gain practical clinical skills and experiences for athletic training majors and sports medicine minors. Course will include review and evaluations of assigned National Athletic Trainers Association (NATA) proficiencies. Proficiencies include but are not limited to medical terminology and record-keeping, anthropometric measurements, cervical spine stabilization, CPR, wound care, basic pharmacology, and the use of ambulatory aids. Other topics include basic injury care and thermal modalities. Students will be assigned to an Approved Clinical Instructor (ACI) who will coordinate scheduling in the Athletic Training Room (ATR) to complete the 100 hours clinical assignment. In addition students are scheduled to attend six LMU athletic events, and participate as able in the delivery of athletic training services. Additionally two equipment intensive observation opportunities will be scheduled by an ACI. All experiences will be supervised by an Approved Clinical Instructor. Prerequisite: ATTR210, ATTR 220, and ATTR 224. Fall

##### **ATTR 202 – Practicum II in Athletic Training (1 cr hr)**

Opportunities to gain practical clinical skills and experiences for the athletic training majors and sports medicine minors. Course will include review and evaluations for basic NATA proficiencies, different from those in the previous practicum. Proficiencies include but are not limited to medical terminology and record-keeping review, thermal modalities, electrical modalities, and nutrition. Students will be assigned to an ACI who will coordinate scheduling in the ATR to complete the 100 hours clinical assignment. In addition students are scheduled to attend six LMU athletic events, and participate as able in the delivery of athletic training services. All experiences will be supervised by an Approved Clinical Instructor. Prerequisite: ATTR 201. Spring

##### **ATTR 210 - Basic Athletic Training (3 cr hrs)**

Basic training in the prevention, recognition, care, assessment, and treatment of athletic injuries. Fall

##### **ATTR 220 - Care and Prevention of Athletic Injuries (3 cr hrs)**

Prepare entry-level athletic trainers with appropriate knowledge and skill to recognize, prevent, and treat common symptoms of acute athletic injuries. Spring

##### **ATTR 224 - Preventative Techniques in Athletic Training (3 cr hrs)**

Development of skills in taping, bracing, and equipment fitting that are required for the entry-level athletic trainer. Prerequisite: ATTR 210 or concurrently with ATTR 220. Spring

##### **ATTR 290 - Therapeutic Modalities in Athletic Training (3 cr hr)**

Tissue repair, theories of pain, physiology of therapeutic modalities and applications. Prerequisite: ATTR 220. Corequisite: ATTR 290 lab. Fall

##### **ATTR 290 Lab - Therapeutic Modalities in Athletic Training Laboratory Experience (1 cr hr)**

This lab will focus on the theories and applications of therapeutic modalities that are utilized in the treatment and rehabilitation of injuries to the physically active. Corequisite: ATTR 290. Fall

##### **ATTR 301 Practicum III in Athletic Training (1 cr hr)**

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors. Course will include integration of knowledge and skills from previous ATTR courses as well as review and evaluation of assigned NATA proficiencies. Proficiencies include but are not limited to medical terminology and record-keeping review, upper and lower body flexibility techniques, agility, speed and strength testing, aquatic therapy, and motivational techniques for rehabilitation. Students will be assigned to an ACI who will coordinate scheduling in the ATR to complete the 100 hours clinical assignment. In addition students are scheduled to attend eight LMU athletic events, and participate as able in the delivery of athletic training services. Twenty hours of clinical rotation at affiliate sites will be coordinated and assigned by the ATEP Clinical Coordinator. Additionally four equipment intensive observation opportunities will be scheduled by an ACI. All experiences will be supervised by an Approved Clinical Instructor or a Clinical Instructor. Prerequisite: ATTR 202. Fall

##### **ATTR 302 – Practicum IV in Athletic Training (1 cr hr)**

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors. Course will include integration of knowledge and skills from previous ATTR courses as well as review and evaluation of assigned NATA proficiencies. Proficiencies include but are not limited to medical terminology and record-keeping review, and appendicular skeleton injury management. Students will be assigned to an ACI who will coordinate scheduling in the ATR to complete the 100 hours clinical assignment. In addition students are scheduled to attend eight LMU athletic events, and participate as able in the delivery of athletic training services. Twenty hours of clinical rotation at affiliate sites will be coordinated and assigned by the ATEP Clinical Coordinator. All experiences will be supervised by an Approved Clinical Instructor or a Clinical Instructor. Prerequisite: ATTR 301. Spring

##### **ATTR 320 - Evaluation I: The Appendicular Skeleton (3 cr hrs)**

This course, the first of two, will focus on principles of assessment, postural and gait analysis, evaluation of orthopedic injuries to the appendicular skeleton. Prerequisite: BIOL 250, BIOL 260. Corequisite: ATTR 322 lab Fall

##### **ATTR 320 Lab – Evaluation I Laboratory Experience (1 cr hr)**

This lab will focus on orthopedic assessment of the extremities, including special tests, muscular testing, and functional assessment of injuries. Co-requisite: ATTR 320

##### **ATTR 322 – Evaluation II: The Axial Skeleton (3 cr hrs)**

Analysis of musculoskeletal injuries and conditions of the extremities, athletic injury pathology, evaluation techniques, and orthopedic assessments as pertaining to the axial skeleton. Co-requisite: ATTR 322 lab. Prerequisite: ATTR 320 Spring

**ATTR 322 Lab – Evaluation II Laboratory Experience**  
(1 cr hr)

This lab will focus on orthopedic assessment of the head, neck face and spine, including special tests, muscular testing, and functional assessment of injuries. Co-requisite: ATTR 322.

**ATTR 325 Emergency First Aid & CPR for the Professional Rescuer** (2 cr hr)

This course is designed to provide the student with knowledge and skills to meet the needs of most situations when emergency first aid care is critical to saving a life and minimizing the severity of injuries. The course includes examining various risk factors, and discussion of personal safety and accident prevention. At the end of the course students will attempt certification in American Red Cross CPR for the Professional Rescuer. Fall, Spring

**ATTR 390 - Rehabilitation of Athletic Injuries** (3 cr hrs)

Practical applications of athletic training techniques related to general rehabilitation concepts. Prerequisite: ATTR 320. Corequisite: ATTR 390 lab. Spring

**ATTR 390 - Rehabilitation of Athletic Injuries Laboratory Experience** (1 cr hr)

This lab will focus on the theories, development and applications of rehabilitation techniques that are utilized in the treatment and rehabilitation of injuries to the physically active. Corequisite: ATTR 390. Spring

**ATTR 401 – Practicum V in Athletic Training** (1 cr hr)

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors. Course will include integration of knowledge and skills from previous ATTR courses as well as review and evaluation of assigned NATA proficiencies. Proficiencies include but are not limited to medical terminology and record-keeping review, and axial skeleton injury management. Students also begin the ATEP final review and evaluation of assigned NATA proficiencies. Students will be assigned to an ACI who will coordinate scheduling in the ATR to complete the 100 hours clinical assignment. In addition students are required to attend ten LMU athletic events, and participate as able in the delivery of athletic training services. Additionally six equipment intensive observation opportunities will be scheduled by an ACI. Twenty hours of general medical rotations at an affiliate site will be coordinated and assigned by the ATEP Clinical Coordinator. All experiences will be supervised by an Approved Clinical Instructor or a Clinical Instructor. Prerequisite: ATTR 302. Fall

**ATTR 402- Practicum VI in Athletic Training** (1 cr hr)

Advanced opportunities to gain practical clinical skills and experiences for athletic training majors. Course will include integration of knowledge and skills from previous ATTR courses as well as review and evaluation of assigned NATA proficiencies. Proficiencies include but are not limited to medical terminology and record-keeping review, and general medical conditions. Students also continue the ATEP final review and evaluation of assigned NATA proficiencies. Students will be assigned to an ACI who will coordinate scheduling in the ATR to complete the 100 hours clinical assignment. In addition students are required to attend ten LMU athletic events, and participate as able in the delivery of athletic training services. Additionally six equipment intensive observation opportunities will be scheduled by an ACI. Twenty hours of general medical rotations at an affiliate site will be coordinated and assigned by the ATEP Clinical Coordinator. All experiences will be

supervised by an Approved Clinical Instructor or a Clinical Instructor. Prerequisite: ATTR 401. Spring

**ATTR 490 – Medical Considerations in Sports Medicine**  
(2 cr hrs)

Current medical topics relevant to athletic trainers will contribute to the knowledge and competency that an entry-level athletic trainer should possess to recognize specific medical conditions and athletic injuries. This course will be taught by athletic training faculty and allied health professionals. Prerequisites: ATTR 220, and KINE 271 or BIOL 250, 260. Fall

**ATTR 497 - Senior Seminar in Athletic Training** (3 cr hrs)

Course will include discussions of topics relevant to BOC certification examination for athletic training. Students will complete practice written and practical test. ATTR 497 represents the culmination of the academic and clinical progression through the Athletic training Education Program. Students are expected to prepare and present a case study which demonstrates their ability to examine and analyze injury evaluation, care, treatment and rehabilitation. The presentation will follow the recommended abstract format for presentation for the NATA. Prerequisite: ATTR 401. Spring

**Medical Technology**

**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 laboratory safety, ethics, professionalism, phlebotomy introduction to clinical microbiology techniques. Corequisite: MEDT 391. MEDT 301, Fall; MEDT 302, Spring

**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; instrumentation and quality assurance in hemostasis. Corequisite: MEDT 391. Fall

**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 in hematology. Corequisite: MEDT 391. Fall

**MEDT 330 – Serology and Immunology** (3 cr hrs)

The human immune system, including principles of humoral and cellular immunity, autoimmune responses, defects in the immune system, and AIDS; theory and methodology of diagnostic serology procedures commonly performed in the clinical laboratory, with emphasis on serological diagnosis of infectious disease; introduction to molecular diagnostic techniques; and quality assurance

**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; donation, storage, and transfusion of blood and its components; AABB guidelines for operating the Blood Bank. Corequisite: MEDT 392. Spring

**MEDT 391 - Intermediate Clinical Practice I (2 cr hrs)**

Application of material studied in MEDT 301, 310, and 320. Conducted at affiliate hospital. Fall

**MEDT 392 - Intermediate Clinical Practice II (2 cr hrs)**

Application of material studied in MEDT 340. Conducted at affiliate hospitals. Spring

**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 cerebrospinal, amniotic, pleural, synovial, seminal, and peritoneal fluids; quality assurance. Corequisite: MEDT 491. Fall

**MEDT 410 - Laboratory Management and Supervision (2 cr hrs)**

Principles of management and supervision in the clinical laboratory; includes interpersonal communications, governmental regulations, computer applications, problem solving, education methodologies, employee safety, quality assurance, and performance improvement. Fall

**MEDT 451-452 - Clinical Chemistry I, II (3, 3 cr hrs)**

Principles and methods of measuring proteins, enzymes, hormones, lipids, carbohydrates, electrolytes, therapeutic drugs, and other analytes of human serum; correlation of blood chemistry results with health and disease states. Includes methodology, instrumentation, molecular diagnostics, laboratory information systems (LIS), blood gas analysis, laboratory statistics, and quality assurance. Corequisites: MEDT 491, 492. MEDT 451, Fall; MEDT 452, Spring

**MEDT 461-462 - Medical Microbiology I, II (3, 3 cr hrs)**

Theory and techniques of culture, isolation, and identification of pathogenic bacteria, fungi, and viruses commonly encountered in clinical practice. Includes morphology, staining, biochemical characteristics, disease correlations, uses of selective media, antibiotic susceptibility testing, anaerobic identifications, and quality assurance. Medical mycology, virology, and parasitology are also included. Corequisites: MEDT 491, 492. MEDT 461, Fall; MEDT 462, Spring

**MEDT 491 - Advanced Clinical Practice I (2 cr hrs)**

Application of material studied in MEDT 330, 400, 451, and 461. Conducted at affiliate hospitals and molecular pathology laboratory. Fall

**MEDT 492 - Advanced Clinical Practice II (3 cr hrs)**

Application of material studied in MEDT 452, 462, and 497. Conducted at affiliate hospitals. Spring

**MEDT 497 - Senior Review (3 cr hrs)**

Structured review of selected medical technology courses: blood bank, hematology, hemostasis, serology, and microbiology. Preparation for licensure examination and professional practice. Prerequisite: Successful completion with a final grade of B- or above in MEDT 400, MEDT 451, and MEDT 461. Corequisite: MEDT 492. Spring

**Veterinary Technology**

**VET 100 - Introduction to Veterinary Technology (3 cr hrs)**

Overview of the field: jurisprudence, job opportunities, duties, medical terminology, kennel management, small animal restraint, and communication skills. Emotional bond between companion animals and people also addressed. Fall

**VET 140 - Small Animal Nutrition (2 cr hrs)**

The course will include the classification and function of nutrients, interpretation of pet food labels, and the proper application for life stages and therapeutic nutrition for dogs and cats.

**VET 150 - Large Animal Nutrition and Behavior (1 cr hr)**

Nutrition as pertains to large domestic animals. General physiology of large animal digestive systems and nutritional diseases that can affect large animals. Technician's role in advising clients regarding nutritional needs and basic animal behavior and treatment techniques.

**VET 160 - Medical Terminology (1 cr hr)**

This course provides the basic terminology and nomenclature in the allied health and veterinary technology fields.

**VET 170 - Clinical Treatment Techniques (3 cr hrs)**

Medical and nursing care of small animals; medication administration, bandaging, casting, catheterization, centesis, endodontics, and basic emergency procedures. Includes one hour internship at a private practice. Prerequisites: VET 231, 251, 251 Lab, 252, 252 Lab, and 290. Co-requisite: VET 170 Lab, 1 cr. hr.

**VET 201 - Large Animal Medicine (1 cr hr)**

Overview of most common diseases of large animals, modes of transmission, symptomatology, vaccine schedules, and client education. Prerequisites: VET 251, VET 251 Lab, VET 100.

**VET 202 - Small Animal Medicine (2 cr hrs)**

Overview of most common diseases of small animals, modes of transmission, symptomatology, vaccine schedules, and client education. Includes one hour internship at an emergency clinic. Prerequisites: VET 231, 252, and VET 100, 251, 251 Lab, 252 Lab.

**VET 210 - Laboratory and Zoo Animals (1 cr hr)**

Lab animals commonly used in research facilities, care and treatment; survey of zoo animals. Laboratory sessions performing routine procedures on live animals.

**VET 231-232 - Diagnostic Lab Procedures I, II (2, 2 cr hrs)**

First course: parasite identification, hematology, and related laboratory procedures. Second course: advanced laboratory procedures, including urinalysis, blood chemistries, bacterial culture, varied cytology, and quality control for veterinary laboratories. Prerequisites: VET 100. Co-requisite: VET 231 Lab, VET 232 Lab, 1 cr hr. each. VET 231, Spring; VET 232, Fall. (VET 232 lab will include information literacy skills)

**VET 240 - Animal Breeds and Reproduction (3 cr hrs)**

Breeds of cattle, sheep, horses, pigs, goats, dogs, and cats. Breed differences in appearance, capabilities, and function; male and female reproductive system; hormonal control of the estrous cycle. Fall

**VET 250 - Large Animal Clinics (2 cr hrs)**

Tasks and equipment in care and treatment of common farm animals; safety in handling large domestic animals. Prerequisites: VET 100, 231, and 290. Fall

**VET 251-252 - Domestic Animal Anatomy and Physiology I, II (2, 2 cr hrs)**

The body parts and functions of animals such as the cow, horse, cat, sheep, swine, and birds from a veterinary approach. Terminology of the field a primary objective, with emphasis on organ parts and systems within each animal example. Major differences between animals and any similarities that may exist. Co-requisites: VET 251 Lab, VET 252 Lab, 1 cr hr each. VET 251, Fall; VET 252, Spring

**VET 260 - Veterinary Pharmacology (3 cr hrs)**

Classifications, therapeutic uses, standards and regulations, computation of dosage, labeling, and pharmacy control of drugs in veterinary practice. Prerequisites: VET 100, 231, 251, 251 Lab, 252, 252 Lab, and 290. Fall

**VET 270 - Surgical Preparation and Anesthesia (3 cr hrs)**

Materials, methods, and process of veterinary anesthesia. Preparation of animals for surgery; surgical assistance. Prerequisites: VET 100, 170, 231, 251, 251 Lab, 252, 252 Lab, and 232. Co-requisite: VET 270 Lab, 1 cr hr. Spring

**VET 280 - Veterinary Chemistry (1 cr hr)**

The study of chemistry from a veterinary medicine perspective. The course includes atomic structure, chemical bonding, inorganic chemistry, macromolecules, cellular metabolism, DNA replication, and RNA replication.

**VET 290 - Parasitology and Entomology (2 cr hrs)**

Common internal and external parasites of domestic animals. Parasitic life cycles, pathology, control measures. Co-requisite VET 290 Lab, 1 cr hr. Spring

**VET 297 - Veterinary Clinical Review (1 cr hr)**

Structured review of selected veterinary technology courses: anatomy and physiology, clinical techniques, parasitology, disease processes, radiology, diagnostic procedures, and surgical prep/anesthesiology. Preparation for licensure examination and professional practice. Prerequisites: VET 201, 202, 231, 232, 290. Co-requisites: VET 270 and 330. Passing score on practice exam.

**VET 300 - Companion Animal 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. Prerequisites: VET 202, 240.

**VET 303 - Veterinary Technician Practicum (6 cr hrs)**

Advanced work experience on large, small, and exotic animals at the University of Tennessee College of Veterinary Medicine. Graded pass/fail. Pre-requisites: All VET 100 and .

**VET 330 - Veterinary Imaging (2 cr hrs)**

Principles of radiation, ultrasound, X-ray machines, production of diagnostic radiographs, development techniques, safety, and positioning. Pre-requisites: All Vet 100 level courses and VET 232, 250, 251, , 251 lab, 252, 252 lab, and 290. Co-requisite: VET 330 Lab, 1 cr hr

**VET 350 - Large Animal Management (3 cr hrs)**

Practical aspects of behavior, nutrition, breeding, reproduction, health, economics, and management of horses, cattle, pigs, and other food/ companion animals. Pre-requisite: VET 201, 240.

**VET 370 - Advanced Anesthesia (3 cr hrs)**

The course will enhance the knowledge acquired in VET 270. The skills which the student should master are to deliver anesthesia and monitor patients. Pre-requisite: VET 270

**VET 400 - Zoonoses (3 cr hrs)**

Principles of public and animal health. Methods for evaluation of health and disease in populations with techniques for disease-outbreak investigation. Zoonotic diseases emphasized. Prerequisites: VET 201, 202, and 290.

**VET 410 - Emergency Medicine (3 cr hrs)**

The course will emphasize evaluation of the patient, procedures that need to be performed, and the use of appropriate methods to assure maximum benefit to the patient in emergency situations. Pre-requisites: VET 270, VET 303

**VET 497 - Veterinary Senior Seminar (1 cr hr)**

Issues reflected in the current technical and professional veterinary literature. Prerequisites: VET 300, 350, 370, 400, and 410.

**BUSINESS****Accounting****ACCT 210-Financial Accounting (3 cr hrs)**

This course is designed to provide an introduction to financial accounting from the users' perspective. Its primary purposes are to promote understanding of financial accounting information for decision-making purposes and to focus on financial accounting's role in communicating business results.

Prerequisite: MATH 101 or 111

**ACCT 211-Principles of Accounting I (3 cr hrs)**

This course examines financial reporting, transaction analysis, adjusting entries, information processing, revenues and cost, inventory systems, depreciation, depletion, and intangibles.

Prerequisite: MATH 111

**ACCT 212-Principles of Accounting II (3 cr hrs)**

This course examines liabilities, present and future value, bonds payable, capital stock, dividends, long term debt and equity securities, consolidated statements, and financial statement analysis. Prerequisite: ACCT 210, 211

**ACCT 305-Accounting for Managers (3 cr hrs)**

This course examines issues relating to the use of managerial reports for decision making associated with day-to-day operations and long range planning. The role of accounting in planning and controlling operations will be addressed.

(Accounting majors cannot receive credit for this course.) Pre-requisite: ACCT 210, 211.

**ACCT 310 - Financial Accounting Theory (3 cr hrs)**

This course addresses the accounting environment, accounting model, income statement, retained earnings, balance sheet, statement of changes in financial position, future and present values, annuities, cash marketable securities, and receivables. Prerequisite: grade of "C" or better in ACCT 210, 211. Fall

**ACCT 311-Intermediate Accounting I (3 cr hrs)**

This course will discuss the accounting for inventories, current liabilities, accounting for income taxes, and operational assets. Prerequisite: ACCT 210, 211; Fall

**ACCT 312-Intermediate Accounting II (3 cr hrs)**

This course will discuss contributed capital, changes in capital, stock rights and options, consolidated financial statements, long-term debt securities, debt extinguishing/restructure, and pensions. Prerequisite: ACCT 311; Spring

**ACCT 320 - Cost Management I (3 cr hrs)**

This course provides an in-depth coverage of cost and management accounting issues and builds upon the foundation that was established in ACCT 200. The course addresses issues relating to the proper costing of products and services, the behavior of costs, and the utilization and management of an organization's resources. Pre-requisites: ACCT 210, 211, BUSN 270.

**ACCT 321-Cost Management II (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.) Pre-requisite: ACCT 320.



**ACCT 330 - Income Tax (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. Spring alternate years

**ACCT 340-Accounting Information System (3 cr hr)**

This course provides coverage of issues relating to accounting information systems. 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. Pre-requisite: ACCT 311, ACCT 320.

**ACCT 345-Financial Statement Analysis (3 cr hrs)**

This course examines issues relating to the analysis of financial statements prepared for external stakeholders. Students will learn a variety of tools for analyzing financial statements. An emphasis will be placed on financial statements of publicly traded companies. Pre-requisite: ACCT 210, 211.

**ACCT 410 - Fund Accounting (3 cr hrs)**

This course addresses the auditing principles applied to budgets, appropriations, current funds, bonded indebtedness, and methods of reporting in nonprofit organizations. Prerequisite: grade of "C" or better in ACCT 312. Spring alternate years

**ACCT 440 – Auditing (3 cr hrs)**

This course addresses auditors' reports; professional ethics; legal liability; planning the audit; internal control; electronic data processing; audit sampling; working papers; quality control of CPA firms. Prerequisite: grade of "C" or better in ACCT 210, 211. Fall alternate years

**ACCT 497 - Seminar in Accounting (3 cr hrs)**

This course includes individual research and group discussion of advanced accounting issues and problems. Prerequisites: ACCT 210, 211. As needed

**ACCT 498 - Internship in Accounting (3 cr hrs)**

This course provides on-the-job experience directed by a faculty member of the School of Business. It may be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: approval of chair. 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.

**BUSN 250-Business Ethics and Social Responsibility (3 cr hrs)**

The new millennium reflects the importance of a business manager adhering to ethical and moral obligations, therefore, the purpose of this course is to acquaint the student with a business's social and ethical responsibility to the internal and external stakeholders. This course will address organizational decision making processes and their relationship to the ethical and social implications of the political, legal, regulatory, technological, and global environments.

**BUSN 260-Business Analysis Tools (3 cr hrs)**

This course deals with case analysis preparation for business students covering a variety of technical and analytical concepts. Students will work in a Windows operating system using Microsoft Office applications to enhance information technology competencies.

**BUSN 270 - Basic Statistics (3 cr hrs)**

This course addresses the topics of the logic and application of standard statistical tests in the analysis of data. Prerequisite: MATH 111. Fall, Spring

**BUSN 300 - Applied Mathematics for Business (3 cr hrs)**

This course discusses the use of linear and exponential relationships as applied to business for managerial decision making purposes. Prerequisites: MATH 111-112; ACCT 210, 211, 212;. 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. As needed

**BUSN 330 - Business Software (3 cr hrs)**

This is an advanced software course for business covering the more advanced functions of word processing, spreadsheets, presentation software, and Internet use for business professionals. Prerequisites: CIS 100 or comparable computer skills. 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. Prerequisite: ENGL 110 or 120. Fall, Spring

**BUSN 440 - Legal and Ethical Environment of Business (3 cr hrs)**

This course focuses on surveys of legal issues directly relating to business including the court system, legal forms of business, torts, contracts, strict and vicarious liability, product liability, and federal and state regulation of business activities. 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. Pre-requisites: ACCT 210,211, ECON 211, MGMT 300, FIN 360, MKTG 300, MGMT 310, MGMT 450, BUSN 270 or permission of instructor.

**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, 211; Junior status. Fall

**BUSN 497 - Seminar in Business (3 cr hrs)**

This course provides for individual research and discussion of advanced business issues and problems. Prerequisites: MGMT 300; MKTG 300. As needed

**BUSN 498 - Internship in Business (3 cr hrs)**

This course provides on-the-job experience directed by a member of the School of Business faculty. May be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: approval of chair. As needed

## **Computer Information Systems**

### **CIS 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 CIS 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. Fall, Spring

### **CIS 220 - Principles of Business Programming (3 cr hrs)**

This is a first course in computer programming. This course teaches problem solving in a business environment; Problems selected to illustrate structured systems development for a comprehensive business system; Various techniques for problem solution covered, all of which require the development and testing of program logic. Prerequisite: CIS 210. Spring

### **CIS 310 - Advanced Business Programming (3 cr hrs)**

This is a second course in computer programming, which expands on the concepts presented in CIS 220. Prerequisite: CIS 220. Fall

### **CIS 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: CIS 220 or permission of Instructor. Fall

### **CIS 330 - Database Management (3 cr hrs)**

This course addresses issues such as foundation for database system design, implementation, and management. While the focus is on practical implementation and management issues, the concepts and principles that underlie good database design are also explored. Prerequisite: CIS 220 or permission of Instructor. Spring

### **CIS 350 - Project Management (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: CIS 310 (or concurrent enrollment), or permission of Instructor. Fall

### **CIS 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. Prerequisites: CIS, 310, 320, 330 (or concurrent enrollment). Fall

### **CIS 495-Special Topics in Computer Information Systems**

(3 cr hrs)

Advanced topics from the field of Computer Information Systems are addressed in this course. Topics may include but are not limited to: computer networks, database design and management, electronic commerce, distributed processing, and management of information technology. Prerequisite: CIS 310 (or concurrent enrollment). As needed

### **CIS 497 - Systems Development Seminar/Systems Project**

(3 cr hrs)

This capstone course provides an opportunity for the student to design a system, write programs, convert data, test, and produce a working system in a real-world situation. Prerequisites: CIS 480 and Senior classification. Spring

### **CIS 498 – Internship-Computer Information Systems**

(3 cr hrs)

This course provides for on-the-job experience directed by a member of the School of Business faculty. It may be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: approval of chair. As needed

## **Economics**

### **ECON 211 - 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. Fall

### **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. Spring

### **ECON 350 - American Economic History (3 cr hrs)**

This course includes the study of economic history of the United States from colonization to the present. This includes analysis based on changing institutional structure, industrial technology, political-economic goals, and performance. As needed

### **ECON 360 - Economics of Healthcare (3 cr hrs)**

This course includes topics which cover tools of economics to analyze the healthcare delivery system in the United States with special emphasis on the financing of healthcare. Discussions also include historical, social, and cultural perspectives of economic decision making and outcomes. Emphasizes current issues. As needed

### **ECON 365-Economic Development (3 cr hrs)**

The course is designed to acquaint students with a wide array of economic development models on a regional, state and national level. The critical issues to be considered are determining the economic inputs for development, the cultural influences, the willingness of the government to support the needed policy initiatives, availability of financial resources to support entrepreneurial activity and job creation. Finally, the course will also discuss the setting of goals and present defined measures to assess economic and non-economic development outcomes.

### **ECON 371 - Intermediate Macroeconomics (3 cr hrs)**

This course provides for detailed examination of theoretical bases of modern explanations of economic stability: output determination, employment, inflation, growth, and the tools to effectuate such monetary and fiscal policies. Prerequisite: ECON 211. As needed

**ECON 372 - Intermediate Microeconomics (3 cr hrs)**

Theory of consumer behavior and the firm; determination of prices of consumer goods; productive services, capital goods, and resource allocation are topics discussed in this class. Prerequisite: ECON 212. As needed

**ECON 375-Regional Economics (3 cr hrs)**

This course studies the theory of land use, industrial and agricultural location and human migration. Major theories and problems to be discussed include: central places, rural and urban form and structure and regional growth and development. Particular emphasis will be placed on regional analysis relevant to Appalachia.

**ECON 410 – Forecasting (3 cr hrs)**

The survey of economic models, econometrics, and technical analysis techniques used to forecast the direction of financial markets are issues addressed in this class. The use of paper trading to experience forecasting techniques on actual market data is also covered. Prerequisites: BUSN 270, 300. Spring

**ECON 430-Money and Banking (3 cr hrs)**

This course addresses the role of financial institutions and markets in wealth creation and management. The course explores institutional structures including banking, primary and secondary capital markets, government institutions and financial intermediaries. The determinants of interest rates and foreign currency exchange rates are also addressed. Pre-requisite: ECON 211, 212.

**ECON 440 - Managerial Economics (3 cr hrs)**

This course addresses the application of micro and macro economic concepts and analytical tools to decision making. The course explores the relationship of supply and demand forces, market structure, government regulation, and macroeconomic concepts to achieving business and policy objectives. Prerequisites: ECON 211, 212. As needed

**ECON 450-International Trade (3 cr hrs)**

This course studies international economics issues from a microeconomic approach. This course will primarily deal with issues of trade between nations. This will include topics such as: comparative advantage, labor issues, growth, immigration, multinationals, tariffs, and non-tariff barriers to trade. Pre-requisite: ECON 211, 212.

**ECON 460-Government and Business (3 cr hrs)**

This course studies the growth of government influence in the economic sector from both theoretical and historical viewpoints. Particular emphasis is placed on antitrust activity, government regulatory agencies, government prohibition of activities, and government run economic enterprises. Pre-requisite: ECON 211, 212.

**ECON 470-History of Economic Thought (3 cr hrs)**

The course is designed to address the major contributors to economic thought, including Smith, Keynes, Marx, and Friedman.

**ECON 480 - Investments and Portfolio Theory (3 cr hrs)**

This course addresses the analysis of financial instruments and markets. Modern Portfolio Theory and alternatives for portfolio management are also studied. Financial derivatives and risk management are issues addressed also. Prerequisites: ECON 211, 212. As needed

**ECON 497 - Seminar in Economics (3 cr hrs)**

This course involves individual research and group discussion of advanced economic issues and problems. Prerequisites: ECON 211, 212. As needed

**ECON 498 - Internship in Economics (3 cr hrs)**

This course provides on-the-job experience directed by a member of the School of Business faculty. It may be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: approval of chair. As needed

**Finance****FIN 200-Personal Finance (3 cr hrs)**

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 choices relating to spending, saving, borrowing, and investing.

**FIN 340-Financial Institutions and Markets (3 cr hrs)**

This course will examine financial intermediaries from within to understand how they operate, the services they provide, problems and risk they face, management of risk, as well as discuss the markets in which they operate. Pre-requisite: FIN 360.

**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. Pre-requisites: FIN 360, FIN 340.

**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. Pre-requisites: ACCT 210, 211, BUSN 270 or permission of instructor.

**FIN 370-International Financial Management (3 cr hrs)**

This course concentrates on issues relating to doing business internationally. The course will examine financial decisions required by managers to conduct business internationally. There will be considerable focus on the unique risks involved in international trade and methods available to minimize or hedge those risks. Pre-requisite: FIN 360.

**FIN 380-Long Term and Short Term Financial Management (3 cr hrs)**

This course concentrates on issues relating to both long term capital investment decisions and short-term financial issues. On the long term issues, topics include capital budgeting, capital rationing, real options, and leasing alternatives. On the short term issues, topics include management of cash, accounts receivable, inventory, and accounts payable. There will also be a discussion of capital sources. Pre-requisite: FIN 360.

**FIN 390-Healthcare Finance (3 cr hrs)**

This course will present and review basic analytical and decision making principles and discuss the unique features of the healthcare industry that affect the application of these principles and concepts. Current and future trends in healthcare finance will also be examined and discussed. Pre-requisite: FIN 360.

**FIN 450-Foundation of Finance: Risk and Value (3 cr hrs)**

This course furthers the initial introduction to the theoretical underpinnings of finance discussed in FIN 360. This examination will occur in the context of comprehending risk and value, quantifying risk, and managing risk, in the context of maintaining or increasing value. The class will include a thorough examination of the TVM concept. Pre-requisites: FIN 360, BUSN 260.

**FIN 460- Investment Analysis (3 cr hrs)**

This course will discuss practical applications of investment theory. Topics will include the risk-return tradeoff, diversification, CAPM and arbitrage pricing theory. In addition, debt and equity valuation will be discussed as well as portfolio management. Pre-requisites: FIN 360, BUSN 270.

**FIN 480-Derivative Securities (3 cr hrs)**

This course examines derivative securities, primarily options and futures. The emphasis will be on the use of options both as a speculative investment and a hedge against risks. The course will examine how options are priced, traded, and exercised in the marketplace. Pre-requisites: FIN 360, FIN 450, FIN 460, MATH 112.

**FIN 490-Advanced Corporate Finance (3 cr hrs)**

This course continues the development of the principles of finance begun in FIN 360. The introduction of agency costs, corporate governance issues, the dividend decision, the valuation of real options, and why firms issue and use derivative securities are some of the topics addressed. In addition, the issues of raising capital and financing assets will be explored. Pre-requisites: FIN 360, FIN 450, ACCT 305 or 320 or permission of the instructor.

**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.

**MGMT 310 - Human Resource Management (3 cr hrs)**

This course addresses the fundamental processes of utilizing human resources to maximize organizational efficiency. Topics include principles of human resource planning, recruitment, selection, compensation and development. Prerequisite: MGMT 300. Fall

**MGMT 315-Staffing Management (3 cr hrs)**

This course examines all aspects of getting employees into organizations. Recruitment and selection are the foci. This course covers scientific and legal issues from a managerial perspective and examines the usefulness of various methods used in job analysis, testing and measurement, and internal and external market analysis. Legislation regarding EEO and affirmative action programs is discussed. Prerequisites: MGMT 310

**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)**

The operational functions of quality, process, capacity, inventory, and workforce to create model decision strategies necessary for improving efficiency and effectiveness in system-type organizations are issued addressed in this course. Topics include quality control, flow analysis, inventory, layout, performance improvement, scheduling and forecasting.

Prerequisites: MGMT 300; BUSN 270, 300; MKTG 300. Spring

**MGMT 335-Management Science (3 cr hrs)**

This course is design to acquaint students with business decision making approaches and quantitative techniques with an emphasis on the formulation and application of models and the available practical solution methods. Prerequisites: BUSN 270; MGMT 300.

**MGMT 340-Small Business Management (3 cr hrs)**

This course is designed to acquaint students with the challenge of launching a new venture or managing an existing business. The course covers topics such as choosing a venture, deciding on a form of organization, selecting a business location, financing the business, and managing an ongoing venture. Students will be required to develop a business plan.

Prerequisites: MGMT 300, MKTG 300, ACCT 210, 211.

**MGMT 360-Organization Theory (3 cr hrs)**

This course emphasizes the structure of modern organizations and systems. The course covers topics confronting complex organizations and special problems of project and/or program management, matrix management, venture management, and contingency management will be discussed. Prerequisite: MGMT 300.

**MGMT 414-Negotiations in Organizations (3 cr hrs)**

This course is designed to develop principles, skills, and techniques for effective negotiation and conflict resolution. Students will become acquainted with common mistakes in negotiations and provided a framework to prepare students for business and personal negotiation situations. Prerequisite: MGMT 310.

**MGMT 416-Compensation Management (3 cr hrs)**

This course provides a broad understanding of different components of compensation as well as internal and external factors influencing compensation decision making. The course reviews research on topics such as job-based and personnel-based pay structures, pay levels and pay mix, pay-for-performance, and external competitiveness.

**MGMT 417-Labor Relations (3 cr hrs)**

This course is designed to introduce the student to the practical application of federal and state legislation and executive orders governing the employer-employee relationship, legal rights of organizations, and collective bargaining. Prerequisite: MGMT 310

**MGMT 440 – Entrepreneurship (3 cr hrs)**

An applied course combining the principles of management and marketing for solving small business problems and forming, operating and maintaining entrepreneurial businesses. Prerequisites: MGMT 300; MKTG 300. Fall

**MGMT 450 - Management Information Systems (3 cr hrs)**

This course addresses the fundamentals of information systems for business students. The course includes focus on applications of information technology in business with a balance between the technical and the practical aspects. Case studies drawn from industry are used extensively to provide a focus on the key management issues. Prerequisites: CIS 100; BUSN 330; MGMT 300. Spring

**MGMT 497 - Seminar in Management (3 cr hrs)**

This course includes individual research, applied problem solving, and group discussion of current advanced management issues and problems. Prerequisites: MGMT 300, 320, 330; MKTG 300. As needed

**MGMT 498 - Internship in Management (3 cr hrs)**

This course provides on-the-job experience directed by a member of the School of Business faculty. The course may be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisites: Junior or Senior classification and approval of chair. As needed

### Management and Leadership Studies

**MLS 300- Quantitative Business Analysis (3 cr hrs)**

This course includes both quantitative methods and operations management principles to assist managers in evaluating business processes. It will introduce the components of the operations management functions in different types of organizations. In addition, this course will provide tools to analyze decision problems in operations, and examine the relationships of forecasting, capacity, scheduling, inventory, and material requirements planning will be covered along with a study of operations process management including quality, productivity, and process design. This course will provide opportunities to practice the art of communicating, both orally and in writing, the results of analysis of operations. (5 weeks)

**MLS 301 - Lincoln's Legacy: Yesterday & Today (3 cr hrs)**

The course provides an introduction to Abraham Lincoln's life and its relationship to Lincoln Memorial University while also surveying the Lincoln inheritance past and present for its usefulness in management and leadership studies. (5 weeks)

**MLS 303-Team Leadership (3 cr hrs)**

Leadership styles and theories are examined for their presence and connection to today's workplace. As an interactive course, students will determine individual leadership styles necessary for producing necessary for producing efficient team productivity. This course will also focus on the behavior of people within groups, organizations and communication skills. Specific interactive workplace styles will be explored. The ability to work with effectively with others of diverse backgrounds will also be examined. (5 weeks)

**MLS 304-Ethical Leadership (3 cr hrs)**

As a case study course, business ethics is examined in the management and leadership context for its role and impact upon organizations and society. (5 weeks)

**MLS 305 - Business Issues and Trends (MLP Elective) (3 cr hrs)**

This course applies business trends and strategies as a foundation for research and discussion of advanced business issues and problems in a dynamic business society. (5 weeks)

**MLS 308-Communicating in Business with Technology (4 cr hrs)**

This course provides the technical skills needed for effective oral and written communications. An introduction to the basic forms of communication in the business world and the software and technology needed to create and deliver them. (7 weeks)

**MLS 394 - Accounting for Managers (3 cr hrs)**

The course will concentrate on the principles of financial and managerial accounting. Emphasis will be on the use of this information in management decision making. (5 weeks)

**MLS 400-Human Resource Strategy and Development (3 cr hrs)**

This course examines the strategic planning process of human resource practices as it relates to all organizational functions while placing an emphasis on necessary human resource developmental interventions as determined from job/work analysis and human resource evaluation processes. (5 weeks)

**MLS 410 - Project Management (4 cr hrs)**

This course provides an introduction to the management of projects. It examines the planning, executing, and controlling of projects and provides practical knowledge on managing project scope, schedule, and resources. Topics include project life cycle, work breakdown structure, Gantt charts, network diagrams, scheduling techniques, and resource allocation decisions. 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). Concepts will be applied through case studies and team projects. (7 weeks)

**MLS 420-Finance for Managers (3 cr hrs)**

This course is designed to provide managers with the basic skills of financial management. (5 weeks)

**MLS 430-Marketing for Managers (3 cr hrs)**

This course emphasizes market plan development and the implementation of basic marketing principles in such planning. Additional concepts such as leading marketing teams and obtaining management support for marketing ventures are introduced. (5 weeks)

**MLS 440-Business Strategy in a Global Environment (4 cr hrs)**

As a capstone course, all business functions will be examined through real-world problem solving in a global environment. Cases will be analyzed and students will manage a simulated business. (7 Weeks)

### Marketing

**MKTG 300 - Marketing Theory (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. Prerequisites: ECON 211, 212

**MKTG 310 - Advertising (3 cr hrs)**

Topics addressed in this course include the fundamental concepts in advertising and its relationship to the marketing field. As a project-based course, students are exposed to the development of an advertising campaign and system. Prerequisite: MKTG 300. Spring

**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, and 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.

**MKTG 410 - International Marketing (3 cr hrs)**

Foundations in international market exploration are analyzed for business opportunity. International diversities are discussed and employed for international marketing planning. Prerequisite: MKTG 300. Spring

**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. As needed

**MKTG 430 - Marketing Management (3 cr hrs)**

This course deals with developing effective marketing plans emphasizing marketing opportunity analysis in the context of changing markets. Prerequisite: MKTG 300. Spring

**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. As needed

**MKTG 450 - Services Marketing (3 cr hrs)**

This course emphasizes developing distinctive marketing strategies revolving around the marketing mix analysis for both profit and nonprofit service environments. Topics include framework for service marketing, tools for service markets, and service marketing quality. Prerequisite: MKTG 300. As needed

**MKTG 454-Event Marketing (3 cr hrs)**

This course discusses the conception, planning, promotion and execution of special events such as weddings, business openings, conventions, sports tournaments. This course addresses the application of project management techniques, legal agreements and proposal-writing, press-releases and promotional message design for special events. The course also covers the issues of staffing, training and accounting controls required for such events. Pre-requisite: MKTG 300.

**MKTG 460 - Retail and Electronic Marketing (3 cr hrs)**

As a project-based course, retail and electronic marketing processes are examined and applied for structure, function, sales management, merchandising, capitalization of buying behavior, buying functions, pricing, and promotion strategies. Prerequisites: MKTG 300. Fall

**MKTG 468-E-Commerce (3 cr hrs)**

This course discusses the terminology of Internet commerce in all its various forms including Business-to-Business (B2B), Business-to-Consumer (B2C) and e-Government. The course addresses the technological, management, and marketing foundations to establish a business model, create a basic website and promote or extend a business website. An introductory course in programming is recommended prior to enrollment. Prerequisites: MKTG 300 and MKTG 310.

**MKTG 470 - Marketing Channels and Logistics (3 cr hrs)**

Introduces supply-chain management and business distribution channels decisions and their impact on the logistics of goods and services transfer. Distribution channel evaluation and current trends in marketing distribution are discussed. Prerequisite: MKTG 300. Fall

**MKTG 497 - Seminar in Marketing (3 cr hrs)**

Individual research, applied problem solving, and group discussion of advanced marketing issues and problems are topics for this course. Prerequisites: MGMT 300; MKTG 300. As needed

**MKTG 498 - Internship in Marketing (3 cr hrs)**

This course provides on-the-job experience directed by a member of the School of Business faculty. The course may be repeated to a total of 6 credit hours applicable to program and/or degree requirements. Prerequisite: Junior or Senior classification and approval of chair. As needed

**Professional Golf Management****PGM 110-Introduction to Professional Golf Management (2 cr hrs)**

The class will offer a brief overview of the program and the PGA of America. It will also cover the basic of golf management—day to day operations of a golf facility

**PGM 210-Introduction to Golf Instruction (2 cr hrs)**

The class will offer a basic introduction to teaching ball flight laws, swing plane, and basic fundamentals of the golf swing.

**PGM 220-Turfgrass Management (4 cr hrs)**

The class will offer a basic understanding of golf course maintenance- -grass varieties, diseases, golf maintenance requirements, irrigation, equipment usage, and personal management. There is a lab component.

**PGM 340-Food & Beverage Management with Lab (4 cr hrs)**

The class will offer a basic understanding of catering, food management, inventory control, food preparation, equipment usage, and maintenance. There is a lab component.

**PGM 350-Facility Management (3 cr hrs)**

The class will offer a basic understanding of management concepts for overseeing total facility operations – staff requirements, budgeting, supervision, interpersonal skills, and human resources.

**PGM 498-PGM Internship (1 cr hr)**

The class will offer the student with a 3 month internship for the PGM student at a certified facility. The student will be required to complete three internships.

Visit [www.cts.org](http://www.cts.org) for updated information on tests & state requirements.

**EDUCATION****CDEV 400—Integrated Creative Expression (3 cr hrs)**

This course focuses on developmentally appropriate teaching strategies that stimulate creativity in young children and adolescents by integrating art, music, drama, and dance with other elementary and middle school subjects, such as reading, science, math, and social sciences. Constructivist theory and hands-on discovery learning are emphasized. Field placement determined by other course enrollment. Fall, Spring

**CDEV 450—Early Childhood Development (3 cr hrs)**

This course is an overview of early childhood education, including the study of the domains of cognition, social/emotional, and physical development. It is also an orientation to planning and implementing early childhood/adolescent programs including issues, environments, curriculum, and instruction. Included are assessment methods used to evaluate candidate instruction and student performance and achievement. Fall, Spring

**EDUC 210—Instructional Technology & Learning Resources (3 cr hrs)**

This course requires students to use software packages, computer hardware, video and audio devices, and Internet resources to infuse technology into the K-12 classroom environment, to learn how to conduct on-line research ethically and efficiently, and to develop an electronic portfolio. Fall, Spring

**EDUC 290—Introduction to Teaching & Learning (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. Emphasis is on self-assessment and exploration in school environments for professional planning. Candidates are introduced to multicultural education, classroom management, and professional development. Prerequisite: Pre-conditions must be met (refer to Teacher Education Handbook) and approval of education advisor. Field placement. Fall, Spring

**EDUC 300—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. Field placement determined by other course enrollment. Fall, Spring

**EDUC 320—Diverse Learners & Learning Styles (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. 5 hours observation included in EDUC 290. 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 PK-12 Partnership teaching experience. Candidates will demonstrate knowledge and skills in social sciences, science, math and literacy or specialty area in accordance with K-6, secondary and K-12 licensure standards. Required for all teacher licensure programs. Multicultural field experience or portfolio required. Field placement. Prerequisite: All course work in Module I. Fall, Spring

**EDUC 350—Methods of Teaching Elementary Science (3 cr hrs)**

Candidates develop science learning experiences 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 science lessons to be taught in PK-6 Partnership school 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 from a case study or action research perspective. Required of K-6 majors only. Field placement. Prerequisite: All course work in Module I. Fall, Spring

**EDUC 355—Methods of Teaching Elementary Social Studies (3 cr hrs)**

Candidates develop social studies learning experiences 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 lessons to be taught in PK-6 Partnership school 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 from a case study or action research perspective. Required of K-6 majors only. Field placement. Prerequisite: All course work in Module I. Fall, Spring

**EDUC 360—The Middle School (2 cr hrs)**

Organization, strategies, and responsibilities of teaching in the middle grades. Participatory approach to understanding and teaching middle school students. For secondary candidates. Field placement. Prerequisites: EDUC 290. Fall, Spring

**EDUC 370—Measurement and Evaluation (3 cr hrs)**

The course explores the analysis and interpretation of data used in the teaching/learning process. The student will apply the scientific method, including the use of probability and inferential statistics to make decisions regarding planning and instruction. The student will also develop subjective and objective tests. Field placement determined by other course enrollment. Prerequisite: MATH 101 or 111. Fall, Spring

**EDUC 375—Children's Literature (3 cr hrs)**

Students are introduced to literacy in media and the written word, specifically through communication technologies and child/adolescent literature. Through literacy, students are enabled to think logically and creatively, express ideas, understand and participate in meaningfully spoken, written and nonverbal communications, formulate and answer questions, and search for, organize, evaluate and apply information. Computer-based technologies allow candidates to connect with classroom children/adolescents from around the world and promote dialogue and action on national and international literacy and media issues. Candidates will be engaged in "civic media" and literacy projects for youth that encourage community building, collaboration, and participation. Fall, Spring

**EDUC 375X—Junior SEWS Writing Requirement (0 cr hr)****EDUC 390—Field Experience Seminar (1 cr hr)**

This course is a seminar designed to assist and direct students in field placements. Fall, Spring

**EDUC 410—Methods of Teaching Elementary Reading (3 cr hrs)**

This course presents major approaches in teaching reading, including phonics, language experience, basal, and others. Planning, instruction, materials, evaluation, and management are emphasized. Formal and informal classroom based methods of assessments used to identify reading strengths and weaknesses in reading will be included in this course. Field placement determined by other course enrollment. Fall, Spring

**EDUC 430—Methods of Teaching Elementary Language Arts (3 cr hrs)**

An integrative approach to teaching language arts in elementary and middle schools. Emphasis is placed on teaching strategies that develops knowledge and skill through the use of literature and includes speaking, handwriting, creative writing, listening, grammar, reading, and spelling. Field placement. Prerequisite: Module II. Fall, Spring

**EDUC 450—Methods of Teaching Elementary Mathematics (3 cr hrs)**

Current trends, techniques, methods, materials and evaluation of elementary and middle school mathematics programs. This course focuses on constructivist approaches to hands-on discovery learning. Field placement determined by other course enrollment. Corequisite: EDUC 410. 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. Field placement determined by other course enrollment. Fall, Spring

**EDUC 480—Reflective Teaching & Learning Management (2 cr hrs)**

Candidates are introduced to different classroom learning environments and the impact on student self-concept, social interaction, behavior and teaching and learning. In addition, candidates study various classroom management models and develop a plan for implementation appropriate to teaching diverse learners. Candidates will reflect on PK-12 Partnership experiences and develop Portfolio reflections that demonstrate instructional design, implementation, student assessment, classroom learning environments and management, and self-assessment. Field placement. Required in all teacher licensure programs. Prerequisite: Module II. Fall, Spring

**EDUC 480Z—Senior SEWS Writing Requirement (0 cr hrs)**

**EDUC 497—Enhanced Student Teaching/Clinical Practice (12 cr hrs)**

Full-time teaching experience in a PK-12 classroom setting under the direction of a mentoring classroom teacher and a University supervisor. Weekly seminar required. Required in all teacher licensure programs. Prerequisite: Module I, II, III and formal admission to Enhanced Student Teaching. All required PRAXIS testing passed. Fall, Spring

## ENGLISH

**ENGL 099 - Basic Reading and Composition (3 cr hrs)**

This course is remedial in nature 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 110. Admission to the course is determined by student writing samples and by standardized test scores. Graded A, B, C, NC, F. Fall, Spring (\*3 cr hrs toward academic load, but not counted toward the required minimum of 128 credits for graduation.)

**ENGL 110 - Freshman Composition (3 cr hrs)**

First-year course to improve critical reading and information literacy skills. Emphasis is on essay organization, development of ideas, sentence style and structure, and language mechanics/grammar necessary for effective reading and writing at the college level. Includes strategies and skills for locating, evaluating, organizing and correctly citing information resources. Graded A, B, C, NC, or F. Fall, Spring

**ENGL 210 – Writing about World Literature and Culture (3 cr hrs)**

Close reading and analysis of important poetry, drama, fiction, and non-fiction prose texts in several western and non-western cultures. Writing intensive; includes a research paper. Prerequisite: ENGL 110. Fall, Spring

**ENGL 220 – Writing about World Literature and Culture (Honors) (3 cr hrs)**

Prepares students to read closely and have the ability to analyze important poetry, drama, and non-prose texts in several western and non-western cultures. Writing intensive; includes a research paper. Admission to the course is determined by recommendations from ENGL 110 instructors and/or by standardized test scores. Prerequisite: ENGL 110. Spring

**ENGL 290 - Literary Research and Criticism (3 cr hrs)**

Provides historical overview of English as an academic discipline, and introduces students to major critical theories. Prerequisite for all 400-level English courses. Corequisite: ENGL 210. Fall

**ENGL 310 – Writing about American Literature and Culture (3 cr hrs)**

Close reading and analysis of important poetry, drama, fiction, and non-fiction prose texts in American culture. Writing intensive; includes a research paper. Prerequisite: ENGL 210 or 220. Fall, Spring

**ENGL 311 - Survey of British Literature I (3 cr hrs)**

Major periods and notable authors from *Beowulf* through the Neoclassical Period. Prerequisite: ENGL 210. Every 3<sup>rd</sup> semester

**ENGL 312 - Survey of British Literature II (3 cr hrs)**

Major periods and representative authors from the Romantic Age to the present. Prerequisite: ENGL 210. Every 3<sup>rd</sup> semester

**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. Prerequisite: ENGL 210. Every 3<sup>rd</sup> semester

**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. Prerequisite: ENGL 210. Every 3<sup>rd</sup> semester

**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. Prerequisite: ENGL 210. Every 4<sup>th</sup> semester, Spring

**ENGL 360 - The English Language (3 cr hrs)**

Traces the history of the English language, describes the major grammar systems, and defines and surveys the science of linguistics. Prerequisite: ENGL 210. Every 4<sup>th</sup> semester, 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 with additional requirements, but counts only once toward the English major program requirements.

Prerequisite: Consent of the Instructor. Every 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 with additional requirements, but counts only once toward the English major program requirements. Prerequisite: ENGL 210 or consent of the Instructor. Every 3<sup>rd</sup> semester

**ENGL 410 – Shakespeare (3 cr hrs)**

A survey of approximately twelve plays, with collateral instruction in Renaissance social backgrounds, Elizabethan stage traditions, textual matters. Prerequisite: ENGL 290. Every 3<sup>rd</sup> semester

**ENGL 420 - Twentieth Century Poetry (3 cr hrs)**

Explores significant stylistic and thematic elements in English and American poetry of the Twentieth century. Primary focus on textual considerations, but some attention given to biographical concerns and critical theory. Prerequisite: ENGL 290. 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. 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. Annually

**ELI 013- Grammar and Communication 1 (2 cr hrs\*)**

Students develop the ability to understand frequently used words in oral and reading contexts and to understand and respond appropriately to simple phrases and questions. Emphasis on vocabulary building and writing at the sentence level.

**ELI 014 - Grammar and Communication 1 Review (2 cr hrs\*)**

An opportunity for students who do not pass ELI 013 to review the course material and retest.

**ELI 023 - Grammar and Communication 2 (2 cr hrs\*)**

Students continue to 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 024 - Grammar and Communication 2 Review (2 cr hrs\*)**

An opportunity for students who do not pass ELI 023 to review the course material and retest.

**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 034 - Grammar and Communication 3 Review (2 cr hrs\*)**

An opportunity for students who do not pass ELI 033 to review the course material and retest.

**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 044 - Grammar and Communication 4 Review (2 cr hrs\*)**

An opportunity for students who do not pass ELI 043 to review the course material and retest.

- 2 cr hrs toward academic load, but not counted toward the required minimum of 128 credits for graduation. Grades for the ELI courses will be Pass/Fail. Students will be permitted to repeat only one failed course one time in the sequence of regular ELI classes; enrollment in any one review course (014, 024, 034, 044) disqualifies students from repeating any other ELI course. Advancement between ELI levels will be based on ACT-ESL progress tests.

**HUMANITIES AND FINE ARTS****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. Offered annually

**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

**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. Spring alternate years

**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 35mm camera operation, black and white film development, printing and enlarging, and elementary photographic composition. As needed

**ART 240 - Ceramics I (3 cr hrs)**

Studio course. Introduction to hand-building methods, throwing techniques on the potter's wheel, and glazing procedures. Fall/Spring

**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. Spring

**ART 330 - Photography II (3 cr hrs)**

Studio course. Advanced techniques for black & white photography including camera accessories, photographic composition, special effects, alternative techniques processes and materials, and the exhibition print. Prerequisite: ART 230. As needed.

**ART 343 - Ceramics II (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 240. 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. Spring alternate years

**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. 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. Fall alternate years

**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. Spring alternate years

**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. 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 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. Every fourth semester

**ART 472 - Art and the Adolescent (2 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. Every fourth semester

**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. As needed.

### American Studies

**AMST 403 - Seminar in American Studies (3 cr hrs)**

Seminar exploring a significant topic or period of the history and culture of the United States. Content varies, but may include such topics as Religion in America, The Great Depression, the Civil Rights Movement, or American Popular Culture. Includes reading assignments, usually from several disciplines, classroom discussion in a seminar setting, critical essays, and tests. May be repeated for additional credit with a different topic heading. As needed

**AMST 490 - Senior Thesis in American Studies (1 cr hr)**

Research Project designed and completed by the student and approved by the student's Thesis Committee (thesis director and two additional readers approved by the American Studies Committee). For students with Senior classification, taking the major in American Studies. Graded A, B, C, NC. As needed

### Broadcast Communications

**COMM 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. (Not an acting/performance course.) Fall

**COMM 110 - Introduction to Mass Media (3 cr hrs)**

General Survey of the various forms of mass communication and how they are used in our society. Students will study both the theoretical and practical applications of mass communication in television, websites, radio, blogs, newspapers, and podcasts. Special emphasis will be placed on understanding how the local community is involved in mass communication. Fall

**COMM 200 - Fundamentals of Speech Communication (3 cr hrs)**

Introductory course designed to increase skills and ease in 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 antecedent: ENGL 110 Fall, Spring

**COMM 203 - Production Practicum (1-3 cr hrs)**

Practicum experience as production staff in broadcasting in the creation of the news or as a member of the production staff of Sigmon Communications Center. Completing a minimum 45 hours of assigned activities is required for one credit hour earned. May be repeated for a total 3 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 BCOM 203-AO/BO. Fall, Spring

**COMM 230 - Fundamentals of Acting (3 cr hr)**

Basic acting techniques, emphasizing a structured approach. Includes scene work from play scripts. Fall

**BCOM 250 - Fundamentals of Scenery and 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

**COMM 260 - Writing for Mass Media (3 cr hrs)**

Students develop a working foundation in writing for all aspects of electronic media, including television and computer-based multimedia formats. Students are taught writing skills as they relate to news, advertising, and public relations, as well as narrative styles for documentary production. This class will explore how writing for broadcast and multimedia applications differs from compositional writing. Also, the class will cover the ethics and responsibilities involved in writing for a wide, potentially global audience. Prerequisite: ENGL 110 and ENGL 210 or 220. Spring

**BCOMM 270 Television Production (3 cr hr)**

Introduction to the techniques of TV production. Emphasis on the function and operation of the primary tools including video, audio, and lighting to develop the student's awareness and understanding of proper studio procedure. All facets of electronic media news production covered, including camera work, lighting, audio, and editing. Lecture-Laboratory course. Spring

**BCOM 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

**COMM 333 (X) 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

**BCOM 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

**COMM 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 210. Spring

**BCOM 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: BCOM 250. Fall

**COMM 360 (X) Advanced Media Writing (3 cr hrs)**

This course builds on Writing for the Media. Students are introduced to professional standards used in preparing writing for the electronic media, which will include writing, coverage, editing, problems, legal and ethical consideration in the broadcast industry. Prerequisite: COMM 260. Spring

**BCOM 371 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 will be introduced to the college radio station where they are required to perform various live air-shifts throughout the course. Fall

**BCOM 372 Electronic Editing (3 cr hrs)**

Theory and practical application of linear and nonlinear electronic video editing software. Concepts, ideas, methods, programs, and equipment used in various forms for a stronger background of editing as expression. Prerequisite: BCOM 270. Fall

**BCOM 380 Multi-camera Production (3 cr hrs)**

Focuses on the duties and responsibilities of the television director. Emphasis on actual production and directing of video material. Lecture-Laboratory course. Prerequisite: BCOM 270. Fall

**BCOM 381 Single-camera Production (3 cr hrs)**

Techniques of live/tape filed production. On-location shooting of features and mini-documentaries; editing techniques, coverage, lighting, sound, and graphics. Prerequisite: BCOM 270. Fall

**COMM 410 Media Law and Ethics (3 cr hrs)**

Background in ethics and law for the visual communicator. Focus on ethical philosophies, ethics case studies, and solutions to ethical dilemmas; copyright, privacy, and libel laws as they relate to all type of broadcast media. Fall

**BCOM 470 Advanced Television Production (3 cr hrs)**

Preparation and development of scripted and unscripted television programming; principles and aesthetics of production and directing as it relates to electronic media production. Prerequisite: BCOM 270. Lecture-Laboratory course. Fall

**BCOM 475 Advanced Electronic 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. Additionally, students will work extensively with the video animation software and the video editing nonlinear editing interfaces. It is assumed that the student already possesses an understanding of the non-linear video editing

software. Prerequisite: BCOM 372. Spring

**BCOM 480 Video Computer Graphics (3 cr hrs)**

Computer design software will be used to bring more television concepts to the students, such as creating lower thirds, virtual backdrops, background tiles, bugs, sidebars and track mattes, and vector tools. Fall

**BCOM 485 (Z) Senior Seminar (3 cr hrs)**

Through viewing professional and student work, and utilizing the latest DV tools, students will explore the aspects of personal filmmaking. Through the course of a semester students will develop their own script for what is referred to as "calling card" film short. During the pre-production stage, students will have the opportunity to create a series of short experimental/avant-garde productions. Students will experiment with light, color, camera movement and camera placement. Traditional film techniques will also be explored through the directing and editing of dramatic scenes. The semester will conclude with students producing their own film short. Requires a research paper on a topic in broadcasting. Permission of instructor. Fall, Spring

**COMM 497 - Communication Arts Portfolio (2 cr hrs)**

Development of a portfolio of the student's work in communication arts related activities and writing a paper in conjunction with the SEWS requirements as well as an oral exit interview with designated COMM faculty. Portfolio may include audio or video resume tape (s), samples of written/production research projects and related field activities, formal evaluations of the student's work, and the like. Intended to aid the student in securing internships and employment in a communication arts related field and provide evidence of competent written and oral communication skills on a particular topic of interest to the student. Counts as the COMM 400 level writing requirement. Prerequisite: Senior classification. Fall, Spring

**COMM 498 - Internship in Communication Arts (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. (Lincoln Memorial University retains ultimate control and supervision of the internship.) Maximum 3 credit hours of COMM 498 applicable to the major program in Communication Arts. Up to 3 additional credit hours applicable as electives to the baccalaureate degree. Prerequisites: at least Junior classification and approval of the director of the Communication Arts Programs. Fall, Spring

### Foreign Languages

**FREN 111-112 - Beginning French I, II (3, 3 cr hrs)**

Introduces modes of French communication; emphasizes conversational language through application of grammatical structures to vocabulary. Includes listening and reading comprehension. Prerequisite to FREN 112: FREN 111 or one year of high school French. Fall, Spring

**SPAN 111-112 - Beginning Spanish I, II (3, 3 cr hrs)**

Introduces modes of Spanish communication; emphasizes conversational language through application of grammatical structures to vocabulary. Includes listening and reading comprehension. Prerequisite to SPAN 112: SPAN 111 or one year of high school Spanish. Fall, Spring

**SPAN 211-212 - Intermediate Spanish I, II (3, 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. Fall, 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 211-212 or appropriate placement test score. As needed

### Geography

**GEOG 100 - Introduction to Geography (3 cr hrs)**

Is a survey course about nature of geography as a discipline. Topics covered include cartography, weather, landforms, natural resources, culture, political, economic and urban geography, and human impacts on the environment. Fall, Spring.

**GEOG 211 - Introduction to Human Geography (3 cr hrs)**

In this course, human geography is studied through five culture themes, region, diffusion, ecology, interaction, and landscape. Major content areas include language, ethnic, political, agriculture, transportation, industrial, and urban geography. Fall

**GEOG 212 - Introduction to Physical Geography (3 cr hrs)**

Provides thematic exploration of the earth, its relationship to the sun and other bodies in space, the biosphere, landscapes, biomes, climate and weather as they occur across space. Special attention given to the interplay between sustainable human populations and the natural environment, including real and potential hazards resulting from natural disasters and settlement patterns. Spring

**GEOG 300 - Environmental Geography (3 cr hrs)**

Examines the effects that humans have on different parts of the physical environment (such as air, oceans, fresh water, forests, etc.) as a result of how we live. Emphasis on how human search for, and use of, natural resources disturbs natural systems and what can be done to minimize the disturbance. Fall, Spring.

**GEOG 350 - Geography of Religions (3 cr hrs)**

Examines the origin and diffusion of the major world religions. Historical and social circumstances that led to main doctrines explored. Emphasis on current distribution and how religions lean an imprint in the human and physical landscapes. Fall, Spring

**GEOG 400 - Historical Geography of the British Isles**

(3 cr hrs)

Explores the natural environment of the British Isles with respect to human habitation over time. Special attention is given to migration and regional settlement patterns of the Britons, Gaels, Romans, Saxons, Angles, Jutes, Frisians, Vikings, and Normans and their contributions to the formation of the ethnic groups of the isles. Further exploration is given to patterns of ethnic migrations to New World. Alternate years.

**GEOG 440 - Geography of Appalachia (3 cr hrs)**

What is "Appalachia?" Course will examine the topographical region by sub regions with special attention to settlement and economic history. Current issues will be examined, especially environment, culture change, and economy.

**GEOG 450 – Community Development (3 cr hrs)**

Emphasis on spatial and psychological aspects of community development, including adult and group change models. Attention is given to leadership styles, measurements of social power and strategies for managing change. As needed.

**GEOG 498 – Internship (1-6 cr hrs)**

Emphasis on exposing the student to real-life workplaces in which community development takes place. As needed.

### Government

**GOVT 211 - American Government: National (3 cr hrs)**

Basic principles of American government: focus on the Presidency, the Congress, and the Supreme Court. Fall

**GOVT 212 - American Government: State and Local (3 cr hrs)**

Basic principles of American government; focus on state and local units. Spring

**GOVT 320 - Comparative Politics (3 cr hrs)**

Comparative study of political systems of first and second world countries. Fall

**GOVT 420 - Politics and the Law (3 cr hrs)**

The political development of the United States through landmark legal decisions. Emphasis on theories of constitutional interpretations and Supreme Court decisions. Spring

**GOVT 497- Seminar in Law (3 cr hrs)**

Seminar on selected problems in the study of public law. As needed.

**GOVT 498 - Law internship (3 cr hrs)**

Staff/apprentice work at law firm. 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 law firm. As needed.

### 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. Fall, Spring

**HIST 122-World History since 1500 (3 cr hrs)**

Surveys world history from approximately 1500 to 2000, with 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. 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. 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. Fall, Spring

**HIST 210 - 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 and citation techniques, important issues facing historians today, the major schools of historiographical thought, and article and book reviewing procedures. Using the skills they have developed in this course, students will complete a major historiographical project. Fall.

**HIST 250 - Introduction to Museum Studies (3 cr hrs)**

Examines the history of the museum profession and developing trends in museum operations. Also examines the day-to-day aspects of working in, and administering, museums. The full range of museums, from those with general collections to those with highly specialized collections, will be covered. Alternate years

**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. Every 3<sup>rd</sup> year

**HIST 320 - History of Tennessee (3 cr hrs)**

Surveys the history of Tennessee from its Native American roots to the late 20<sup>th</sup> 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. 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.

**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. Spring every 3rd year. No prerequisites.

**HIST 344 - British History (3 cr hrs)**

Survey of the history of the British Isles from the earliest times through the Stuarts. Special emphasis on the development of British political culture and the common law; the Reformation and intellectual culture; and the rise of capitalism and colonies. Every 3rd year

**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. Every 3rd year

**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. Fall every 3rd year. No prerequisites.

**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. As needed.

**HIST 390 - Issues in Collection Management (3 cr hrs)**

Investigates the conservation, storage, handling, and planning needs of a museum's collection. Teaches the importance of collection planning, providing provenance for artifacts, and the registration, accessioning and deaccessioning of artifacts. Every 3rd year

**HIST 410 - American Military History (3 cr hrs)**

Surveys the military history of the United States from the Colonial period through 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. Every 3rd year

**HIST 423 - Topics in Asian History (3 cr hrs)**

Specialized study of issues, periods, areas, and trends in Asian History. Satisfies non-western history requirement for History major. May be repeated for additional credit with different topical heading.

**HIST 433 - Topics in Modern European History (3 cr hrs)**

Specialized study of pivotal topics, periods, and movements in modern 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.

**HIST 440 - Ancient Greece (3 cr hrs)**

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. Fall every 3rd year. No prerequisite.

**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. Every 3rd year

**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. 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. Every 3rd year.

**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. As needed

**HIST 490 - Museum Interpretation (3 cr hrs)**

Examines the methodologies used to create programs, demonstrations, and exhibits in the museum setting. Considers questions and issues that relate to exhibits of all kinds as devices for communicating to the public, educating visitors, and entertaining patrons. Alternate years

**HIST 498 - Internship in Museum Studies (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. (Lincoln Memorial University retains ultimate control and supervision of the internship.) Maximum 3 credit hours of HIST 498 applicable

to the major program in History. Minors in Museum Studies must take at least 6 credit hours. Up to 3 additional credit hours applicable as electives to the baccalaureate degree. Prerequisites: at least Junior classification and approval of the director of the History Program. As needed

#### Interdisciplinary Courses

##### **HUFA 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 general education credit for Management and Leadership Studies students or as elective credit for other students. As needed.

##### **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 Lincoln Memorial University. Fall, Spring.

##### **LNCN 300 - American Citizenship and Civic Life (1 cr hr)**

An overview of the rights and obligations of American citizenship and the citizen's role in a democratic society. Important related issues such as the Bill of Rights, Separation of Powers, Church/State relations, America's role in the world, and civil political discourse will also be discussed. Fall, Spring.

#### 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. Fall/Spring

##### **MUSC 101 - Class Piano I (1 cr hr)**

First level of group instruction in piano techniques and basic keyboard skills, Fall

##### **MUSC 102 - Class Piano II (1 cr hr)**

Second sequence course of group instruction in piano technique and basic keyboard skills. Spring

##### **MUSC 104 - Fundamentals of Music Lab (1 cr hr)**

For students needing remedial work before enrolling in MUSC 111. Topics covered include: music reading in G and F clefs; intervals; major and minor scales; rhythm. As needed

##### **MUSC 111 - Music Theory I, II (3, 3 cr hrs)**

Fundamentals of musicianship: aural and writing skills, harmony, and analysis. Harmonic vocabulary includes functional use of diatonic triads in major and minor keys. Prerequisite: MUSC 104 or placement exam. Fall

##### **MUSC 112 - Music Theory II (3 cr hrs)**

Continuing aural and writing skills, harmony, and analysis. Prerequisite: MUSC 111 minimum grade of "C". Spring

##### **MUSC 121 - Ear Training I (2 cr hrs)**

The first course in a two semester sequence beginning with scales, keys signatures, intervals, chords, and rhythmic concepts. Topics covered next are voice leading, harmony, and an introduction to sight-singing and ear-training all within the context of traditional Western tonal art music of the "Common-Practice Period" (ca. 1680-1900). Fall

##### **MUSC 122 - Ear Training II (2 cr hrs)**

The second course in a two semester sequence, beginning with a review of the materials covered in MUSC 121 and moving next to basic four-part writing. Other topics include cadences and non-chord tones, specific uses of 7th chords and their inversions within four part writing, and an introduction to secondary functions within the context of traditional Western tonal art music of the "Common-Practice Period" (ca. 1680-1900.)

Prerequisite: MUSC 121. Spring

##### **MUSC 130- Voice Class (1 cr hr)**

Group instruction in vocal techniques, pedagogy, style, repertoire, interpretation, and presentation. Alternate years.

##### **MUSC 211 - Music Theory III (3 cr hrs)**

This course is the third in a four semester sequence. Topics include the fundamentals of musicianship, aural and writing skills, keyboard harmony, and analysis. The primary focus is form and analysis with more advanced looked at the factors composers use to construct different genres of music.

Prerequisite: MUSC 111, 112. Fall

##### **MUSC 212 - Music Theory IV (3 cr hrs)**

This is the final course in the four semester music theory sequence. It will begin to explore more advanced forms of analysis as well as the changing harmonic vocabulary of the 20<sup>th</sup> and 21<sup>st</sup> centuries. Prerequisite: 111, 112 211. Spring

##### **MUSC 230 - Vocal Pedagogy (1 cr hr)**

Explores the physical musculature and mechanics of singing, the use of technical exercises, and the psychology of voice teaching. Investigation of basic repertoire for the beginning teacher forms and integral part of the course. Prerequisite: admission into the B.A. in Music program. Alternate years

##### **MUSC 234 - Diction for Singers (2 cr hrs)**

Lecture/demonstration for familiarization of the International Phonetic Alphabet (IPA) and standard pronunciation of a variety of texts in English, Italian, German, and French. Prerequisite: Admission into the B.A. in Music program. Alternate years

##### **MUSC 254 - Brass Techniques (1 cr hr)**

This course is designed as an introduction to the brass instrument family. Beginning with an overview of each instrument, the course continues with an overview of each instrument, the course continues with a more detailed analysis of both performance aspects and pedagogical theories. Course objectives include: Attaining a basic level of performance on trumpet, French horn, trombone, euphonium, and tuba with an emphasis on characteristic tone and techniques development, and achieving a basic understanding of the history, repertoire and performance demands of each of these major brass instruments. Prerequisite: admission into the B.A. in Music program. Alternate years

##### **MUSC 255 - Woodwind Techniques (1 cr hr)**

This course is designed as an introduction to the woodwind instrument family. Beginning with an overview of each instrument, the course continues with a more detailed analysis of both performance aspects and pedagogical theories. Prerequisite: admission in the B.A. in Music program. Alternate years

##### **MUSC 256 - Percussion Techniques (1 cr hr)**

This course will explore the fundamentals of percussion performance. Exploration of performance techniques and literature for selected instruments of the percussion family will be the focus of the course, including snare drum, timpani, the mallet keyboards (marimba, vibraphone, xylophone), and various percussion "accessory" instruments. A variety of

techniques for each instrument will be discussed, and the musical interpretation of excerpts, etudes, solo, and ensemble literature will be explored. Prerequisite: admission to the B.A. in Music program. Alternate years

**MUSC 257 - String Techniques (1 cr hr)**

This course is designed as an introduction to the string instrument family. Beginning with an overview of each instrument, the course continues with a more detailed analysis of both performance aspects and pedagogical theories. Course objectives include: Attaining a basic level of performance on violin, viola, cello, and bass with an emphasis on characteristic tone and techniques development, and achieving a basic understanding of the history, repertoire and performance demands of each of the four major string instruments. Prerequisite: admission into the BA in Music major. Alternate years

**MUSC 300 - Fundamentals of Arranging (3 cr hrs)**

An introduction to the principal instruments of the modern orchestra, this course includes the fundamental performance techniques of these instruments such as range, limitations, special effects, and coloration with particular instrument with others (arranging). The last three weeks of the course are dedicated to arranging for choral ensembles. Prerequisites: admission into the B.A. in Music program, MUSC 111, and MUSC 112. Fall

**MUSC 314 - Computer Music and Media (1 cr hr)**

Fundamental components of MIDI computer music technology for classroom application via sequencing published or original music. Includes audio-visual techniques. Prerequisites: MUSC 111-112 and piano proficiency. As needed

**MUSC 321- Music History to 1750 (3 cr hrs)**

This course covers the history of music from antiquity through 1750, relating to the history of Western Civilization. It incorporates music skills with emphasis on musical styles by reading about and listening to representative works of the master composers from Medieval, Renaissance, and Baroque eras. Required for music majors, the class will familiarize students with basic repertoire of Western music literature up to 1750; and will teach students suitable analytical techniques for score study and the vocabulary necessary for discussion of musical styles. Prerequisites: MUSC 111 and 112. Fall

**MUSC 322-Music History since 1750 (3 cr hrs)**

This course covers history of music from 1750 to the present, relating specifically to the history of Western Civilization. It incorporates music skills with emphasis on musical styles by reading about and listening to representative works of the master composers from Classic, Romantic, and Modern eras of music history. Required for music majors, the class will familiarize students with basic repertoire of Western music literature from 1750 to the present, and will teach students suitable analytical techniques for score study and the vocabulary necessary for discussion of musical styles. Prerequisites: MUSC 111, 112 and MUSC 321. Spring

**MUSC 322X- Junior SEWS Writing Requirement (0 cr hrs)**

**MUSC 335-Choral Conducting (3 cr hrs)**

A development of basic skills and conducting techniques for choirs including rehearsal and score-studying techniques as well as live ensemble conducting experience. Prerequisite: admission into the B.A. in Music program. Alternate years

**MUSC 355-Instrumental Conducting (3 cr hrs)**

A development of basic skills and conducting techniques for instrumental ensembles including score preparation, transposition, and interpretation with live ensemble conducting experience. Prerequisite: admission into the B.A. in Music program. Alternate years

**MUSC 395A- Fundamentals of Marching Band (1 cr hr)**

This course introduces the fundamental principles of effective instruction with respect to the contemporary marching band through practical assignments utilizing terminology, pedagogy, and structure of the marching band activity. Prerequisite: Admission into the B.A. in Music program. Alternate years

**MUSC 395B-Fundamentals of Choral Ensemble (1 cr hr)**

Explores choral literature and choral programming, primarily focusing on music for secondary schools choirs. Prerequisite: Admission into the B.A. in Music program. Alternate years

**MUSC 430 - Choral Arranging (3 cr hrs)**

Class includes vocal ranges and limitations; the differences among common vocal styles; voicing and how they contribute to specific styles, as well as the specific terminology associated with arranging for voices. Prerequisites: Admission into the B.A. in Music program and successful completion of MUSC 300 Fundamentals of Arranging. Alternate years

**MUSC 450 - Instrumental Arranging (3 cr hrs)**

Students in this course will study intermediate instrumental orchestration and arranging techniques. Original compositional techniques will not be discussed. Supplemental compositions and the study of jazz elements may be included to those individuals interested. Prerequisite: admission into the B.A. Music program and successful completion of MUSC 300 Fundamentals of Arranging. Alternate years

**MUSC 460-Survey of World Music (3 cr hrs)**

Selected music cultures around the world and at home. Listening, watching, reading, and concert attendance. Alternate years

**MUSC 465-Survey of Choral Literature (3 cr hrs)**

Students successfully completing MUSC 465 will understand the historical and formal perspectives of choral literature. Knowledge gained will allow for informed choices in selecting literature for various choral ensembles, as well as providing information on the acquisition of quality choral literature. Prerequisite: admission into the B.A. in Music program and successful completion of MUSC 111 and 112. As needed

**MUSC 467-Appalachian Music (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

**MUSC 495 - Student Recital (0 cr hrs)**

Required for all students enrolled in the B.A. in Music program, in addition to regular attendance, students will perform two selections each semester based on repertoire from their private applied lessons in consultation with the applied instructor. Students will gain experience in evaluating music and music performance by observing their peers. By preparing and presenting music for solo public performance, they will demonstrate proficiency in technical mastery, artistic interpretation, stage etiquette and presence, and confidence in their personal artistry. Fall/Spring



**MUSC 495A-Methods of Teaching Instrumental/General Music in the Elementary, Middle, and Secondary Schools (3 cr hrs)**

The learning activities in this course are designed to familiarize students with the contemporary requirements and responsibilities of teaching winds and percussion in elementary, middle, and secondary schools. Instruction will focus on the policies, procedures, and challenges faced by instrumental music educators. This includes areas of program administration, program development, available methods materials, musical literature, teaching strategies and personal/professional preparation. In addition, simple instrumental repairs will be addressed. Prerequisite: Admission to the B.A. in Music with K-12 Teacher Certification Program. Alternate years

**MUSC 495B-Methods of Teaching Vocal/General Music in the Elementary, Middle, and Secondary Schools (3 cr hrs)**

The learning activities in this course are designed to familiarize students with the contemporary requirements and responsibilities of teaching choral and vocal music in elementary, middle, and secondary schools. Instruction will focus on the policies, procedures and challenges faced by choral music educators. This includes areas of program administration, program development, available methods materials, musical literature, teaching strategies and personal/professional preparation. Prerequisite: Admission to the B.A. in Music with K-12 Teacher Certification Program. Alternate years

**APPLIED MUSIC**

**MUSC 131-132, 231-232, 331-332, 431-432 – Applied Voice (1 cr hr)**

Private instruction; material and performance reflecting standards of increasing difficulty with each successive term. One half-hour lesson per week. Prerequisite: Admission to the B.A. in Music program and/or consent of instructor. Co-requisite: MUSC 495. Fall/Spring

**MUSC 141-142, 241-242, 341-342, 441-442 – Applied Piano (1 cr hr)**

Private instruction; material and performance reflecting standards of increasing difficulty with each successive term. One half-hour lesson per week. Prerequisite: Admission to the B.A. in Music program and/or consent of instructor. Co-requisite: MUSC 495. Fall/Spring

**MUSC 151B-152B, 251B-252B, 351B-352B, 451B-452B – Applied Brass (1 cr hr)**

Private instruction; material and performance reflecting standards of increasing difficulty with each successive term. One half-hour lesson per week. Prerequisite: Admission into the B.A. in Music program and/ or consent of instructor. Co-requisite: MUSC 495. Fall/Spring

**MUSC 151C-152C, 251C-252C, 351C-352C, 451C-452C- Applied Percussion (1 cr hr)**

Private instruction; material and performance reflecting standards of increasing difficulty with each successive term. One half-hour lesson per week. Prerequisite: Admission into the B.A. in Music program and/or consent of instructor. Co-requisite: MUSC 495. Fall/Spring

**MUSC 151D-152D, 251D-252D, 351D-352D, 451D-452D– Applied Woodwind (1 cr hr)**

Private instruction; material and performance reflecting standards of increasing difficulty with each successive term. One half-hour lesson per week. Prerequisite: Admission into the B.A. in Music program and/or consent of instructor. Co-requisite: MUSC 495. Fall/Spring

**MUSC 151E-152E, 251E-252E, 351E-352E, 451E-452E- Applied Guitar (1 cr hr)**

Private instruction; material and performance reflecting standards of increasing difficulty with each successive term. One half-hour lesson per week. Prerequisite: Admission into the B.A. Music program and/or consent of instructor. Co-requisite: MUSC 495. Fall/Spring

**MUSC 397 - Junior Recital (1 cr hr)**

Students will present a recital (minimum of 20-25 minutes of actual music). Repertoire will be chosen in consultation and with the consent of the applied instructor. Preparation for the performance will take place in the applied lessons and in individual practice. Fall/Spring

**MUSC 497- Senior Recital(1 cr hr)**

Students will perform a public recital on their primary instrument or voice to consist of 45-50 minutes of actual music. Repertoire will be chosen with the consent of and in consultation with the applied instructor. Preparation and presentation of the performance will be the culmination of private applied lessons. This capstone class will embody the senior writing requirement. A faculty jury is required *no less than two weeks* before the scheduled recital date. Students will demonstrate an advanced level of proficiency that includes technical mastery and artistic interpretation in the public presentation of repertoire reflective of their semesters of private study. The recital should present a variety of styles and genres. Vocal and piano students will present memorized literature. Instrumental and vocal students will secure the services of an accompanist. Fall/Spring

**MUSC 497Z– Senior SEWS Writing Requirement (0 cr hr)**

**MUSIC ENSEMBLES\***

**MUSC 103 - Tri-State Community Chorus (1 cr hr)**

**MUSC 113 - University Concert Choir (1 cr hr)**

**MUSC 123 - Chamber Singers (1 cr hr)**

**MUSC 133 - Opera/Musical Theatre Workshop (1 cr hr)**

**MUSC 143A - Pep Band (1 cr hr)**

**MUSC 143B - Brass Ensemble (1 cr hr)**

**MUSC 143C - Percussion Ensemble (1 cr hr)**

**MUSC 143D - Woodwind Ensemble (1 cr hr)**

**MUSC 143E - Guitar Ensemble (1 cr hr)**

**MUSC 143F - Rock Ensemble (1 cr hr)**

**MUSC 143G - Jazz Ensemble (1 cr hr)**

**MUSC 153 - Concert Band (1 cr hr)**

\*Each music ensemble course may be repeated for additional credit; however, a maximum 8 credit hours of music ensemble courses may be applied to a baccalaureate degree. Concurrent enrollment in MUSC 103 and 113 is not allowed. Prerequisite for all music ensemble courses except 103&133: audition with the Director. Fall/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? Authors include: Plato, The Book of Ecclesiastes, Book of Job, Confucius, Epictetus, Marcus Aurelius, Victor Franklin, Martin Buber, C.S. Lewis, Camus, Sartre. Spring

### **PHIL 200 - Introduction to Philosophy (3 cr hrs)**

A survey of the major figures of Western philosophy as well as key issues of philosophical thinking: the mind and thinking, the nature of education, the nature of good and evil, fate versus free will, the nature and existence of God, the place of human beings in the universe, soul and immortality, and the proper nature of government. Fall alternate years

### **PHIL 303 – Topics in Philosophy or Religion (3 cr hrs)**

A variety of special topics on philosophical and religious movements, philosophical or theological issues, noted philosophers or religious figures. Prerequisite: Students must have either one philosophy course or one religion course to take this course. Spring

### **PHIL 310 - Critical Thinking (3 cr hrs)**

Critical thinking skills as applicable to education, business, mass media, health related fields, and science. Includes spotting fallacies, using inductive and deductive thinking methods, analysis and support of personal views, textual analysis. Spring alternate years

### **PHIL 420 – Ethics (3 cr hrs)**

Basic ethical theories including cultural relativism, moral objectivism, virtue theory, natural law theory, social contract theory, and utilitarianism. Students develop and reflect on their own ethical philosophies. Fall alternate years

### **PHIL 430 - Medical Ethics (3 cr hrs)**

Bioethical theory applied to medical issues such as human research, confidentiality, personhood, defining health and disease, euthanasia, patient rights. Case analysis emphasized. Fall alternate years

### **PHIL 450 - Seminar in Philosophy and Religion (3 cr hrs)**

A capstone seminar dealing with issues in philosophy and religion. Students will prepare a major paper dealing with an issue of their choosing and will present their paper at a symposium open to the campus. Spring alternate years

## Religion

### **REL 150 - Worshiping in Other Traditions (3 cr hrs)**

Guided reading and field trips to study how individuals in various religious traditions worship. Field trips to include: Jewish synagogue service, Bahai meeting, Islamic mosque, Roman Catholic and Greek Orthodox masses. Offered in Spring; travel required on weekends.

### **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. Fall alternate years

### **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. Spring alternate years

### **REL 310 - Comparative World Religions (3 cr hrs)**

A historical survey of world religions of non-western traditions. Includes a study of Shinto, Hinduism, Jainism, Buddhism, Taoism, Confucianism, Zoroastrianism, Judaism and Islam. Fall alternate years

### **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.

### **REL 320 - History of Christianity (3 cr hrs)**

A survey of the historical development of Christianity with special attention given to the rise of the papacy, the Protestant Reformation, the Catholic Counter-Reformation, and the emergence of religious pluralism in the United States. 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. Fall alternate years.

## MATHEMATICS AND NATURAL SCIENCES

### Laboratory

Where noted in the following course descriptions a one or two credit hour laboratory course (with coinciding prefix and number) must be taken concurrently with the lecture course; each lab is a practical application and illustration of the principles and concepts covered in the accompanying lecture course. The same prerequisites apply to the laboratory course as to the accompanying lecture course.

### Biology

### **BIOL 100 - Introduction to Biology (3 cr hrs)**

Elementary principles of biology: cell composition, basic genetics, life processes of living organisms, ecological relationships between organisms. Includes plants and animals. Corequisite: B100 lab, 1 credit hour. Spring

### **BIOL 111-112 - General Biology I, II (3, 3 cr hrs)**

Living organisms and the unifying molecular, cellular, ecological, physiological, and evolutionary principles. Corequisite: B111-112 labs, 1 credit hour each. BIOL 111, Fall; BIOL 112, Spring

### **BIOL 210 – Genetics (3 cr hrs)**

Survey of Mendelian genetics; basic population genetics; concepts of plant reproduction and animal breeding. Prerequisite: BIOL 111-112. Corequisite: B210 lab, 1 credit hour. Fall

### **BIOL 220 – Soils (3 cr hrs)**

The nature and property of soils. Physical, chemical, and biological processes in soils and the influence on plant growth and development. Soil classification, land topography, soil horizons, and sediment control techniques. Corequisite: B220 lab, 1 credit hour. Spring alternate years

### **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: B230 lab, 1 credit hour. Fall

**BIOL 250 - Human Anatomy (3 cr hrs)**

Anatomical analysis of the human organism, cells, tissues, organ systems, and functions. Corequisite: B 250 Lab, 1 cr hr. Fall

**BIOL 260 - Human Physiology (3 cr hrs)**

Fundamentals of human physiology, primarily from the perspective of cellular and organ-system interactions. Corequisite: B 260 Lab, 1 cr hr. Spring

**BIOL 270 - Ecology (3 cr hrs)**

Relationships of organisms to environment, including energy flow, population dynamics, and the structural and functional aspects of ecosystems. Prerequisites: BIOL 111-112. Corequisite: B270 lab, 1 credit hour. Fall

**BIOL 300 - Cell Biology (3 cr hrs)**

Emphasis on cell structure, organelles, and function. Includes consequences of abnormal cellular function, as well as defense mechanisms against microbes. Prerequisites: BIOL 111-112 or 250, 260. Fall

**BIOL 310 - Developmental Biology (3 cr hrs)**

Concepts from molecular biology, biochemistry, and cell biology essential for understanding the developmental history of fish, amphibians, reptiles, birds, and mammals. Prerequisite: BIOL 111-112 or 250, 260. Fall

**BIOL 321 - Botany: Fundamental (3 cr hrs)**

A review of the plant world: prokaryotes to angiosperms. Plant physiology, anatomy, and modes of reproduction. Prerequisite: BIOL 111-112. Corequisite: B321 lab, 1 credit hour. Fall

**BIOL 322 - Botany: Field (3 cr hrs)**

Identification of plants based on morphology; aspects of ecology. Prerequisite: BIOL 111-112. Corequisite: B322 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. Prerequisite: BIOL 111-112. Corequisite: B340 lab, 1 credit hour. Fall

**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. Prerequisite: BIOL 230. Spring

**BIOL 370 - Land Use and Environmental Analysis (3 cr hrs)**

Methods and equipment for analysis of various environmental factors to better understand the ecologic balance and potential site use of a selected area. Includes analysis of soil, water, air, and noise levels. Recommended antecedent: BIOL 270. Spring alternate years

**BIOL 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. Fall

**BIOL 410 - Evolution (3 cr hrs)**

Evolutionary relationships of taxonomy, embryology, comparative anatomy, genetics, physiology, biochemistry, and geology. Prerequisite: BIOL 111-112. Corequisite: B410 lab, 1 credit hour. Spring

**BIOL 480 - Biometry (3 cr hrs)**

Statistics as applied to biology and related fields. Emphasis on statistical methods in the interpretation of t-tests, chi square, ANOVA, and simple correlation and regression. Prerequisite: Math 270. Spring

**BIOL 483 - Research in Biology (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. TBA

**BIOL 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 biological sciences. Prerequisite: completion of all 300-level program requirements. 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. (Lincoln Memorial University retains ultimate control and supervision of the internship.) Prerequisites: at least Junior classification and approval of the director of the Biology Program. TBA

### 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: C 100 Lab, 1 cr hr. Fall, Spring

**CHEM 111-112 - General Chemistry I, II (3, 3 cr hrs)**

Study of atoms and molecules. Emphasis on the bonding, chemistry, and thermodynamics of relatively simple substances. Prerequisite or corequisite: MATH 111. Corequisite: C111-112 labs, 1 credit hour each. 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: C220 Lab, 1 cr hr. Fall, alternate years.

**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. Prerequisite: CHEM 111-112. Corequisite: C221-222 labs, 1 credit hour each. CHEM 221, Fall; CHEM 222, Spring

**CHEM 310 - Mathematical Methods in Chemistry (4 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: MATH 130. Highly recommended: MATH 231-232. Fall

**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: CHEM 111-112. Corequisite: C331-332 labs, 2 credit hours each. CHEM 331, Fall; CHEM 332, Spring alternate years

**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. Fall

**CHEM 440 – Biochemistry (4 cr hrs)**

Study of biomolecules: proteins, enzymes, carbohydrates, and lipids. The metabolism of various biomolecules, emphasizing the major metabolic pathways; the structure and function of DNA and RNA. Prerequisites: CHEM 111-112, 221-222. Spring

**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. Prerequisites: CHEM 111-112, 310; MATH 130. Corequisite: C451-452 labs, 1 credit hour each. CHEM 451, Fall; CHEM 452, Spring / Alternate years

**CHEM 460 - Inorganic Chemistry (3 cr hrs)**

Use of the periodic table to show variation of physical and chemical properties of the elements. Elements studied as families. Properties such as acid-base, redox, and coordination compounds are related to the position of the element in the periodic table. Prerequisite: CHEM 111-112. Highly recommended: CHEM 310, 451-452. Spring

**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. TBA

**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

**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. (Lincoln Memorial University retains ultimate control and supervision of the internship.) Prerequisites: at least Junior classification and approval of the director of the Chemistry Program. TBA

**Environmental 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: E100 lab, 1 credit hour.

**ENVS 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. Fall

**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. There is no pre or co-requisite for course ENVS 410. Fall/Alternate years

**ENVS 420 – GIS (3 cr hrs)**

Concepts in GIS. Basic principles and uses of Geographic Information Systems (GIS). Practice with the use of GIS in solving land management and evaluation problems. Introductory GIS applications, scope, and benefits of Geographic Information Systems (GIS). Classification and components of GIS. Data acquisition. Data management. Data errors. Implementation considerations. Applied experience using GIS software. Prerequisite, permission of instructor. Students should be familiar with Windows OS. Spring/Alternate years

**ENVS 440 - Coastal Ecology (4 cr hrs)**

Various aspects of coastal ecology of the western Atlantic and Gulf of Mexico will be discussed during a ten day field trip. Such aspects will include, but not be limited to, coastal geomorphology, coastal management, forest communities, flora, fauna, and fisheries resources. Highlights will include a North Carolina pocosin with carnivorous plants, research at St. Vincent Island National Wildlife Refuge, snorkeling with manatees, and studying a mangrove swamp in Florida. Prerequisite: consent of Instructor. Spring

**ENVS 450 - Aquatic Ecosystems (3 cr hrs)**

Both freshwater and marine ecosystems and representative fauna and flora. Principles and methods of quantifying aquatic ecosystems. Prerequisites: BIOL 111-112, ENVS 291-292. Spring

**ENVS 460 – Limnology (3 cr hrs)**

Introduction to the structural, physical and chemical aspects of inland water systems including freshwater lakes and rivers and saline inland waters. Current issues of water use, availability and contamination are addressed. The functions of light, heat and organic carbon in aquatic systems are explored. Lectures include functions of the nitrogen and phosphorus cycles in aquatic systems. Discussions of water conservation include issues of protection and environmentally responsible utilization of our scarce freshwater resources. Fall

**ENVS 470 – Desert Ecology (4 cr hrs)**

This course will be a field course intended to impart an appreciation of the desert flora and fauna. In addition to general characteristics of worldwide deserts, flora and fauna and desert communities and physiography will be described for the Great Basin, Mohave, Chihuahuan, and Sonoran Deserts. The primary focus will be the Sonoran Desert of southern Arizona and Mexico. Various learning activities will take place in New Mexico, Arizona, and Mexico. Puerto Penasco will be our base of operation in Mexico. This is where the Sonoran Desert Meets the Pacific Ocean (Sea of Cortez). Alternate years

**ENVS 483 - Research in Environmental Science (1-3 cr hrs)**

Laboratory, field, or library research on some aspect of environmental science. 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. TBA

**ENVS 497 - Senior Science Seminar (1 cr hr)**

Methods of literature search and sources of information in the environmental sciences. Requires a research paper on a topic in environmental science. Prerequisite: completion of all 300-level program requirements. Spring

**ENVS 498 - Internship in Environmental Science (1-12 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. (Lincoln Memorial University retains ultimate control and supervision of the internship.) Prerequisites: ENVS 291-292, BIOL 480, and approval of the director of the Environmental Science Program. TBA

**Mathematics****MATH 099 - Introduction to Algebra (5 cr hrs\*)**

This course is remedial in nature and will not satisfy degree requirements for LMU's associate or baccalaureate degrees. Topics: basic material on sets, the real numbers, linear equations, absolute value equations, integral exponents, operations on polynomials, factoring, fractions and rational expressions, rational exponents and radicals, quadratic equations, introduction to functions and graphs, and appropriate applications. Students that score 18 or lower on the Mathematics subscore of the ACT are automatically enrolled in Math 100. Graded A, B, C, NC, or F. Fall, Spring

\*5 cr hrs toward academic load, but not counted toward the required minimum of 128 credits for graduation

**MATH 101-102 - Mathematical Reasoning and Problem Solving (3, 3 cr hrs)**

Explores the thinking processes used in mathematical reasoning through a variety of applications. Emphasis on the following, as stressed in NCTM's Standards: functions, logic and problem solving, geometry and measurement, probability and statistics, patterns and relationships, spatial sense/visual thinking, and number system theory. Prerequisite: Mathematics ACT subscore 19 or higher or Mathematics ACT subscore of 18 and successful completion of placement exam. MATH 101, MATH 102, Fall, Spring

**MATH 111-112 - College Algebra I, II (3, 3 cr hrs)**

Sets, the real number system treated as a complete ordered field, equations and inequalities of first and second degree, functions, graphing, an introduction to the conic sections, higher-degree polynomials and rational functions, the exponential and logarithmic functions, and systems of equations and inequalities. Special topics in sequences, series, or mathematical induction are treated if time allows. Prerequisite: Mathematics ACT subscore 19 or higher or Mathematics ACT subscore of 18 and successful completion of placement exam. MATH 111, Fall/Spring; MATH 112, Fall/Spring

**MATH 120 – Trigonometry (3 cr hrs)**

Specific preparation for calculus with review of functions and inverses, graphs, right triangle trigonometry, circular functions, identities, law of sines and law of cosines, and applications. Related topics from complex numbers, mathematical induction, and sequences are covered as time allows. Prerequisite: two years of high school algebra or one year of high school algebra and geometry, or MATH 111-112. Fall

**MATH 130 - Calculus and Analytic Geometry I (5 cr hrs)**

Single variable differential and integral calculus with supporting material from analytic geometry. Admission to the course is determined by high school mathematics courses successfully completed and by standardized testing scores. Prerequisite: MATH 120 or high school equivalent. Spring

**MATH 231-232 - Intermediate Calculus and Analytic Geometry I, II (5, 5 cr hrs)**

A continuation of calculus, including infinite series, vector calculus, partial differentiation, and multiple integrals. Prerequisite: MATH 130. MATH 231, Fall; MATH 232, Spring

**MATH 270 - Probability and Statistics (3 cr hrs)**

Descriptive statistics, probability, random variables, variance and standard deviation, various probability distribution, estimation and hypothesis, hypothesis testing, chi-square, t-tests, regression and correlation, and analysis of variance. Prerequisite: MATH 111-112 or equivalent. Fall/Spring

**MATH 351-352 - Differential Equations I, II (3, 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: MATH 231-232. MATH 351, Fall alternate years; MATH 352, Spring alternate years

**MATH 361-362 - Linear Algebra I, II (3, 3 cr hrs)**

Groups and vector spaces precede the major emphasis: matrices and linear transformations. Other topics include determinants, equivalence relations on matrices, and canonical forms for linear transformations. Prerequisite: MATH 231-232. MATH 361, Fall; MATH 362, Spring

**MATH 380 – Geometry (4 cr hrs)**

Plane geometry from an advanced viewpoint, including finite geometries. Includes a survey of projective geometry and non-Euclidean geometries. Prerequisite: MATH 231-232. Spring alternate years

**MATH 440 - Construction of the Real Number System (4 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: MATH 231-232. Spring alternate years

**MATH 451-452 - Advanced Calculus I, II (3, 3 cr hrs)**

Emphasis on the rigorous processes of analysis: proofs of limit theorems, properties of continuous functions, existence of integrals, and uniform convergence. Topics include point-set topology, Heine-Borel theorem, uniform continuity, theory of Riemann integration, infinite series, partial differentiation, implicit function theorems. Prerequisite: MATH 231-232. MATH 451, Fall alternate years; MATH 452, Spring alternate years

**MATH 461-462 - Modern Algebra I, II (3, 3 cr hrs)**

Formal systems as groups, rings, integral domains and fields, with applications to number theory. Prerequisite: MATH 231-232. MATH 461, Fall alternate years; MATH 462, Spring alternate years

**MATH 490 - History of Mathematics (3 cr hrs)**

A survey of some revolutionary themes in the evolution of Mathematics throughout history. Resulting branches of mathematics such as Geometry, Number Theory, Algebra, Set Theory, and Analysis are presented and interconnected from a historical perspective. This course provides a capstone experience for the senior Mathematics majors while fulfilling the history requirement for secondary education in mathematics, and includes assignments to meet the SEWS senior writing requirement for a baccalaureate degree. Pre-requisites: MATH 451 and MATH 461. 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: P100 Lab, 1 credit hour. As needed

**PHYS 211-212 - General Physics I, II (3, 3 cr hrs)**

Mechanics, sound, heat, optics, electricity, and magnetism. Prerequisite: high school trigonometry. Corequisite: P211-212 labs, 1 credit hour each. PHYS 211, Fall; PHYS 212, Spring

### Science

**SCI 100 - Introduction to Earth Science (3 cr hrs)**

Elementary astronomy, geology, meteorology. The solar system, universe, atmosphere, weather, geological processes, rocks and minerals, and effects of weather processes on the earth. Corequisite: S100 lab, 1 credit hour. Fall

### Wildlife and Fisheries Management

**WDLF 100 - Introduction to Wildlife and Fisheries Management (3 cr hrs)**

Characteristics and principles of management of wild populations of vertebrate animals. Spring

**WDLF 280 - Law Enforcement and Natural Resources (3 cr hrs)**

Law enforcement as an integral part of management of natural resources. Fundamentals of state and federal laws in regulating resources. Prerequisite: WDLF 100. TBA

**WDLF 330 - Ichthyology (3 cr hrs)**

Classification, distribution, natural history, anatomy and physiology, and evolution of the fishes, with emphasis on local species. Prerequisite: BIOL 111-112. Corequisite: W330 lab, 1 credit hour. Fall alternate years

**WDLF 340 - Herpetology (3 cr hrs)**

Classification, distribution, natural history, anatomy and physiology, and evolution of amphibians and reptiles, with emphasis on local species. Prerequisite: BIOL 111-112. Corequisite: W340 lab, 1 credit hour. Spring alternate years

**WDLF 350 - Ornithology (3 cr hrs)**

Classification, distribution, natural history, anatomy and physiology, and evolution of birds, with emphasis on local species. Prerequisite: BIOL 111-112. Corequisite: W350 lab, 1 credit hour. Spring alternate years

**WDLF 360 - Mammalogy (3 cr hrs)**

Classification, distribution, natural history, anatomy and physiology, and evolution of mammals, with emphasis on local species. Prerequisite: BIOL 111-112. Corequisite: W360 lab, 1 credit hour. Fall alternate years

**WDLF 397 - Junior Science Seminar (3 cr hrs)**

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. Fall

**WDLF 430 - Applied Ecology: Management of Freshwater Fish (3 cr hrs)**

Production, harvest, and maintenance of wild populations of freshwater fish, with emphasis on local species. Prerequisites: BIOL 270, WDLF 100, 330. Corequisite: W430 lab, 1 credit hour. Spring alternate years

**WDLF 450 - Applied Ecology: Management of Game Birds (3 cr hrs)**

Production, harvest, and maintenance of wild populations of game birds, with emphasis on local species. Prerequisites: BIOL 270, WDLF 100, 350. Corequisite W450 lab, 1 credit hour. Fall alternate years

**WDLF 460 - Applied Ecology: Management of Game Mammals (3 cr hrs)**

Production, harvest, and maintenance of wild populations of mammals, with emphasis on local species. Prerequisites: BIOL 270, WDLF 100, 360. Corequisite W460 lab, 1 credit hour. Fall alternate years

**WDLF 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 wildlife management. Prerequisite: completion of all 300 level program requirements. Spring

**WDLF 498 - Internship in Wildlife and Fisheries Management (1-12 cr hrs)**

Staff/apprentice work experience at an approved business/agency directly related to wildlife and fisheries management. 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. (Lincoln Memorial University retains ultimate control and supervision of the internship). Prerequisites: at least Junior classification and approval of the director of the Wildlife and Fisheries Management Program. TBA

## MILITARY SCIENCE STUDIES PROGRAM

### **MILS 100 - Military History of the US (3 cr hrs)**

From 1776 to the present. Freshmen and sophomores only. Juniors with permission of instructor. Spring

### **MILS 101 - Bushcraft Skills (1 cr hr)**

Instruction in adventure-oriented skills necessary for outdoor survival. Focus is on basic leadership development with a hands-on approach to classroom instruction. Includes techniques of camping, land navigation, marksmanship and life survival skills. Two class periods of one hour each per week. Fall, Spring

### **MILS 102 - Introduction to Military Leadership (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)**

Basic principles of influencing human behavior applying the principles of planning, organizing, staffing, directing and controlling in organizations. Includes military specific functions of small unit tactics, land navigation and communications. Fall

### **MILS 202 - Military Leadership and Management II**

(2 cr hrs)

Provides a solid foundation of basic military skills to prepare the student mentally and physically for ROTC Advanced Military Course. The course is divided into five major areas: Infantry Weapons; Infantry Individual Techniques and Tactics; First Aid; Written and Oral Communication Skills; and Radio/Telephone Communication. Spring

### **MILS 203 - Airborne Operations (2 cr hrs)**

Students who successfully complete this 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. Prerequisite: U.S. Army ROTC Cadet status or 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, to qualify 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 or consent of Professor of Military Science. 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 or consent of Professor of Military Science. 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 and 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 in selected official Military Science regular, on-going, supervised activities. Prerequisite: Permission of the Professor of Military Science. Fall, Spring.

### **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 through participation in regular, on-going, supervised developmental activities. Prerequisite: Military Science Practicum I. Corequisite: Enrollment in the Military Science Advanced Course or permission of the Professor of Military Science. Fall, 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. Prerequisites: MILS 302 and 303 and consent of Professor of Military Science. Fall

**MILS 402 - Seminar in Leadership and Management II**  
(3 cr hrs)

Expose cadets to missions and tasks most associated with a Second Lieutenant, reinforce individual competencies and afford officer leadership experiences. To prepare cadets for the transition to Second Lieutenant. Two lectures and one two-hour lab a week. Spring

## **NURSING**

**NURS 115 - Foundations of Nursing (6 cr hrs)**

(4 hr lecture – 2 hr laboratory/clinical course) 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 laboratory and in structured health care facilities with adults. Prerequisite: admission to the A.S.N. program. Pre- or co-requisite: BIOL 250, INFL 100

**NURS 124 - Humans as Adaptive Systems: Promotion of Adaptation in the Physiologic Mode (for LPN-ASN students only) (5 cr hrs)**

(3 hr lecture – 2 hr clinical course) 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-ASN program. Pre- or co-requisite: BIOL 260, INFL 100, PSYC 221.

**NURS 125 - Humans as Adaptive Systems: Promotion of Adaptation in the Physiologic Mode (6 cr hrs)**

(3 hr lecture – 3 hr clinical course) 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 co-requisite: BIOL 260, PSYC 221.

**NURS 126 - Humans as Adaptive Systems: Promotion of Adaptation in the Psychosocial Modes (3 cr hrs)**

(2 hr lecture-1 hr clinical course) 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 250. Pre-or co-requisite: NURS 125, BIOL 260, PSYC 221.

**NURS 210 - Principles of Pharmacology (3 cr hrs)**

(3 hr lecture course) Introduces the basic principles of pharmacology. Focus will be on providing information relating to drugs: historical perspectives, drug absorption, distribution, metabolism and elimination. Additional topics to be explored include, but are not limited to, legal and ethical considerations in drug therapy, drugs in sports, and alternative medicine regimes. Pre- or co-requisites: Consent of Instructor

**NURS 241 - Promotion of Adaptation in Adults (I) (7 cr hrs)**

(4hr lecture— 3 hr clinical course) Utilizing the RAM nursing process to promote adaption in young, middle-age, and elder adults; focusing on physiological and behavioral deviations associated with effective human adaptive responses seen in compensatory and/or compromised health states related to oxygenation (respiratory, cardiac); activity/rest (musculoskeletal); neurological function and/or 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 125,126 Pre-or co-requisite: NURS 245 or NURS 246. Prerequisite for LPN-ASN students: NURS 124, NURS 126. Pre- or Co-requisites: NURS 245 or NURS 246

**NURS 242 - Promotion of Adaptation in Adults (II) (6cr hrs)**

(3hr lecture-3hr 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); major organ system failure and disaster nursing care. 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 co-requisite: NURS 245 or NURS 246 and NURS 290.

**NURS 244 - Promotion of Adaptation in Adults (II) (for LPN -ASN students only) (5 cr hrs)**

(3 hr lecture-2 hr clinical course) 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); major organ system failure and disaster nursing care. 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-ASN students only; NURS 241. Pre- or Co-requisites: NURS 245 or NURS 246 and NURS 290.

**NURS 245 - Promotion of Adaptation in Children (3 cr hrs)**  
(2hr lecture-1hr clinical course) 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 co-requisite: NURS 241 or NURS 242 or permission of ASN Program Chair. Pre- or co-requisite for LPN-ASN students: NURS 241 or NURS 244 or permission of ASN Program Chair.

**NURS 246 - Promotion of Adaptation in Childbearing Families (4 cr hrs)**

(3hr lecture-1hr clinical course) 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 co-requisite: NURS 241 or NURS 242 or permission of ASN Program Chair. Pre- or co-requisite for LPN-ASN students: NURS 241 or NURS 244 or permission of ASN Program Chair.

**NURS 290 - Nursing Seminar (1 cr hr)**

1 hr lecture course that addresses management concepts and issues in nursing, while preparing the student to make the transition in roles from nursing student to registered nurse through professional development activities. Prerequisite: NURS 241. Pre- or co-requisites: NURS 242. Prerequisite for LPN-ASN students: NURS 241. Pre- or co-requisite for LPN-ASN students: NURS 244.

**NURS 300 - Adapting to the Role of the Professional Nurse Jr. Level Writing Requirement (2 cr hrs)**

This course reviews the historical and theoretical development of the nursing profession with an emphasis on the culturally sensitive nursing role within the inter-professional healthcare team. Discussion of evidence based practice guidelines, healthcare policy, financial systems and other regulatory measures. Prerequisite: English 110 and 210 or 220. Admission to the RN-BSN Program.

**NURS 310 - Pharmacology to Promote Adaptation (3 cr hrs)**  
Biochemical effects of drugs, drug interactions, dietary effects on drugs, and legal/ethical concerns that impact the role of the nurse in both promotion of adaptation in human persons and provision of healthcare. Prerequisite: Consent of the student's academic advisor. Pre- or co-requisite: NURS 241 or equivalent

**NURS 330 - Health Assessment of Humans as Adaptive Systems (3 cr hrs)**

This course reviews the principles and theories of health screening and guides the student in the development of history taking, physical assessment and communication skills necessary to synthesize a complete and culturally sensitive nursing data base to evaluate health status in the following four adaptive modes: physiologic, self concept, role function, and interdependence. Prerequisite: Consent of the student's academic advisor. Pre- or co-requisite: NURS 241 or equivalent.

**NURS 350 - Pathophysiology of Ineffective Human Responses (3 cr hrs)**

This lecture course builds upon foundations established in previous science and nursing courses with an emphasis on the culturally sensitive analysis of genetic, physiological and behavioral deviations associated with effective human adaptive responses that may be seen in compensatory and/or compromised health states. Prerequisite: Consent of the student's academic advisor. Co-requisite: NURS 242.

**NURS 380 - Substance Abuse in Society (2 cr hrs)**

The study of issues arising from the intentional or inadvertent abuse or misuse of drugs and food 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), non-prescription and/or over-the-counter drugs, tobacco, alcohol, and caffeine. Pre- or co-requisite: NURS 115 or equivalent.

**NURS 390 - Promotion of Adaptation in the Elderly (2 cr hrs)**

This seminar course is designed to enhance the knowledge and skills of the professional nurse in the culturally sensitive assessment and promotion of adaptation for the expanding population of elder adults. Current research findings will be utilized to encourage evidence-based practice in the promotion of adaptive physiologic, self concept, role function, and interdependence responses in the elderly adult. Prerequisite: Consent of the student's academic advisor. Co-requisite: NURS 242.

**NURS 430 - Nursing Research— Sr. Level Writing Requirement (3 cr hrs)**

The course provides an analysis of scientific methods of inquiry including research terminology, methods of sampling, research design, data analysis and significance of research findings. The evaluation of research data will be used to foster evidence-based nursing practice in promotion of adaptation for human systems in the four adaptive modes. Prerequisite: Completion of Statistics recommended, completion of English 310, admission to RN-BSN program.

**NURS 440 - Prom. of Adaptation in Groups, Communities, & Society (6 cr hrs)**

(3 hr lecture–3 hr clinical course) This course focuses on the culturally sensitive evaluation of the role of community in the promotion of adaptation of individuals, families, groups, and society with regard to the 4 RAM modes; Specific topics include assessment and utilization of group, community, assessment of societal resources, promotion of patient safety across the lifespan, and prevention/control of communicable diseases across the lifespan. Pre- or co-requisites: NURS 300, 310, 330.

**NURS 450 - Professional Roles in Promotion of Adaptation (5 cr hrs)**

(2 hr lecture-3 hr clinical course) This course focuses on the role of the baccalaureate nurse as a leader/manager and member of an inter-professional healthcare team in the promotion of adaptation for human persons, families, groups, communities, and society as a whole. Emphasis on theories of critical thinking, healthcare administration, quality improvement, organizational management, and leadership as applied to the delivery of healthcare for adaptive systems. Prerequisites: NURS 300, 310, 330,. Pre- or co-requisite: NURS 350, 390, 430.

**NURS 490 - Senior Nursing Seminar (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 the comprehensive NLN examination, other standardized tests, papers and student presentations. Pre- or co-requisites: all required coursework in nursing major and General Education Core Curriculum.

- Please check the nursing site to which you were accepted for information regarding which semester NURS courses are offered.

## PHYSICAL EDUCATION AND KINESIOLOGY

### Health

**HLTH 200 - Personal Health (2 cr hrs)**

Achievement and maintenance of personal health/wellness. Topics include nutrition, weight control, mental health, stress, sexuality, and disease risk factors. As needed

**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 220 – Lifetime Wellness (2 cr hrs)**

Development of wellness plans including nutrition and diet plans, exercise programs, health related physical fitness, healthy lifestyles and positive decision making skills. Wellness evaluation and assessment are also included. 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 320 - Safety, First Aid, and CPR (2 cr hrs)**

Basic first aid and CPR; emphasis on safety consciousness; American Red Cross certification may be earned. Fall, Spring

**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, Spring

**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

**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 480 - Recreation, Leisure, and Aging (3 cr hrs)**

Recreational and leisure interests of the elderly. Program planning, evaluation, and delivery of recreational services. As needed

**HLTH 493 - Practicum in Health (1-3 cr hrs)**

Placement in a school health environment or health related agency. Seminar sessions included. Prerequisites: HLTH 320. As needed

## Kinesiology

**KINE 200 - Foundations of Physical Education and Kinesiology (2 cr hrs)**

Principles underlying the normative, sociological, biological, philosophical, and historical foundations of physical education and kinesiology. Fall

**KINE 251- Individual and Dual Sports (2 cr hrs)**

Rules, strategy, teaching and coaching methods and skill development in individual and dual activities. The following activities will be included: Tennis, Golf, Badminton, and Racquetball. Fall

**KINE 252 - Team Sports (2 cr hrs)**

Rules, strategy, teaching and coaching methods and skill development in team activities. The following activities will be included: Soccer, Volleyball, Basketball, Softball/Baseball. Spring

**KINE 271 - Anatomy and Physiology for Kinesiology and Sport (3 cr hrs)**

The human body, organs and organ systems, and functions related to physical activity and sports. Fall

**KINE 272 - 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

**KINE 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. Prerequisite: KINE 272. Spring

**KINE 310 - Measurement and Evaluation in Kinesiology and Athletic Training (3 cr hrs)**

Techniques to effectively evaluate skill achievement, deficiencies, and level of fitness and to cognitive abilities. Written test construction and fitness evaluation. Prerequisites: MATH, KINE 300. Fall

**KINE 340 - Psychomotor Development of Young Children (3 cr hrs)**

Emphasis on individual abilities, diagnostic assessment, and improvement programs. Developmentally appropriate movement experiences of the young child. Elementary physical education program development, instructional strategies, individual assessment and program evaluation. Spring

**KINE 344 - Human Learning and Psychomotor Development in Elementary/Middle School Children (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. Spring, Fall

**KINE 351 - Coaching (3 cr hrs)**

Principles of coaching football and basketball; coaching strategies for grades 7-12. Practice plans and game plans. As needed

**KINE 352 - Sports Officiating (3 cr hrs)**

Fundamentals and rules of sports officiating. Field experiences included. As needed

**KINE 360 - Games, Gymnastics, Dance, and Rhythmic Activities (3 cr hrs)**

Teaching basic games, gymnastics, dance, and rhythm activities for the skilled, unskilled, and special needs learner. As needed

**KINE 410 - School, Community, and Outdoor Recreation (3 cr hrs)**

Principles and procedures for developing a comprehensive school, community, or outdoor recreation curriculum for adolescents, adults, senior citizens, and physically challenged. As needed

**KINE 430 - Administration of Physical Education, Sport, and Athletic Training Programs (3 cr hrs)**

Principles and procedures of organization, supervision, planning, budgeting, evaluation, and legal responsibilities in physical education, sport, and athletic training programs. Prerequisite: KINE 310. Spring

**KINE 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: KINE 272, 310, and 340 or 344. As needed

**KINE 450 - Leadership in Sports and Coaching (3 cr hrs)**

Motivation, conditioning practice and game preparation, budget, strategies, public relations, and coaching ethics. Fall alternate years

**KINE 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. Fall alternate years

**KINE 493A - Practicum in Kinesiology (1-3 cr hrs)**

Provides an overview of significant issues affecting the teaching of physical education. Experiences in school environment, developing and implementing learning experiences as well as development of professional skills, which facilitate positive induction into the education field. Course will include discussions of topics relevant to the Physical Education Praxis exams (10091 & 30092). Prerequisites: KINE 272, 300, 310, and 340 or 344. Junior/Senior classification. As Needed

**KINE 493B - Practicum in Coaching (1-3 cr hrs)**

Supervised experience in a coaching environment, assisting in design of practice and game plans, workouts, and learning experiences. Prerequisites: KINE 351, 450. As Needed

**SOCIAL SCIENCES****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. 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 general education credit for Management and Leadership Studies students or as elective credit for other students. As needed.

**BSCI 490 - Practicum in Gerontology (4 cr hrs)**

Application of principles and theory through field placement in a gerontological setting. Prerequisite: all courses in the minor program in Gerontology. As needed.

**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. (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 215- Criminal Procedure (3 cr hrs)**

This course examines the procedural aspects and the due process nature of the US crime and justice system. The class will examine the IV, V, VI, and XIV amendments to the United States Constitution— specifically the laws of arrest, search and seizure, self-incrimination, right to counsel, amongst others. (Spring)

**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. (Spring)

**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—class is offered once every *three* semesters)

**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 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 (4 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. (Prerequisite: PSYCH 280, Fall)

**CRIM 395 - Special Topics (3 cr hrs)**

Periodically, criminal justice classes are offered which do not fit the traditional mold. The purpose of these courses are for the student to gain particular knowledge in an area that a faculty member has expertise in.

**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 480- Criminal Justice Capstone Seminar (4 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. (Prerequisite: CRIM 380, Spring)

**CRIM 496 - Independent Study in Criminal Justice (3 cr hrs)**

Students who have completed twenty-four hours of criminal justice classes can, at the discretion and approval of the Program Director, independently take a criminal justice class. The nature and scope of the course will be designed by the student and program director. (Fall, Spring)

**CRIM 498– Practicum in Criminal Justice (4 cr hrs)**

In lieu of coursework, the practicum is a supervised work experience with selected a criminal justice-related agency or organization designed to give the student actual experience in a particular area of criminal justice. The student will work approximately one hundred and twenty hours for the semester. The practicum is open solely to criminal justice majors with junior-level status. Approval from the Program Director is required. (Fall, Spring, Summer)

**Psychology****PSYC 100 - Introduction to Psychology (3 cr hrs)**

An introduction to the basic concepts, methods, theories and applications of psychology and a 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. Fall, Spring

**PSYC 221 – Child & Adolescent Development (3 cr hrs)**

Basic theories and principles of human growth and development from conception through adolescence. Emphasis on physical, cognitive, and psychosocial development. Fall, Spring

**PSYC 222 – Adult Development (3 cr hrs)**

Physical, social, cognitive, and psychological development during young adulthood, middle age, and the later years. Includes grief, death, and dying. Recommended antecedent: PSYC 221. Spring

**PSYC 250 - Interpersonal and Group Dynamics (3 cr hrs)**

Introduction to interpersonal and group dynamics and individual and group counseling. Emphasis on principles that facilitate effective verbal and non-verbal communications between individuals and within groups. Fall

**PSYC 280 - Statistical Methods for the Social Sciences (3 cr hrs)**

Introductory statistics course from the perspective of the social sciences. Descriptive and inferential statistics typically used in social science research. Purpose and application of procedures in research emphasized. Fall, Spring

**PSYC 290 - Human Learning and Cognition (3 cr hrs)**

Survey of learning theories including behaviorism, transitional, gestalt, developmental, postformal, information processing, and network models. Factors influencing learning such as memory, attention, metacognition, and motivation. Recommended antecedent: PSYC 100. Spring

**PSYC 310 - Thanatology: Death and Dying (3 cr hrs)**

Death conceptualization and personalization; includes historical, medical, ethical, psychosocial, legal, and spiritual responses to dying. Emphasis on grief counseling, suicide, psychosocial care of the terminally ill, and life after death. Spring

**PSYC 314 - History and Systems of Psychology (3 cr hrs)**

Historical development of psychology as a science and profession; emphasis on evolution of psychodynamic and behavioral theories. Prerequisite: PSYC 100. Fall

**PSYC 315 - Theories of Personality (3 cr hrs)**

Freudian, neo-Freudian, object relations, cognitive, trait, neo-Reichian, existential, and transpersonal theories; integration and synthesis of psychological theory. Prerequisite: PSYC 100. Recommended antecedent: PSYC 314. Spring

**PSYC 330 - Forensic Psychology (3 cr hrs)**

Emphasis on the psychological basis of criminal behavior; development of criminal behavior in children and teens; risk factors regarding antisocial and paranoid personality disorders; links between substance abuse/addiction and criminal behavior; issues of insanity and competency to stand trial; issues of rape and sexual abuse of children; issue of domestic violence in context of police intervention, adjudication and corrections. Fall

**PSYC 340 - Abnormal Psychology (3 cr hrs)**

Types, causes, symptoms, and treatments of mental disorders; emphasis on Diagnostic and Statistical Manual of Mental Disorders. Prerequisite: PSYC 100. Spring

**PSYC 350 - Social Psychology (3 cr hrs)**

Social factors of human behavior: social cognition, influences, and relations; group process; interplay of individuals, groups, and society. Junior SEWS paper. Prerequisites: PSYC 100. Fall

**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 221. Fall, Spring

**PSYC 380 - Research in Psychology (3 cr hrs)**

Fundamental techniques, designs, procedures, and methodologies of scientific behavioral and social research. Includes laboratory work. Spring

**PSYC 390 - Physiological and Perceptual Psychology (3 cr hrs)**

Psychological mechanisms and perceptual systems that underlie human experience; emphasis on the central nervous system. Prerequisite: PSYC 100. Fall

**PSYC 420 - The Psychology of Aging (3 cr hrs)**

Mental health of the elderly; assessment, treatment, individual and group counseling. Recommended antecedents: PSYC 340, SOCI 350. Spring

**PSYC 450 - Health Psychology (3 cr hrs)**

Emphasis on psychological and behavioral applications to medicine and health; stress and pain management; treatment compliance; chronic illness adjustment and treatment; practitioner and patient communication; and complimentary, alternative, integrative, and integral medicine. Personal assessment, spirituality, wellness, humor and world medicine will be covered. Fall

**PSYC 460 - Counseling Theories and Techniques (4 cr hrs)**

Concepts, principles, theories, techniques, and areas of specialization in counseling and psychotherapy. Training in counseling skills. Prerequisites: PSYC 100, 250, 340; approval of program faculty. Fall

**PSYC 470 - Psychological Tests and Measurements (3 cr hrs)**

Principles and techniques of test construction, administration, scoring, and interpretation. Basic measurement concepts and statistics employed in testing; issues and ethics related to testing; survey of specific tests/inventories and their applications. Prerequisites: PSYC 100, 280. Fall

**PSYC 480 - Experimental Psychology (3 cr hrs)**

Experimental methodology, techniques, and ethics in the field of psychology; emphasis on current practice. Includes designing a study, collecting and analyzing data, and reporting the research. Senior SEWS paper. Prerequisites: PSYC 100, 280, 380. Fall

**PSYC 488 - Senior Thesis (3 cr hrs)**

Students design, conduct, present, and submit for publication a psychological experiment. Depth of research must surpass that for PSYC 480. Prerequisites: PSYC 480; GPA 3.3 in psychology major; approval of program faculty As needed.

**PSYC 490 - Practicum in Psychology (3 cr hrs)**

Field placement within a facility offering psychological services. Seminar sessions included. Prerequisite: approval of psychology program faculty as needed.

**PSYC 498 - Seminar and Internship in Psychological Services (9 or 12 cr hrs)**

Weekly seminar and supervised internship experience of 300/450 clock hours during the senior year with an approved agency or organization offering psychological services. Prerequisite: admission to Psychology internship. Spring

### 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. 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. Recommended antecedent: SOCI 100. Fall, Spring

### SOCIAL WORK

**SOCW 200 - Social Work Profession (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, Spring

**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 311- Human Behavior in Social Environment I (3 cr hrs)**  
Sociocultural, psychological, and biological influences within the social systems context. Focus on individual development and interaction with families, groups, organizations, and communities. Examples apply to Appalachian environments. Prerequisite: PSYC 221. Fall

**SOCW 312 – Human Behavior in Social Environment II (3 cr hrs)**  
Sociocultural, psychological, and biological influences within the social systems context. Focus on the interactions within and between families, groups, organizations, and communities. Examples apply to Appalachian environments. Prerequisite: SOCW 311. Spring

**SOCW 320 - Child and Family Welfare (3 cr hrs)**  
Social issues and problems impacting the child and his/her family in urban and rural environments. Overview of the major intervention programs and social service delivery systems. Fall, Spring.

**SOCW 330 - Diversity Issues in Social Work (3 cr hrs)**  
Role of human diversity in social work practice; focus on discrimination, economic deprivation, oppression, differences and similarities in

**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; admission to Social Work program. Spring

**SOCW 380 - Social Work Research (3 cr hrs)**  
Scientific method and research strategies: design, data collection, and data analysis using basic statistical techniques. Focus on application to evaluation of social work practice and service delivery. Prerequisite: PSYC 280. Spring

**SOCW 420 - Child Welfare Practice (3 cr hrs)**  
Content of child welfare practice and development of skills and practice modalities used with children, youths, and families who are the focus of child welfare intervention. Prerequisites: SOCW 320; admission to Social Work program. Corequisite: SOCW 497. Fall

**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: admission to Social Work program. 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: admission to Social Work program. 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 on analysis and evaluation of programs and policies in the social welfare system. Prerequisites: admission to Social Work program and internship. Corequisite: SOCW 498.

**SOCW 480 - Social Work Capstone Seminar (4 cr hrs)**  
Identification of principles and theories in social work intervention with focus on integration of knowledge, skills, and values necessary for beginning generalist social work practice. Prerequisite: admission to Social Work program. Corequisite: SOCW 497. Senior SEWS paper. Fall

**SOCW 497 – Senior Seminar and Field Experience in Social Work (1 cr hr)**

Integration of generalist knowledge, values, and skills with field experiences. Model for effective service delivery within the rural setting. Designed to facilitate the student's transition to intern and professional worker. Prerequisite: admission to Social Work Program. Corequisite: SOCW 497 Field Experience (100 clock hours, 2 credit hours) Fall

**SOCW 498 - Senior Seminar and Internship in Social Work (3 cr hrs)**

Integration of generalist knowledge, values, and skills in preparation for student's transition to professional worker. A weekly seminar accompanied by a supervised work experience in an approved agency setting. Prerequisites: admission to Social Work Program and internship. Corequisite: SOCW 498 Internship (450 clock hours, 9 credit hours). Spring

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 Dean, School of Business

Fred Bedelle, Jr., Ed.D.  
 Dean, Carter and Moyers School of Education

Mary Anne Modrcin, Ph.D., CNS, RN  
 Dean, Caylor School of Nursing

Alan Biel, Ph.D.  
 Dean, Research and STEM Initiatives

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## FACULTY

While many part-time and adjunct faculty make valuable contributions to the teaching and learning at Lincoln Memorial University, only full-time employees holding undergraduate faculty rank are included here. Faculty holding graduate faculty rank are included in the applicable school graduate catalog. The date following each name indicates year of initial LMU faculty appointment.

**Candace Armstrong, 1996**  
Assistant Professor of Music  
Director of Music Education and Performance  
B.A., Morehead State University  
M.A., Union College

**Suhanya Arvamaudhan, 2009**  
Assistant Professor of Business  
B.S., University of Madras  
M.B.A., University of Madras  
Ph.D., Indian Institute of Technology

**Joanna A. Badara, 2007**  
Assistant Professor of Biology  
B.S., University of Bucharest, Romania  
M.Ph., University of Edinburgh, Scotland, UK

**Diana Beckner, 2003**  
Instructor of Nursing  
B.S.N., University of Tennessee–Knoxville  
M.S.N., University of Tennessee–Knoxville

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## **FACULTY EMERITUS**

In 2007, Lincoln Memorial University began awarding Faculty Emeritus status to recognize significant contributions of distinguished former faculty members.

Herman Matthews, Professor Emeritus of Mathematics  
Dr. John C. Irvine, Professor Emeritus of Humanities

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Dr. Mary Anne Modrcin  
The Vianna Hillman Caylor Distinguished Professor in Nursing

Dr. Stephen C. Everly  
The Dishner Distinguished Professor in Chemistry

Dr. C. Ray Penn  
The John Wesley Hill Professor in Religion and Philosophy

Dr. John E. Copeland  
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Finley Learning Resources Center .....	869-6219
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Graduate Education Department .....	869-6374
Graduate Nursing Department .....	869-6324
J. Frank White Academy .....	869-6234
Human Resources .....	869-6302
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Business .....	869-6254
Education .....	869-6266
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## **Lincoln Alma Mater**

May the tender love of our namesake  
dwell in our hearts forever and aye,  
To inspire in us deeds of loyalty  
to the Blue and Gray.

May we live the truth that his life can tell  
so his mem'ry we'll ne'er betray,  
Everlasting will be our loyalty  
to the Blue and Gray.

Proudly we sing to thee,  
Honor we'll bring to thee,  
To thee, Blue and Gray.