

# LINCOLN MEMORIAL UNIVERSITY GRADUATE EDUCATION CATALOG 2009-2010

Harrogate, Tennessee  
August 2009  
www.lmunet.edu

This edition of the *Graduate Education Catalog*, edited by Dr. Fred Bedelle and Ms. Barb McCune, supersedes all others.

Policies and information related to the Graduate Education program are contained herein. For policies and information related to other Lincoln Memorial University graduate programs please refer to the applicable graduate catalog. The official Lincoln Memorial University *Catalog* is the preeminent source of academic policies and information for Lincoln Memorial University.

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

It is Lincoln Memorial University policy that any established academic course within the graduate education curriculum which is not offered within a given three-year period is automatically removed from the curriculum and the *Graduate Education Catalog*.

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the 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 of College and Research Libraries

Association of College and University Museums and Galleries

Association of Governing Boards of Universities and Colleges

Association of Independent Liberal Arts Colleges for Teacher Education

Association for Supervision and Curriculum Development  
Civil War Courier  
College and University Professional Association for Human Resources (National)  
College and University Professional Association for Human Resources (Tennessee)  
The College Board  
Consortium for the Advancement of Private Higher Education  
Council for Adult and Experiential Learning  
The Council for the Advancement and Support of Education  
Council for Higher Education Accreditation  
Council of Graduate Schools  
Council of Independent Colleges  
Council on Undergraduate Research  
East Tennessee College Alliance  
East Tennessee Historical Society  
The Foundation for Independent Higher Education  
International Alliance for Higher Education  
International University and Business Consortium  
Kentucky Civil War Roundtable  
Kentucky Association of Museums  
The Lincoln Group  
Medical Library Association  
Museum Store Association  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association  
National Council of Educational Opportunity Associations  
National League for Nursing Council of Associate Degree Programs  
National League for Nursing Council of Baccalaureate Degree Programs  
Oak Ridge Associated Universities  
Private College Consortium for International Studies  
Rural Health Association of Tennessee  
Society for Human Resource Management  
South Atlantic Conference  
Southeastern Library Network  
Southern Association of Collegiate Registrars and Admissions Officers  
Southern Museums Conference  
Tennessee Association of Colleges for Teacher Education  
Tennessee Association of Collegiate Registrars and Admissions Officers  
Tennessee Association of Museums  
The Tennessee College Association  
Tennessee Conference of Graduate Schools  
Tennessee Hospital Association  
Tennessee Independent Colleges and Universities Association  
Tennessee Osteopathic Medical Association  
Virginia Association of Museums

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## **MISSION AND PURPOSE OF THE UNIVERSITY**

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

## **CAYLOR AND MOYERS SCHOOL OF EDUCATION MISSION STATEMENT**

The Carter and Moyers School of Education is dedicated to preparing caring professionals with a broad knowledge base acquired through the integration of the liberal arts and the career-related disciplines, who are capable of meeting the challenges of an ever increasing global society.

## **DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT**

The mission of the Lincoln Memorial University Department of Graduate Education, as a student-sensitive entity, is to prepare professionals with knowledge, skills, proficiencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

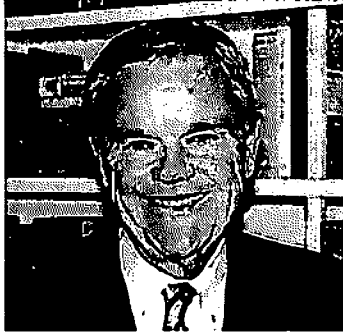
## **INSTITUTIONAL GOALS**

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.

## **MESSAGE FROM THE PRESIDENT**

The decision to seek a graduate degree is a lofty goal and one that I encourage young, middle-aged, and older adults to pursue at their earliest opportunity. Students seeking graduate degrees have made a conscious decision to excel in their chosen career. LMU is prepared to build upon the foundation that you received in your baccalaureate program, support you to attain your chosen degree, and provide you with the opportunity to acquire the skills necessary to excel in the 21st Century.



LMU is a wonderful institution with a rich legacy. It is a continuing legacy of individual attention, caring people, and quality academics. I am pleased you have made the decision to join the ranks of thousands of students who have gone before you. LMU graduates are making a difference in the world, and I am confident that with hard work and dedication you will soon be a part of that remarkable group of professional men and women. Please let me, the faculty or staff know if there is anything that we can do to enrich your educational experience. Continue the legacy.....

**C. Warren Neel, PhD**  
Interim President



## ACADEMIC CALENDAR 2009-2010

(On-campus and Maryville High School sites only; all other off-campus graduate students should contact the Department of Graduate Education for academic schedule dates and deadlines.)

**Official University Holidays (Offices closed/no classes): 2009: September 7; November 26-27; December 23-25, 28-31; 2010: January 1; April 2; May 31, July 5**

### Fall Semester 2009

Registration .....	Monday, August 17
Classes begin .....	Tuesday, August 18
Last day to complete registration .....	Wednesday, August 26
Labor Day (no classes, residence halls remain open) .....	Monday, September 7
Last day to drop a course without "WD" on transcript .....	Wednesday, October 7
Homecoming (classes held as scheduled) .....	October 9-11
Mid-Term .....	Monday-Friday, October 12-16
Fall Break .....	Monday-Tuesday, October 19-20
Last day to drop a course without "F" on transcript .....	Friday, October 23
Early registration begins .....	Monday, October 26
Thanksgiving Holiday (no classes) .....	Thursday-Friday, November 26-27
Comprehensive Examination .....	Saturday, November 21
Classes end .....	Friday, December 4
Final Exams .....	Monday-Friday, December 7-11
Commencement (11:00 a.m.) .....	Saturday, December 12

### Spring Semester 2010

Registration .....	Monday, January 4
Classes begin .....	Tuesday, January 5
Last day to complete registration .....	Wednesday, January 13
Martin Luther King Day (no classes) .....	Monday, January 18
Lincoln Day/Founders Day (special activities) .....	Friday, February 12
Last day to drop a course without "WD" on transcript .....	Friday, February 19
Mid-term .....	Monday-Friday, February 22-26
Last day to drop a course without "F" on transcript .....	Wednesday, March 10
Spring break (no classes) .....	Monday-Friday, March 15-19
Early registration begins .....	Monday, March 29
Good Friday (no classes) .....	Friday, April 2
Comprehensive Examination .....	Saturday, April 17
Classes end .....	Friday, April 23
Final Exams .....	Monday-Friday, April 26-30
Commencement (11:00 am.) .....	Saturday, May 1

**May Mini-Term 2010 .....** May 3-21

**Summer Terms 2010 (The Graduate Education class schedule will vary from these dates; contact the Department of Graduate Education Office for schedule information.)**

Term A - 10-week session .....	May 24-July 30
Term B - First 5-week session .....	May 24-June 25
Term C - Second 5-week session .....	June 28-July 30
Holiday (no classes) .....	July 5

**EDUCATIONAL SPECIALIST DEGREE PROGRAM CALENDAR**

**Cleveland, Ducktown A, Kingsport, Maryville**

***Fall 2009***

August 8, September 12, October 10, November 14, December 5

***Spring 2010***

January 9, February 13, March 13, April 10, May 8

***Summer 2010***

May 22, June 5, June 26, July 17

**Ducktown B, Knoxville, Harrogate, Morristown**

***Fall 2009***

August 15, September 19, October 17, November 21, December 19

***Spring 2010***

January 17, February 20, March 20, April 17, May 15

***Summer 2010***

May 29, June 19, July 10, July 24

**MASTER OF EDUCATION  
OFF-CAMPUS PROGRAM CALENDARS**

Cleveland State Community College Site

Kingsport Site

Walters State Community College Site

Classes begin as stated below and follow the official calendar for all other dates:

Fall 2009 ..... Monday August 17

Spring 2010 ..... Monday, January 4

**MASTER OF EDUCATION SUMMER CALENDAR  
ALL SITES**

Classes begin ..... Tuesday June 1

Classes end ..... Thursday, July 29

## LINCOLN MEMORIAL UNIVERSITY GRADUATE EDUCATION CATALOG

Office of Graduate Education, Business-Education Building .....423/869-6374

Lincoln Memorial University offers graduate studies leading to the Masters degree in Education (M.Ed.). To serve the needs of the community more completely, the Educational Specialist degree (Ed.S.) is also available. Each program has requirements and regulations unique to the individual program demands, but all graduate studies are governed by the Academic Council acting on graduate faculty recommendations and/or on its own initiatives.

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

### Extended Campus Sites

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

Site	Majors Available
<i>Alcoa, TN</i> (near Knoxville, TN) at the Alcoa City Center (235 East Watt Street, Alcoa, TN )	
Post Baccalaureate Licensure Classes	
<i>Cleveland, TN</i> (30 miles north of Chattanooga, TN, on I-75)	
M.Ed. degree	CI, EAS
Ed.S. degree	CI, EAS
<i>Ducktown, TN</i> (Copper Basin area, near Blue Ridge, GA) at Copper Basin High School (Hwy 68, Copper Hill, TN 37318)	
Ed.S. degree	CI, EAS
<i>Kingsport, TN</i> (upper East Tennessee area) at the Regional Center for Applied Technology (222 W. Main Street, Kingsport, TN 37660)	
Ed.S. degree	CI, EAS
M.Ed. degree	EAS
Post Baccalaureate Licensure Classes	
<i>Maryville, TN</i> (near Knoxville, TN) at Maryville High School (825 Lawrence Ave., Maryville, TN 37803)	
M.Ed. degree	CG, CI, EAS
Ed.S. degree	CI, EA
<i>Morristown, TN</i> (45 miles east of Knoxville, TN) at Walters State Community College (500 S. Davy Crockett Parkway, Morristown, TN 37813)	
M.Ed. degree	EAS
Ed.S. degree	CI, EAS

## ACADEMIC INFORMATION

Graduate and prospective graduate students are expected to make themselves thoroughly familiar with the regulations of the graduate program and the requirements for the degree. While specific programs may be approved by outside agencies, meeting LMU degree requirements does not necessarily imply that endorsement or licensure in a particular state will be forthcoming.

Upon regular admission, a faculty advisor or advisory committee is assigned to the student to help advise and to plan a program of study. However, the ultimate responsibility for meeting deadlines, knowing graduate program and individual state/agency requirements rests with the student.

### Official Academic Records

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

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits
- Degree earned
- Date(s) degree requirements completed and degree conferred

### Tuition and Fees

- *Masters Degrees (M.Ed./Post Bac):* \$330 per semester hour
- *Educational Specialist Degree (Ed.S.):* \$390 per semester hour

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

#### Additional Fees:

Add/Drop Fee	\$15 per course
Late Registration Fee	\$100
Independent Study Fee	\$25 per course
Graduation Fee	\$50

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

### **Change of Schedule (Add/Drop)**

The student may determine after the first or second class meeting that he/she needs or wishes to change his/her schedule by adding and/or dropping one or more classes. Such changes should not be made without consulting the Graduate Education Office. Also, such changes can be made only by using the official *Change of Schedule* form and fully processing the change through the Offices of the Registrar and Finance.

Due to the various graduate class schedules, students should contact the Graduate Education Office for deadline dates. These deadline dates and the refund schedule will be determined by the Finance Office. Refund schedules pertaining to summer and mini-term are adjusted to the varying lengths of the terms. Please note the following withdrawal notations:

Last day to drop without "WD" - If the course is dropped before that date, the course will not appear on the transcript; if the course is dropped after that date, the course will appear on the transcript with a notation of **WD** (for "Withdrew").

Last day to drop without "F" - If the course is dropped after that date, the course will appear on the transcript with the grade **F**.

### **Withdrawal from the University**

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

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

1. Refunds for tuition and fees are credited to the student's account according to the refund schedule.

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

### **Refund Policies**

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition, room and board charges will be prorated as indicated. A student must complete a Change of Schedule form obtained from the Office of the Registrar for dropping one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University. Any notification of withdrawal and request for refund must be made in writing. Should the student fail to officially withdraw, all semester charges will become immediately due and payable.

The official withdrawal process begins in the Graduate Education Office. A withdrawal form must be completed and all the necessary signatures obtained. *Oral requests do not constitute official notification.* The University's official date of withdrawal used to compute the refund is determined by the 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 in the *Class Schedule* and/or the Office of Student Services, the Registrar's Office and the Office of Finance.

Refund schedules pertaining to summer and mini-terms are adjusted to the varying length of the terms. They appear in the *Class Schedule* published for the given term.

**Change of Name and/or Address**

A student who changes name, residence, or mailing address is expected to notify immediately, in writing, the Registrar's Office 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.

**Technology**

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have home (non-school) access to the Internet for communicating with instructors and accessing learning resources.

**WebAdvisor**

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account and Financial Aid. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the student to access their academic grades on WebAdvisor. To access WebAdvisor on the Internet 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.**

**Library Services**

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

**Residency Requirement**

There is no residency requirement for the graduate education degrees.

**Time Restrictions/Limitations**

All requirements for graduate education degrees must be completed in no less than one year and within seven years of initial graduate enrollment. Any exception to this policy requires approval of the Dean of the School of Education.

**Applicable Catalog**

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

**Family Educational Rights and Privacy Act (FERPA)**

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

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

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

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

Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's Office and the Registrar's Office.

**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 accep-



tance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

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

#### **ADA Statement**

Any student with a disability should bring documentation for the disability to the ADA Compliance Officer in the Office of Student Services at the main campus of Lincoln Memorial University. When the documentation has been reviewed, a form will be completed stating the reasonable accommodations to be granted to the student with a disability.

#### **Transfer Graduate Credit**

A maximum of nine semester credit hours at the graduate level may be transferred to the master degree programs in education — a maximum of six semester credit hours to the Ed.S. program — (must have a 5 or above as the first digit of the course number, no more than six semester credit hours in the emphasis area). These credit hours may not have been applied to a previous degree and must carry a grade of “B-” or better. Credits transferred into any graduate degree program at Lincoln Memorial University must be earned after the required entrance degree was posted on the transfer transcript. Course credit earned more than five years previous to the current semester will not be approved for transfer credit. Only approved credit/course work from a degree-granting accredited institution, recognized as such by a regional accrediting body, will be accepted for transfer. All transfer credit must be approved by the Dean of the School of Education. Grades and quality points for transfer work will be included in the calculation of the LMU graduate grade point average (GPA).

#### **Correspondence Study/Prior Learning Credit**

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

#### **Graduate Credit for Undergraduate Seniors**

The LMU student who has not completed all requirements for the baccalaureate degree may be eligible for masters-level graduate study as an undergraduate senior. The student must have an overall GPA of at least 3.0 and must be within fifteen semester credit hours of completing the total credit hours required for the baccalaureate degree. Course credit used to meet baccalaureate degree requirements may not be used to meet graduate degree requirements. To enroll for graduate courses under this provision, a student must adhere to the

regular admission procedures and secure the written permission of the Dean of the School of Education.

### **Student Work and Class Attendance**

Students are expected to attend classes regularly and meet all requirements of the course in order to receive a passing grade. All course examinations must be completed. Final examinations are administered the last week of the term. See Educational Specialist information for specific attendance requirements.

### **Grading System**

A student receives a grade for most registered course work (except "Audit"). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned. Students may earn only six (6) semester hours of "C" grades. An additional "C" grade may result in dismissal from the program.

<b>Grade</b>	<b>Definition</b>	<b>Quality Points Per Semester Hour</b>
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectation)	3.67
B+	Very Good (Quality of work better than satisfactory)	3.33
B	Good (Quality of work satisfactory)	3.00
B-	Average (Quality of work meets minimum requirements)	2.67
C+	Below average (Quality of work less than satisfactory)	2.33
C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
F	Fail	0.00
I	Incomplete; work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Education	
NC	No Credit; allows for a later grade with no penalty to the student	
AU	Audit	
WD	Withdrawal	
P	Pass; carries credit but no quality points	

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

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

### **Probation Status**

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

### **Appeals Procedure**

A student who is placed on probation or suspended from the program and feels that the probation or suspension is unfair, has a right to appeal. The student who wishes to appeal a probation or suspension has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will respond to the student's appeal within two weeks of the receipt of the letter of appeal. Should this response be unsatisfactory to the student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

### **Plagiarism**

Plagiarism is the presentation of someone else's words or ideas as one's own (See APA Manual\*, pp. 349-350). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by acci-

dent or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite courses within the text in the format delineated in the APA Manual \*, pp. 207-214.

\*the 5th edition of the *Publication Manual of the American Psychological Association* (2001).

### **Certification of Authorship**

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

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

### **Repeating Graduate Education Courses**

Students must have the approval of the Dean of the School of Education in order to repeat a class. If the repeat is approved, only the most recent grade will be used in computing the cumulative grade point average. However, all attempts will remain a part of the permanent academic record.

### **Graduate Education Student Courseload**

The maximum load for a graduate education student is nine (9) credit hours during fall and spring semesters, three (3) semester hours during the mini-term, and twelve (12) semester hours for the summer session. There will be no exceptions granted to the maximum of three (3) semester hours during the mini-term and twelve (12) semester hours in the summer session.

### **Orientation/Advisement**

Each semester new graduate students are assigned academic advisors and are required to attend a new student orientation. The orientation session provides students with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. The advisement process is important in that advisors assist in the formulation of comprehensive examinations and in the monitoring of internships and field experiences. Advisors are accessible throughout the program for academic ad-

visement. Advisors' personal telephone numbers, e-mail/web page addresses and office hours are posted on each syllabus.

### **Program of Study**

The program of study should consist of a combination of theoretical study and practical experiences which best prepare the student for the selected area of interest. Although the minimum number of credit hours required for graduation is determined in accordance with the program as listed in the *Graduate Education Catalog*, it should not be construed as indicating a maximum number of credit hours for any particular student. Each program of study may vary as to total number of credit hours necessary to receive the degree. Graduate education degrees at LMU are awarded on the basis of scholarship, reasoning and investigative abilities, and evidence of proficiency in the student's area of emphasis.

### **Comprehensive Examination Option (Non-thesis)**

All non-thesis M.Ed. students must pass a comprehensive final examination as part of program degree requirements. Specific information regarding final examination is discussed within each degree program.

### **Thesis Option**

The master degree programs in education allow a thesis option. In consultation with his/her faculty advisor, the student should carefully consider career goals in selecting this option.

Students in the thesis program must complete a minimum of six (6) semester hours of thesis credit and maintain continuous enrollment. The thesis topic and written prospectus must be approved by the faculty advisor and the thesis committee prior to the student undertaking the research problem. Instruction and guidelines for the final preparation of the thesis should be obtained from the School of Education Office before the thesis is typed. Transcripts will not be released until the bound thesis is received and approved with all appropriate signatures from the faculty advisor, the Dean of the School of Education and the Vice President for Academic Affairs/Provost.

### **Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met. The following requirements must be met for earning the degree:

1. completion of the credit hours specified in the approved program of study
2. a minimum cumulative GPA of 3.0 (B)
3. a passing score on the final evaluation (M.Ed. degree)

4. payment of all fees
5. for those exercising the thesis option (M.Ed. degree):
  - a. a grade of "P" on thesis work
  - b. acceptance of final copies of the thesis

### **Second Masters Degree Requirements**

A maximum of twelve (12) semester credit hours (excluding thesis hours) of graduate credit earned from the first masters degree may be applied toward the second degree provided that the courses are appropriate for the second masters degree (as determined by the faculty advisor and Dean of the School of Education). The credit must be from Lincoln Memorial University and must have been earned within the last five years.

## **GENERAL ADMISSION REQUIREMENTS**

### **Categories of Admission**

Admission to the graduate program is possible in four categories:

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

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

The non-degree or transient student who wishes to become a regular graduate student may apply up to nine (9) semester credit hours earned while in non-degree or transient status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought and the approved program of study.

3. **Conditional student status.** A person who does not meet the requirements for admission but who feels strongly that he/she can do graduate work may, under special circumstances, be allowed conditional status. In this category, students may take no more than six (6) semester hours of graduate course work from their planned program within the conditional semester and earn no grade less than "B." A grade less than "B" disqualifies the student from full graduate admission.

4. **Auditor status.** The student wishing to audit courses may enroll by completing an Application for Admission form, registering for the course, and paying the appropriate fees. An “AU” notation will appear on the academic transcript signifying that the course was taken for audit, not for credit. Examinations are not required, grades are not earned, and credit is not awarded for courses audited.

### **POLICY FOR ADMINISTRATION OF GRADUATE ASSISTANTSHIPS**

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

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

#### **Definition**

An assistantship is a financial award, in the form of tuition waiver, to a graduate student for part-time work in a program of the University while pursuing a degree. Graduate assistants are appointed to perform various types of duties. Most commonly the duties relate to supervisory or administrative functions of the university. According to the most recent IRS regulations, graduate assistantship awards are considered taxable income.

#### **Qualification of Graduate Assistants**

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

### **Application Process**

Graduate students wishing to apply for assistantship are to secure application forms and a description of the application procedures from the office of the School of Education.

### **Work Assignments and Related Factors**

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

### **Required Application Dates**

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

Full year	June 1 - July 15
Spring	October 1 - November 15
Summer	March 1 - April 15

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

## ***GRADUATE EDUCATION***

Graduate Education programs offer courses which lead to the Master of Education (M.Ed.) and the Educational Specialist (Ed.S.) degrees. Courses are also offered in special areas of professional educational needs in the Lincoln Memorial University service area.

Graduate degree programs can be coordinated in ways to secure both licensure and the graduate degree. However, licensure requirements are determined by the Tennessee State Board of Education and are subject to change at the discretion of that Board. The licensure requirements in effect at the time of program completion are the requirements for licensure recommendation.

The Lincoln Memorial University graduate program provides licensure opportunities in two areas:



1. Educational Administration and Supervision (Entry Level and Professional level)
2. PreK-12 School Counseling.

### ***MASTER OF EDUCATION (M.Ed.)***

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

- Counseling (School and Mental Health)
- Curriculum and Instruction
- Educational Administration and Supervision
- English

### **DEGREE APPLICATION PROCEDURES**

The admission requirements for the Master of Education degree are a two-step process:

#### **Admission to Graduate Education Studies**

The student must submit:

1. Application for Graduate Studies, with the required \$25 application fee and
2. two (2) official transcripts of all previous undergraduate coursework from accredited institutions.
3. For Mental Health majors, the following is also required for admission to Graduate Education Studies: three Recommendation Forms, a personal interview and a personal statement.

The Dean of the School of Education approves admission to the program and assigns an advisor.

#### **Admission to Degree Candidacy**

After having successfully completed no more than three courses (9 semester hours), the student must apply for degree candidacy. The admission decision is based on an evaluation of all application materials submitted by the individual. Criteria used in the decision process are: employment experience, professional potential, previous academic work, recommendations, and test scores. With the assistance of the assigned advisor, students must submit:

1. an Application for Degree Candidacy for the Master of Education degree and declare a major area of emphasis;

2. scores from either the Praxis Test, NTE, the GRE, or the Miller Analogies Test within the last five years. Equivalent score requirements are as follows:

<u>Praxis Test</u>	<u>Graduate Record Exam</u>
Principles of Learning & Teaching	Verbal 370
K-6 155	Quantitative 410
7-12 159	
5-9 154	<u>Miller Analogies Test</u>
	32 (paper test) 388 (computer test)

3. three completed Graduate Program Recommendation Forms from professionals in the field who are familiar with the candidates' work and ability and can, therefore, evaluate their potential for success in the graduate program; and
4. an advisor-approved Program of Study.

Upon completion of these requirements, the student's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy.

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

Students applying for readmission must apply in writing to the School of Education Office. The file will then be reviewed and submitted to the Graduate Admission Committee for appropriate action.

### **Comprehensive Examination**

The written comprehensive exam is an exam which allows each student as much as four hours to address the questions involved. The examination is comprised of case studies encompassing the program of study and one question addressing the student's philosophy -- of education for Curriculum and Instruction and Educational Administration and Supervision candidates, or of counseling for Counseling candidates..

- 1A. Philosophy of Education - An important part of the comprehensive exam is the written statement expressing the student's belief about life in general and education in particular. It is the first question of the exam and is entitled, "My Philosophy of Education." The student's response should be three to five pages and include but not necessarily be limited to:
- a. a demonstration of a knowledge of the tenets (teachings) of the major schools of philosophy with their leaders and the implications of these teachings for education

- b. a presentation of a coherent (organized and understandable) personal philosophy of education. Students may either identify with one of the schools of philosophy or develop their own. A student's own philosophy should be comprehensive (broad and understandable), consistent (parts should not contradict), and workable (operational and practical)
  - c. an application of this personal philosophy to educational practice in such areas as: teacher, student, curriculum, learning, methodology, class management, values, parental and community involvement.
- 1B. Philosophy of Counseling - The Counseling candidate's response to the first exam question should be entitled "My Philosophy of Counseling," and should be approximately 3-5 pages in length. It should include, but not necessarily be limited to:
- a. a summary of the characteristics/approaches/values of three major counseling approaches, including the major theorist(s) associated with each approach
  - b. the student's identification of one of those approaches (or a well-defined combination thereof) as their approach of choice, with a clearly articulated set of reasons for that choice, including applicability/usefulness with certain student/client populations
  - c. identification and explanation of areas the candidate perceives to be particularly significant in the practice of counseling (e.g., key ethical/legal issues, factors in building a therapeutic alliance with students/clients, the importance of self-care for counselors, etc.)
2. Case Studies - Case studies selected for their relationship to the standards and objectives of the courses taught in the Master of Education program will constitute the bulk of the comprehensive exam. A combination of complex cases and in-basket type cases will make up the exam content. Students will bring the required casebook to the exam.

A review period of not less than sixty (60) days and not more than one year is required for those candidates who fail the final evaluation. Exams may not be retaken more than once. Additional courses, and/or thesis work, and/or other developmental activities may be required of a failing student, as specified by the student's faculty advisor and/or committee.

### **MAJOR AREAS OF STUDY**

In addition to meeting the specific major area requirements, each degree-seeking graduate student must include in his/her program Foundations of American Education (EDUC 501) and Research and Statistics (EDUC 511). Programs of study which reflect state endorsement requirements are available from the Graduate Education Office.

## Counseling

### **Mission Statement**

The mission of the Counseling program is to prepare counselors as leaders with the knowledge, skills, proficiencies and dispositions to meet the changing counseling needs of students and clients.

### **The Program**

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

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

### **PreK-12 School Counseling**

The PreK-12 School Counseling program is a 33 semester hour program. The PreK-12 School Counseling licensure area requires 57 hours, including a six-hour internship/seminar. Students seeking licensure must meet all requirements as specified by the State, which may entail more than the required 57 credit hours.

<b>Core Courses:</b>		<b>Sem Cr Hrs</b>
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
<b>Major Area:</b>		
CG 501	Professional Orientation and Ethics in Counseling	3
CG 521	Lifestyles and Career Development	3
CG 531	Interpersonal and Group Dynamics	3
CG 571	Tests and Measurements	3
CG 581	Psychology of Human Development	3
CG 593	Practicum	3
CG 631	Group Counseling	3
EAS 561	School Law	3
EDUC 606	Learning Theories	3

M.Ed./Major in C&G 33

**Licensure Requirements:**

CG 602	Classroom Behavior Management in Counseling	3
CG 611	Counseling Theories and Techniques	3
CG 621	Counselor as Consultant	3
CG 671	Individual Assessment	3
CG 662	Descriptive Psychopathology	3
CG 681	Children and Families	3
CG 698	Internship and Seminar in School Counseling	6
	Licensure Total	24
<b>TOTAL PreK-12 LICENSURE PROGRAM</b>		<b>57</b>

**Additional PreK-12 Licensure program requirements:**

- The Internship/Practicum requirement consists of 600 clock hours (Internship-450 hours; Practicum-150 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packet. Students are required to be covered by insurance provided with an American Counseling Association student membership. Students are responsible for obtaining their own personal ACA Student Membership.
- Students are required by the State Department of Education to pass the Praxis Specialty Area Test in School Counselor with a score of at least 580.

**Mental Health Counseling  
(Non-School)**

The focus of the Mental Health Counseling program is to prepare counselors as leaders with the knowledge, skills, proficiencies and dispositions to meet the changing counseling needs of clients. The purpose of the program is to prepare students for effective performance in professional positions in counseling as encountered within community settings. The requirements are as follows:

Course		Sem Cr Hrs
EDUC 511	Research and Statistics	3
CG 501	Professional Orientation and Ethics in Counseling	3
CG 521	Lifestyle and Career Development	3
CG 531	Interpersonal and Group Dynamics	3
CG 551	Personality and Mental Health	3
CG 571	Tests and Measurements	3
CG 581	Psychology of Human Development	3
CG 593	Counseling Practicum and Seminar	3
CG 611	Counseling Theories and Techniques	3

CG 621	Counselor as Consultant	3
CG 631	Group Counseling	3
CG 641	Ethical, Multicultural and Professional Issues in Mental Health Counseling	3
CG 651	Evidence-Based Treatment and Treatment Planning	3
CG 662	Descriptive Psychopathology	3
CG 669	Psychopharmacology for Counselors	3
CG 671	Individual Assessment	3
CG 681	Children and Families	3
CG 699	Internship and Seminar in Mental Health Counseling	9
	<b>TOTAL</b>	<b>60</b>

Graduates of LMU's Mental Health Counseling program will satisfy the State of Tennessee's academic course work requirements for licensure as a professional counselor (LPC).

Students majoring in Mental Health Counseling are required to be covered by insurance provided with an American Counseling Association student membership. Students are responsible for obtaining their own personal ACA Student Membership.

### **Curriculum and Instruction**

#### **Mission Statement**

The mission of the Curriculum and Instruction program is to prepare professional teachers as leaders with the knowledge, skills, proficiencies and dispositions essential to meet the needs of an ever-changing and increasingly global society through quality instruction and collaborative experiences.

#### **The Program**

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

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

<b>Core Courses:</b>		<b>Sem Cr Hrs</b>
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
<b>Major Area:</b>		
CI 501	Curriculum, Instruction and Assessment	3
EAS 501	Leadership and School Improvement	3
EAS 541	School and Community Relations	3
EAS 561	School Law	3
EDUC 551	Supervision for Teaching and Learning	3
EDUC 602	Structuring Learning Environments	3
EDUC 607	Brain Compatible Teaching and Learning	3
Electives:	Graduate-Level Education Courses	6
<b>TOTAL</b>		<b>33</b>

### **Educational Administration and Supervision**

#### **Mission Statement**

The mission of the Educational Administration and Supervision program is to prepare educational administrators with the knowledge, skills, proficiencies and dispositions essential to meeting the changing educational needs of society.

#### **The Program**

The purpose of the major in Educational Administration and Supervision is to provide the general background and skill needed for entry into positions of educational leadership. Students may pursue a degree and/or requirements for administrative endorsement utilizing this emphasis. This major is designed to:

1. provide pre-service school administrators and supervisors with training to serve in leadership positions at various levels of K-12 schools
2. provide opportunities for practicing school administrators at all levels to update and upgrade knowledge and skills
3. prepare personnel for positions as supervisors, coordinators, or directors in educational settings.

The student declaring the Educational Administration and Supervision major must, upon admission to the graduate program, prepare a program of study in cooperation with his/her faculty advisor. The student wishing to qualify for administrative endorsements will be advised of specific state requirements and a program of study will be developed accordingly.

Requirements for the degree include successful completion of a minimum of 33 semester credit hours. Eighteen of the 33 credit hours must be selected from courses offered in EAS.

The student seeking school licensure in Administration and Supervision must meet all requirements as specified by the state. This may entail more than the 33 credit hour degree requirement. Under certain circumstances, other requirements and tests may be required. Students should contact the School of Education Office for the latest state requirements.

Students are required by the state to pass the School Leaders Licensure Assessment test with a score of at least 156.

<b>Core Courses:</b>		<b>Sem Cr Hrs</b>
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
<b>Major Area:</b>		
CG 581	Psychology of Human Development	3
CI 501	Curriculum, Instruction and Assessment	3
EAS 501	Leadership and School Improvement	3
EAS 541	School and Community Relations	3
EAS 561	School Law	3
EAS 571	School Finance and Management	3
EAS 591	The Principalship (with Mentor)	3
EDUC 551	Supervision for Teaching and Learning	3
Elective:	Graduate-Level Education Course	3
<b>TOTAL</b>		<b>33</b>

**IMPORTANT LICENSURE INFORMATION:**

- Tennessee students who are enrolled in the Educational Administration and Supervision licensure program fall 2009 will be allowed to follow the current course and testing requirements and must have all these requirements completed by September 1, 2011.
- Effective June 1, 2010, any Tennessee applicant interested in being licensed as a K-12 Beginning Administrator must follow the new program requirements established by the Tennessee Department of Education. For additional information, a prospective student should contact the Graduate Education Office (423-869-6374 or 6223) or his/her Director of Schools.
- No admission for Tennessee licensure in K-12 Beginning Administrator will be allowed Spring 2010 semester. The new program will begin Summer 2010.
- These policies are effective for Tennessee students only.



## English

### **The Program**

The purpose of the emphasis in English is to provide opportunities for students to pursue graduate study in a subject area which particularly interests them, an area in which they have shown promise as undergraduates. Students entering this program should have an undergraduate English major, or a minimum of 30 undergraduate hours in English beyond the general studies requirements. Students with this emphasis will meet the English-faculty requirements for most community colleges, and will presumably be attractive candidates for high schools seeking English faculty who are particularly well prepared in their subject area.

The degree requirements include 33 hours of successful coursework. The program of study must be filed after official written notification of admission to graduate studies has been received. The requirements are as follows:

<b>Core Courses:</b>		<b>Sem Cr Hrs</b>
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
<b>Major Area:</b>		
ENGL 533	Literary Periods	3
ENGL 543	Literary Genres	3
English Electives		12
<b>Education Requirements:</b>		
CI 505	Differentiating Instruction and Assessment	3
EAS 561	School Law	3
EDUC 602	Structured Learning Environments	3
TOTAL		33

### ***POST-BACCALAUREATE TEACHER LICENSURE PROGRAM***

The Post-Baccalaureate Teacher Licensure Program at Lincoln Memorial University is designed to attract degreed individuals who may be seeking to change careers and who have potential to become good teachers.

Candidates who successfully complete this program will be recommended for initial teacher licensure in the State of Tennessee. The program requires candidates to address any course discrepancies in their undergraduate program to ensure attainment of knowledge and skills required in general education, professional education and the academic major for the teaching field. Candidates must satisfy course discrepancies through LMU or any other fully accredited college or university prior to student teaching. The Post-Baccalaureate Program is designed to be completed in as few as three semesters with a minimum requirement of 18 semester hours of graduate coursework. This consists of two consecutive semesters of professional core coursework (held two Saturdays per month) and one semester of full-time (16 weeks minimum) student teach-

ing, which must be completed within two years after finishing the professional core. Elementary licensure requires an additional 18 undergraduate credit hours. Coursework specific to elementary licensure is offered in the evenings and during the summer semester. Licensure programs are offered in:

Elementary Education (K-6)

Education (K-12) - Physical Education, Visual Arts, Music

Secondary Education (7-12) - Business Education/Technology, Biology, Chemistry, English, History, Mathematics.

Admission requirements include, but may not be limited to:

- Submit an application complete with application fee. Applications are found on the Post-Baccalaureate Program website.
- Submit two (2) official transcripts from each regionally accredited college/university attended, indicating a cumulative minimum undergraduate GPA of at least 2.50, as reported on the baccalaureate degree transcript.
- One copy of pre-admission test scores. These may be ACT, SAT, GRE, MAT or PPST (Pre-professional Skills Test Battery in Math, Reading and Writing).
- Candidates must pass a Tennessee Bureau of Investigation Cogent background check. Results must be sent to the Post-Bac office.

The required Post-Baccalaureate Professional Core Coursework is as follows:

Fall Semester

EDUC 570 Introduction to Teaching and Learning 6 hrs

Spring Semester

EDUC 571 Extending and Refining Knowledge  
of Teaching and Learning 6 hrs

Following Fall Semester or later

EDUC 591 Enhanced Student Teaching\* 6 hrs

TOTAL 18 hrs

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

Those students seeking elementary (K-6) certification will be required to take an additional 18 semester hours of Interdisciplinary Human Learning and Development coursework. These courses are taken concurrently with the professional core courses; are taken evenings during the week in the fall, spring and summer semesters; and must be completed before student teaching.

Fall Semester (weekday evenings)

CDEV 450 Early Childhood/Child and Adolescent Development 3 hrs

EDUC 450 Teaching Math Concepts	3 hrs
<u>Spring Semester</u> (weekday evenings)	
EDUC 410 Instructional Reading, Diagnosis, and Correction	3 hrs
EDUC 430 Integrated Language Arts in K-6	3 hrs
<u>Summer Semester</u> (weekday evenings)	
EDUC 350 Integrated Science	3 hrs
EDUC 355 Integrated Social Studies	3 hrs

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

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

The School of Education offers a continuation of the Post-Baccalaureate coursework with the option of a Master of Education degree with a major in Curriculum and Instruction. The requirements for the major are as follows:

<b>Post-Baccalaureate Courses</b>	<b>Sem Cr Hrs</b>
EDUC 570 Introduction to Teaching and Learning	6 hrs
EDUC 571 Extending and Refining Knowledge of Teaching and Learning	6 hrs
EDUC 591 Enhanced Student Teaching	6 hrs
<b>Core Master of Education Courses</b>	
EDUC 501 Foundations of American Education	3 hrs

EDUC 511	Research and Statistics	3 hrs
<b>Additional Master of Education Required Courses</b>		
EAS 541	School and Community Relations	3 hrs
EAS 561	School Law	3 hrs
EDUC 602	Structured Learning Environments	3 hrs
<b>TOTAL</b>		<b>33 hrs</b>

All admission and completion requirements for the Master of Education degree must be followed by Post-Baccalaureate students pursuing the degree.

### ***EDUCATIONAL SPECIALIST (Ed.S.)***

The Educational Specialist degree program is a 30-semester hour program designed to extend and expand the student's level of professional competence beyond that attained through the master's level program, to bring the student up to date on matters relevant to the field of specialization, to enable the student to read and understand research in the field of specialization, to apply relevant research findings to professional activities, to stimulate the student to assume a leadership role in the specialty, and to prepare the student in that role. Programs are available in the following:

- School Counseling (LMU M.Ed. graduates only)
- Curriculum and Instruction
- Educational Administration and Supervision

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

### **DEGREE APPLICATION PROCEDURES**

The admission requirements for the Educational Specialist degree are a two-step process:

#### **Admission to Advanced Graduate Studies**

The student must submit:

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

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

#### **Admission to Degree Candidacy**

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

1. the Application for Degree Candidacy for the Educational Specialist degree
2. an advisor-approved Program of Study. This Program of Study will include but not be limited to:
  - a. licensure goals — licensure requirements will be coordinated with, but considered separately from, degree requirements
  - b. official transcripts supporting transfer credits (maximum of six semester hours taken within the last five years, after completing the master's degree).

Upon completion of these requirements, the student's credentials will be presented to the Graduate Admission Committee for consideration for admission to degree candidacy.

#### **Advisory Committee**

Each student who has achieved admission to the program as an advanced graduate (Ed.S.) student is assigned or selects a three-member Advisory Committee approved by the Dean of the School of Education. The Advisory Committee may contain more than three members, if the program requires.

#### **Attendance Policy**

Cooperative and group learning is the essence of the Ed.S. program. When class absences occur, students can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their fellow students' learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. One (1) absence will result in a reduction of 1/2 a letter grade from whatever grade would have been earned. Two absences will result in a grade of "C" or lower. More than two absences will result in the grade of "F" for the course.

#### **Degree Requirements**

The basic requirement for an Ed.S. degree is a planned and approved program of coursework and other experiences, for which credit is awarded beyond the master's degree. The student and the Advisory Committee will discuss and outline the work to be completed. Students must take coursework and prove competence in one of the curricula offered. The required hours of credit indi-

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

### **Evaluation**

The evaluation of an advanced graduate student is a function of the instructors and the Advisory Committees. The latter has full authority for program planning and the evaluation of oral and/or written final examinations, provided that all university and departmental requirements have been met. Advisory Committees give due consideration to the student's professional purposes and needs, progress in terms of individually planned programs, writing and speaking ability, general competence, apparent propensity for his/her intended profession, and state licensure requirements.

To be approved for the awarding of the Educational Specialist degree, students must be recommended by their Advisory Committee. The Committee chairs will report to the Dean of the School of Education who reports to the Graduate Faculty that the student has fulfilled the requirements of a program herein set forth.

### **Field Experience**

Any student enrolled in the program designed to meet the requirements for the Educational Specialist degree will be required to complete appropriate field study and/or a practicum as part of the planned degree program.

### **Final Evaluation**

A final evaluation, which may be written and/or oral, will be prepared and administered by the Advisory Committee during the final semester of the student's program. The evaluation may cover the entire field of study including the practicum and field study. Upon completion of the evaluation, the Advisory Committee certifies satisfactory completion of the program to the Dean of the School of Education or, in case of unsatisfactory performance, the recommended course of action. The Dean of the School of Education will convey the Advisory Committee's recommendation to the Graduate faculty for approval.

### **Major Areas**

Majors in Administration and Supervision (EAS), Curriculum and Instruction (CI), or School Counseling (CG) with modifications for licensure requirements constitute the choices of the Ed.S. program. The School Counseling emphasis area is available ONLY to LMU M.Ed. School Counseling graduates. The emphasis areas are designed primarily for practitioners in the public schools.

The Educational Specialist program is a terminal program at Lincoln Memorial University. Courses offered to satisfy the program requirements do not necessarily lead to or prepare the student for further advanced degree study. Students completing the Ed.S. degree must earn at least eighteen (18) semester hours at the 600 level.

<b>Core Requirements</b>		<b>Sem Cr Hrs</b>
CI 631	Comparative Education	3
CI 661	Instructional Design	3
EAS 611	School Assessment and Evaluation	3
EAS 652	Leadership for Educational Programs	3
EDUC 697	Research Project	3
<b>TOTAL</b>		<b>15</b>

In addition, 15 semester hours are required in the student's emphasis area; a Program of Study is developed by the student and Advisor to reflect interests of the student. Six (6) of these hours (within the last five years) may be transferred into the program from other accredited institutions. A total of 30 semester hours is required for the Ed.S. program. Licensure in Educational Administration and Supervision may increase the total hours above the required minimum of 30 hours. Also, for licensure recommendation in EAS, students are required by the state to pass the School Leaders Licensure Assessment Test with a minimum score of at least 156.

**School Counselor Major (LMU M.Ed. graduates only)**

Applicants must have completed all licensure requirements before beginning the Ed.S. degree program. The applicant may have additional prerequisites specified by the student's Advisory Committee or the Dean of the School of Education.

All degree application procedures, degree requirements, evaluation, and field experiences follow the established format previously stated.

<b>Core Requirements</b>		<b>Sem Cr Hrs</b>
CI 631	Comparative Education	3
CI 661	Instructional Design	3
EAS 611	School Assessment and Evaluation	3
EAS 652	Leadership for Educational Programs	3
EDUC 697	Research Project	3
<b>TOTAL</b>		<b>15</b>

In addition, 15 semester hours are required in the student's emphasis area; a program of study is developed by the student and advisor to reflect interests of

the student. A total of 30 semester hours is required for the Ed.S. program. Licensure in School Counseling may increase the total hours above the required minimum of 30 hours. Also, for licensure recommendation in School Counseling, students are required by the state to pass the Praxis Specialty Area Test in School Counseling with a score of at least 580.

## **COURSE DESCRIPTIONS**

### **Counseling**

**CG 501 - Professional Orientation and Ethics in Counseling 3 cr hrs**

An introduction and orientation to the counseling profession, including an overview of the theories, professional roles, training and credentialing standards of the profession, problems, issues, trends and ethical responsibilities in the field of counseling, and multiple approaches to service provision with diverse populations.

**CG 521 - Lifestyle and Career Development 3 cr hrs**

This course studies the various theories, practices, methods and processes of career development and educational planning and provides information on the interpretation and utilization of current data pertaining to career development and lifestyle choice.

**CG 531 - Interpersonal and Group Dynamics 3 cr hrs**

Emphasis in this course is on the development of personal awareness in interpersonal communication and interaction and the understanding of group process as applied to various settings with teams, groups, and organizations. Emphasis is placed on the concepts of communication, group norms, leadership, lead management, group problem solving/evaluation, conflict management and personal development/growth.

**CG 551 - Personality and Mental Health Issues in Counseling 3 cr hrs**

An overview of the personality theories with application to counseling and education. Adjustment issues and various perspectives of mental health with application to education and counseling settings.

**CG 571 - Tests and Measurements 3 cr hrs**

This course studies the theoretical, statistical and practical aspects used in current assessment instruments. Principles of standards-based assessment using authentic measures and theories underlying test construction, use and interpretation are emphasized.

**CG 581 - Psychology of Human Development 3 cr hrs**

This course emphasizes the study of the psychological, intellectual, moral, social, and physical development of the individual across the life span and analysis of current research with diverse populations.



**CG 593 - Counseling Practicum and Seminar** 3-6 cr hrs

The practicum experience provides students with opportunities to put into practice the knowledge and skills developed in their program of counseling study. Pass/Fail grade.

**CG 595 - Topics in Counseling** 1-3 cr hrs

A special topic developed by a member of the graduate faculty to enrich the existing course offerings and to afford expanded learning and experiences for students. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.

**CG 602 - Classroom Behavior Management for Counselors** 3 cr hrs

This course focuses on the understanding and application of behavioral principles to the management of student behavior in a classroom setting. Particular emphasis will be placed on issues and techniques related to the management of difficult or at-risk students consistent with research-tested theory and practice.

**CG 611 - Counseling Theories and Techniques** 3 cr hrs

The didactic phase of the course includes study of various theoretical orientations used in counseling. The experiential part of the course gives students practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

**CG 621 - Counselor as Consultant** 3 cr hrs

The purposes of this course are to (a) provide an overview of the consultation process, (b) provide students in the human services areas consultation models, and (c) help students acquire knowledge and skills to be successful as consultants in school and mental health settings.

**CG 631 - Group Counseling** 3 cr hrs

The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

**CG 641 - Ethical, Multicultural and Professional Issues  
in Mental Health Counseling** 3 cr hrs

An exploration of the ethical, legal, and professional issues faced by mental health professionals in community settings. A key area of focus is also on the cultural, linguistic, religious, sexual orientation and racial/ethnic issues associated with competent counseling practice. Licensure and practice issues are also discussed, as well as discussion about the major credentialing bodies and professional organizations (e.g., CACREP, ACA, ASCA, NBCC, LPC, etc.)

**CG 651 - Evidence-Based Treatment and Treatment Planning** 3 cr hrs

This course is designed to assist mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Students completing this course with satis-

factory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluating client progress.

**CG 662 - Descriptive Psychopathology** 3 cr hrs

This course studies disorders and pathologies that affect children, adolescents and adults. Etiologies and the current diagnostic criteria (DSM IVTR) are analyzed along with treatments and interventions appropriate for these disorders.

**CG 669 - Psychopharmacology** 3 cr hrs

The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other nonpharmacological modalities.

**CG 671 - Individual Assessment** 3 cr hrs

Individual assessment of cognitive, affective, motor, and academic performance. Topics covered include clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Students will administer a standardized test, the WRAT-4, and complete an integrated assessment report.

**CG 681 - Children and Families** 3 cr hrs

The course provides for the study of family dynamics, key issues and addresses the related needs of children. Emphasis is on using insights from family systems thinking, basic concepts of marriage and family counseling, and solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

**CG 698 - Internship and Seminar in School Counseling** 3-6 cr hrs

The internship is a capstone experience designed to provide school counseling students opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on role(s) of a guidance counselor at their school site(s). They will engage in a full range of activities including student planning, implementation of a guidance curriculum, individual and group counseling, services for the disabled, and staff development. Four hundred fifty on-site clock hours are required and supervision is provided through scheduled professional seminars and field supervision on the school site. Pass/Fail grade.

**CG 699 - Internship and Seminar in Mental Health Counseling** 9 cr hrs

This internship is a capstone experience designed to provide mental health

counseling students opportunities to use and apply the knowledge, concepts and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Nine hundred on-site clock hours are required, and weekly faculty supervision is provided on an individual and group basis, as well as on-site supervision by a licensed practitioner. Pass/Fail grade.

### **Curriculum and Instruction**

**CI 501 - Curriculum, Instruction and Assessment** 3 cr hrs

This course focuses on systematic processes of instruction, assessment, and evaluation. Students will examine research-based best practices for implementing a rigorous and relevant curriculum, to include literacy and numeracy principles.

**CI 505-Differentiating Instruction and Assessment** 3 cr hrs

The course emphasizes assessment and development models and strategies as they relate to the emergent, competent learner and on key principles, models and strategies of differentiation to accommodate learner differences.

**CI 591 - Integrating the Curriculum** 3 cr hrs

A study of content interconnectedness across disciplines and age/grade levels. Strategies including but not limited to the use of curriculum maps and essential questions to integrate skill level and higher order thinking content are developed. Students engage in study of various models of integration and develop their own strategies for collaborative integration linked to specific objectives or standards.

**CI 595 - Topics in Curriculum and Instruction** 1-3 cr hrs

This course will address a topic of interest enriching the existing course offerings and expanding student learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

**CI 631 - Comparative Education** 3 cr hrs

The course is a factual, descriptive, and analytical study of national and international systems of formal education or schooling. Educational trends of the past, present, and future along with curriculum reform and restructuring are emphasized. Students research and compare educational trends and issues in selected states and countries with specific attention to reform trends. Ed.S. core requirement.

**CI 661 - Instructional Design** 3 cr hrs

The course takes an in-depth look at current instructional topics with emphasis on instructional design. Current instructional design strategies are compared and applied in model school curriculum construction. Students research instructional strategies including but not limited to constructivist teaching/learning,

multiple intelligences, brain-compatible learning, technology in the classroom, authentic/alternative assessment, etc. and develop an instructional model that has a broad base of strategies to accommodate learning style diversity. Ed.S. core requirement; prerequisite: CI 631.

**CI 695 - Content-Based Independent Study I, II** 3, 3 cr hrs

These courses will address current issues and trends in content areas. The foundation for the courses will be the national organizations and national standards for each content area. Ed.S. students only. Pass/Fail grade.

### Education

**EDUC 501 - Foundations of American Education** 3 cr hrs

This course investigates the historical, philosophical, psychological and sociological foundations influencing American education policies and practices. Controversial educational issues are explored and personal philosophies of education are formulated. Core requirement for M.Ed. students.

**EDUC 511 - Research and Statistics** 3 cr hrs

This course examines research methodologies and basic statistical approaches. Research skills including but not limited to information retrieval, critical evaluation, report organization and statistical methodology are developed and reflected in formal research proposals. Core requirement for M.Ed. students.

**EDUC 513 - Thesis Preparation** 1 cr hr

This course focuses on thesis development. Students write a thesis prospectus, design a pilot study, and engage in other research activities.

**EDUC 551 - Supervision for Teaching and Learning** 3 cr hrs

This course focuses on the role of the educator as a learning leader. Students will demonstrate their understanding of how to create a school culture and climate based on high expectations conducive to the success of all students sustained by high quality professional development.

**EDUC 570 - Introduction to Teaching and Learning** 6 cr hrs

This course includes a study of concepts essential to becoming a teacher leader. Basic and advanced strategies in curriculum, instruction, assessment, current research, technology, diversity, leadership and philosophy are addressed. This course is Module I in the Post-Baccalaureate program.

**EDUC 571 - Extending and Refining Knowledge of Teaching and Learning** 6 cr hrs

This course focuses on the role of the teacher as leader. Students demonstrate their understanding of the teacher as leader role by applying relevant concepts to the development of an interdisciplinary unit of study and a personal philosophy statement. This course is Module II in the Post-Baccalaureate program.

**EDUC 591 - Enhanced Student Teaching** 6 cr hrs

This course provides full-time teaching experience in a public PK-12 classroom setting under the direction of a mentoring classroom teacher and a university supervisor. Placement will be arranged by the Program Director in consultation with faculty. Bi-monthly seminars are required. Student teaching is required for all students seeking licensure through the Post-Baccalaureate Program. Before registering for this course, students must have completed and passed EDUC 570/571, passed all required Praxis exams and taken and passed all undergraduate courses required for licensure. This course is Module III in the Post-Baccalaureate Program.

**EDUC 595 - Topics in Education** 1-3 cr hrs

This course will address a topic of interest enriching the existing course offerings and expanding student learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

**EDUC 596 - Practicum in Education** 3 cr hrs

This course focuses on supervised application of skills that approximate employment in various educational settings. Master's level course.

**EDUC 599 - Thesis** 3-6 cr hrs

This course involves a major research project conducted and written in approved research style. Pass/Fail grade.

**EDUC 601 - Politics and Current Issues in Educational Decision Making** 3 cr hrs

This course explores the importance of politics in education at the local, state, and national levels and the groups, events, and forces influencing the profession and the operation of schools and school systems. Ed.S. students only.

**EDUC 602 - Structuring Learning Environments** 3 cr hrs

This course investigates how to structure safe, effective and efficient learning environments. Students will be able to demonstrate how to advocate, nurture and sustain a positive instructional climate.

**EDUC 603 - Administration of Athletic Programs** 3 cr hrs

This course introduces major concepts related to the following topics: psychology of sports, sports pedagogy, nutrition, general safety, physiology, first aid, and classroom management issues. As part of the requirements for this course, students must pass the ASEP/NFYS Coaching Principles test and the ASEP/NFHS Sport First Aid test.

**EDUC 606 - Learning Theories** 3 cr hrs

This course involves the study of theoretical and practical aspects of learning. Relevancy and application of learning theories in the teaching of academic and life skills are addressed.

**EDUC 607 - Brain Compatible Teaching and Learning** 3 cr hrs

This course will examine neurological, psychological and educational aspects of the brain. Classroom strategies and applications to the learning processes will be investigated based on current research.

**EDUC 621 - Literacy in the Classroom** 6 cr hrs

This course emphasizes reading readiness and emergent literacy (verbal literacy) as well as quantitative literacy in a classroom setting. Literacy development (both verbal and quantitative) will be addressed. Styles of writing and spelling development and sense of story as each contributes to verbal literacy will be presented. Parallel (and highly interconnected) strands of quantitative thinking, which depict the student using appropriate skills in many contexts are an integral part of such numeracy. Satisfactory performance serves to meet literacy guidelines established by Tennessee State Standards. This course is scheduled for Post-Baccalaureate students only.

**EDUC 651 - School Law/School Finance** 3 cr hrs

This course combines the study of statutory and case law related to schools and school systems with an overview of school finance. It is designed to introduce the educators to the concepts of educational finance and law at the school and school system levels. This course is open to Ed.S. students only.

**EDUC 692 - Equity Issues in the Classroom** 3 cr hrs

This course includes a study of gender, racial, cultural, socio-economic and disability issues. Current research and case studies of educational equity problems are identified and analyzed in terms of their implications for the classroom.

**EDUC 695 - Topics in Education** 1-3 cr hrs

This course will address a topic of interest enriching the existing course offerings and expanding student learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

**EDUC 696 - Practicum in Education** 3 cr hrs

This course focuses on supervised application of skills that approximate employment in various educational settings. Ed.S.-level course.

**EDUC 697 - Research Project** 1, 1, 1 cr hr

This course applies research methodologies in education including a formal written report. It is a series of one-semester hour courses for a total of three semester hours to be completed in the following sequence: Fall Semester - Proposal; Spring Semester - Review of Literature; Summer Session - completed Research Project. Ed.S. core requirement.

**Educational Administration and Supervision**

**EAS 501 - Leadership and School Improvement** 3 cr hrs

This course examines data-driven school improvement for academic success

for all students including the role of school culture, stakeholder involvement, and parent and community collaboration.

**EAS 541 - School and Community Relations** 3 cr hrs

This class examines the role of the school administrator in responding to and influencing the larger political, social, economic, legal and cultural context in the classroom, school and local community. It will also address diverse student needs to ensure the success of all students.

**EAS 561 - School Law** 3 cr hrs

This course examines the basic legal problems in education and includes a survey of case law dealing with the rights, obligations and responsibilities of teachers, administrators and counselors.

**EAS 571 - School Finance and Management** 3 cr hrs

This course addresses school management and the use of resources based on equity, integrity, fairness and ethical conduct focusing on the academic success of all students.

**EAS 591 - The Principalship** 3 cr hrs

This course introduces students to the practical aspects of school administration. Emphasis is placed on the application of skills related to the school principalship.

**EAS 595 - Topics in Educational Administration and Supervision**  
1-3 cr hrs

This course will address a topic of interest enriching the existing course offerings and expanding student learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

**EAS 611 - School Assessment and Evaluation** 3 cr hrs

This course focuses on the process of school improvement planning. Emphasis will be placed on setting a strategic direction for school improvement, organizational alignment, data collection and analysis, and an investigation of school reform models. Ed.S. core requirement; prerequisite: EAS 652.

**EAS 631-Planning and Maintenance of Educational Facilities** 3 cr hrs

This course introduces planning, construction, operation, and maintenance of educational facilities. Topics include assessment of facility needs, site selection, educational facility planning, selection of the architect, construction supervision, furnishing and equipping the facility, and facility maintenance and operation. This course is offered only by special request and as approved by the Dean of the School of Education.

**EAS 652 - Leadership for Educational Programs** 3 cr hrs

This course focuses on leadership, the change process, and strengthening and maintaining interpersonal relationships to provide a foundation for improvement in educational programs. Ed.S. core requirement.

**EAS 680 - Learning to Lead I** 3 cr hrs

This course focuses on leadership self-assessment using Bennis & Goldsmith's text. Students engage in a series of collaborative studies, activities and reflections designed to develop leadership potential. Ed.S. students only. Pass/Fail grade.

**EAS 681 - Learning to Lead II** 3 cr hrs

This course focuses on a broad understanding of current literature related to leadership and ISLLC standards. Students individually apply knowledge by responding to selected literature and case studies. Ed.S. students only. Pass/Fail grade.

**EAS 695 - Topics in Educational Administration and Supervision**

1-3 cr hrs

This course will address a topic of interest enriching the existing course offerings and expanding student learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required.

### English

**ENGL 530 - Appalachian Literature** 3 cr hrs

A survey of poetry, fiction and films of the Southern Appalachian region, emphasizing themes such as mountain stereotypes, violence, nature, education, industrialization, religion, out-migration, and family.

**ENGL 533 - Literary Periods** 3 cr hrs

A critical and historical survey of representative works and authors of a major literary period. Course may be repeated for credit with a different period heading.

**ENGL 543 - Literary Genres** 3 cr hrs

A study of a specified literary form: techniques, style, themes, problems. Close analysis of representative works of the designated genre and time with emphasis on both formal development and on the relationship of literary form to the dynamics of the time. Course may be repeated for additional credit with a different genre heading.

**ENGL 560 - The English Language** 3 cr hrs

Traces the history of the English Language, describes the major grammar systems, and defines and surveys the science of linguistics.

**ENGL 595 - Special Topic in English** 3 cr hrs

This course will address a topic of interest enriching the existing course offerings and expanding student learning and experiences. Topics will be developed by an assigned faculty member as approved by the Dean of the School of Education. The course will be offered as required..



## ADMINISTRATION

### Officers of the University

C. Warren Neel, Ph.D. .... Interim President  
Sherilyn R. Emberton, Ed.D. .... Provost and Vice President for Academic Affairs  
James Dawson, Ed.D. .... Chancellor-Harrogate  
Cynthia Cooke-Whitt, M.Ed. .... Vice President for University Advancement  
Randy Eldridge, M.B.A., CPA .... Vice President for Finance and Operations

Cindy Skaruppa, Ed.D. .... Vice President for Enrollment Management  
and Student Services  
Ray E. Stowers, D.O. .... Vice President and Dean, DeBusk College  
of Osteopathic Medicine

### Academic Officers

Fred Bedelle, Jr., Ed.D. .... Dean, Carter and Moyers School of Education  
Randy Evans, D.V.M. .... Dean, School of Allied Health Sciences  
Clayton Hess, Ph.D. .... Assistant Vice President for Academic Affairs-Planning and  
Accreditation  
Jack T. McCann, Ph.D. .... Dean, School of Business  
Mary Anne Modrcin, Ph.D., CNS, RN .... Dean, Caylor School of Nursing  
Evelyn G. Smith, M.S. .... Assistant Vice President for Academic Affairs-Academic  
Services  
Vacant Position .... Dean, Hamilton School of Arts and Sciences

## GRADUATE EDUCATION FACULTY

The following list reflects the full-time employees teaching in the graduate curriculum. The asterisk (\*) indicates full-time employees teaching part time in the graduate curriculum. The date following each name indicates the year of initial LMU faculty appointment.

**Judy Arnold, 1993** .... Professor of Graduate Education  
M.A., Ed.D., University of Tennessee-Knoxville  
**Fred Bedelle, Jr., 1989** .... Professor of Graduate Education  
Dean, Carter and Moyers School of Education  
M.S., Ed.D., University of Tennessee-Knoxville  
**David Berry, 2006** .... Assistant Professor of Graduate Education  
M.S., Ed.S., Ed.D., University of Tennessee-Knoxville

**Teresa Bicknell, 2003** ..... Assistant Professor of Graduate Education  
 Associate Dean, Carter and Moyers School of Education  
 M.A., Ed.S., Tennessee Technological University  
 Ed.D., Tennessee State University  
**David Burrell, 2005** ..... Assistant Professor of Graduate Education  
 M.A., Ed.D., East Tennessee State University  
**Walter R. Celusta, 2001** ..... Assistant Professor of Graduate Education  
 M.A., Austin Peay State University  
 Ed.D., University of Tennessee-Knoxville  
**Patricia Clark** ..... Assistant Professor of Graduate Education  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Helen Cole, 1995** ..... Professor of Graduate Education  
 Chair, Curriculum and Instruction Program  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Jerry W. Cole, 2001** ..... Associate Professor of Graduate Education  
 M.A., Ed.S., Ed.D., East Tennessee State University  
**Daniel N. DeBord,\* 1987** ..... Professor of English  
 M.F.A., University of Alabama  
 D.A., University of Mississippi  
**Jacques Debrot,\* 2004** ..... Assistant Professor of English  
 Chair, English Department  
 A.M., Ph.D., Harvard University  
**Gregory Duthey, 2005** ..... Assistant Professor of Graduate Education  
 M.S., Ph.D., University of Tennessee-Knoxville  
**Gary Dutton, 1995** ..... Professor of Graduate Education  
 Assistant Dean, Graduate Education Department  
 M.A., Tennessee Technological University  
 Ed.D., University of Tennessee-Knoxville  
**Sherilyn R. Emberton,\*2007** ..... Professor of Graduate Education  
 Provost/Vice President for Academic Affairs  
 B.S., M.Ed., Stephen F. Austin State University  
 Ed.D., Texas A&M University - Commerce  
**Connie England, 1998** ..... Professor of Graduate Education  
 M.S., Ph.D., University of Tennessee-Knoxville  
**Deborah Hayes** ..... Assistant Professor of Graduate Education  
 M.A., Tennessee Technological University  
 Ed.D., University of Tennessee-Knoxville  
**Reginald High** ..... Associate Professor of Graduate Education  
 M.A., Ed.S., Appalachian State University  
 Ed.D., University of Tennessee-Knoxville  
**Laura Hopfer, 2003** ..... Associate Professor of Graduate Education  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Kathy Hulley, 1999** ..... Professor of Graduate Education  
 M.Ed., University of Memphis  
 Ed.D., University of Mississippi

**Gordon Irwin, 1998** ..... Professor of Graduate Education  
 M.A., Middle Tennessee State University  
 Ed.D., University of Tennessee-Knoxville  
**Kevin Jones, 2008** ..... Associate Professor of Graduate Education  
 Director, Post Baccalaureate Licensure Program  
 M.A., Ph.D., Utah State University  
**Elizabeth Lemont, \* 1995** ..... Associate Professor of English  
 M.A., Clemson University  
 Ph.D., University of Tennessee-Knoxville  
**Buford McWright, 2008** ..... Associate Professor of Graduate Education  
 M.Ed., Ed.D., Texas A & M University  
**Joyce Mears, 1980** ..... Professor of Graduate Education  
 M.A., Vanderbilt University  
 Ed.D., University of Tennessee-Knoxville  
**Patricia Murphree, 2000** ..... Professor of Graduate Education  
 M.S., Radford University  
 Ed.D., University of Sarasota  
**Cynthia Norris, 2005** ..... Professor of Graduate Education  
 Director, Ed.D. Program  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Howard Norris, 1999** ..... Associate Professor of Graduate Education  
 M.A., Ed.D., University of Alabama  
**John O'Dell, 2004** ..... Assistant Professor of Graduate Education  
 Chair, Educational Administration and Supervision Program  
 M.S., Ed.S., East Tennessee State University  
 Ed.D., University of Tennessee-Knoxville  
**Gary Peevely, 2009** ..... Associate Professor of Graduate Education  
 M.A., Union College  
 Ed.D., University of Tennessee, Knoxville  
**Peggy Quarles, 2005** ..... Assistant Professor of Graduate Education  
 M.Ed., University of Georgia  
 Ed.S., West Georgia College  
 Ed.D., Argosy University  
**Talbot Rogers, \* 2002** ..... Assistant Professor of Education  
 M.S., Ph.D., University of Tennessee-Knoxville  
**William Russell, \*2006** ..... Assistant Professor of Education  
 M.Ed., West Georgia College  
 Ed.D., University of Georgia  
**Betty Standifer, 2004** ..... Assistant Professor of Graduate Education  
 M.Ed., West Georgia College  
 Ed.S., University of Tennessee-Knoxville  
 Ed.D., University of Sarasota

**Frances Swantic, 2000** ..... Professor of Graduate Education  
M.Ed., Georgia State University  
Ed.S., West Georgia College  
Ph.D., Georgia State University  
**Mark Andrew Tichon, 2008** ..... Assistant Professor of Education  
M.S., Georgia Southern University  
Ph.D., University of Tennessee-Knoxville  
**David Wetzel, 1999** ..... Associate Professor of Graduate Education  
M.A., Ed.D., East Tennessee State University  
**Dan Wilder, 2003** ..... Associate Professor of Graduate Education  
M.A., Ed.D., East Tennessee State University  
**Rush Winchester, 2003** ..... Assistant Professor of Graduate Education  
Chair, Counseling Program  
M.S., Ph.D., University of Tennessee-Knoxville

#### **ADJUNCT/PART-TIME FACULTY**

In an effort to enhance the graduate curriculum, it is the practice of the School of Education to employ credentialed practitioners.

**Michael Belcher** ..... Lecturer in Graduate Education  
Supervisor, Hancock County Schools  
M.S., Ed.D., East Tennessee State University  
**Brian Bell** ..... Lecturer in Graduate Education  
Supervisor, Blount County Schools  
M.Ed., Lincoln Memorial University  
Ed.D., Trevecca Nazarene University  
**Sandra Birchfield** ..... Lecturer in Graduate Education  
Retired Principal, Wise County, VA  
M.Ed., Union College  
Ed.D., East Tennessee State University  
**Martha Jean Bratton** ..... Lecturer in Graduate Education  
Retired Principal, Knox County Schools  
M.S., Ed.D., University of Tennessee-Knoxville  
**William Burris** ..... Lecturer in Graduate Education  
Retired Assistant Superintendent, Oak Ridge City Schools  
M.S., Ed.D., University of Tennessee-Knoxville  
**Margle Carico** ..... Lecturer in Graduate Education  
Supervisor, Blount County Schools  
M.S., Ed.D., University of Tennessee-Knoxville  
**Clarence Edwin Cherry** ..... Lecturer in Graduate Education  
Retired Education Instructor and Rehabilitation Services Coordinator  
M.S., Ed.D., University of Tennessee-Knoxville

**Joel David Effler** ..... Lecturer in Graduate Education  
 Retired School Psychologist, Blount County Schools  
 M.A., Appalachian State University  
 Ph.D., University of Tennessee-Knoxville

**Charles Hubbard** ..... Lecturer in Graduate Education  
 Professor of History and the Abraham Lincoln Historian  
 M.A., Middle Tennessee State University  
 Ph.D., University of Tennessee-Knoxville

**Eugene Johnson, Jr.** ..... Lecturer in Graduate Education  
 Assistant Director of Schools, Sullivan County  
 M.A., Ed.D. East Tennessee State University

**Brenda Karns** ..... Lecturer in Graduate Education  
 Clinician, Cherokee Health Systems  
 M.A., Western Kentucky University  
 M.S., Oklahoma State University  
 Ph.D., Texas Woman's University

**Deborah F. Morelock** ..... Lecturer in Graduate Education  
 Principal, Elementary School, Sullivan County  
 M.A., Ed.D., East Tennessee State University

**Mary E. Rouse** ..... Lecturer in Graduate Education  
 Principal, Elementary School, Sullivan County  
 M.A., Ed.D., East Tennessee State University

**David White** ..... Lecturer in Graduate Education  
 Pupil Personnel, Knox County Schools  
 M.A., East Tennessee State University  
 Ph.D., University of Tennessee-Knoxville

**Donna Wright** ..... Lecturer in Graduate Education  
 Assistant Superintendent for Instruction, Knox County Schools  
 M.S., Ed.D., University of Tennessee-Knoxville

**Tracy L. Zaparanick** ..... Lecturer in Graduate Education  
 Employee Assistance Program Counselor, Knoxville, TN  
 M.S.W., Ph.D., University of Tennessee-Knoxville

**Lincoln Memorial University**  
**6965 Cumberland Gap Parkway**  
**Harrogate, TN 37752**  
**1-800-325-0900**

**[www.lmunet.edu](http://www.lmunet.edu)**

# LINCOLN MEMORIAL UNIVERSITY MASTER OF SCIENCE IN NURSING CATALOG 2009-2010

Harrogate, Tennessee  
August 2009  
www.lmunet.edu

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

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

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

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

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

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

## ACCREDITATION

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

Individual program accreditation has been granted by:

- 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

### **NURSING PROGRAM ACCREDITATION/APPROVALS**

Nursing program accreditation has been granted by the National League for Nursing Accrediting Commission (NLNAC). The Associate of Science in Nursing (A.S.N.) and the Registered Nurse (RN) to Bachelor of Science in Nursing (B.S.N) programs at LMU are fully accredited by NLNAC. The Master of Science in Nursing (M.S.N.) degree program has received accreditation from NLNAC. Additionally the Nurse Anesthesia Concentration has been accredited by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs. Contact the NLNAC at 3343 Peachtree Road NE, Suite 500, Atlanta, Georgia 30326 or call 404.975.5000 for questions about the accreditation of Lincoln Memorial University. Contact the COA at 222 S. Prospect Avenue, Park Ridge, IL 60068 or call 847-692-7050 for questions about the accreditation of Lincoln Memorial University.

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

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

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

### **UNIVERSITY MEMBERSHIPS**

Abraham Lincoln Association  
American Association of Colleges of Nursing Education  
American Association for Higher Education  
American Association of Museums  
American Association for State and Local History  
The American Council on Education  
American Library Association  
American Universities in Russia, Ukraine  
Appalachian College Association  
Appalachian College Association Learning Asset Management Project  
Appalachian Consortium  
Appalachian Osteopathic Postgraduate Training Institute Consortium  
Association to Advance Collegiate Schools of Business  
Association of College and Research Libraries  
Association of College and University Museums and Galleries  
Association of Governing Boards of Universities and Colleges  
Association of Independent Liberal Arts Colleges for Teacher Education  
Association for Supervision and Curriculum Development  
Civil War Courier  
College and University Professional Association for Human Resources (National)  
College and University Professional Association for Human Resources (Tennessee)  
The College Board  
Consortium for the Advancement of Private Higher Education  
Council for Adult and Experiential Learning  
The Council for the Advancement and Support of Education  
Council for Higher Education Accreditation  
Council of Graduate Schools  
Council of Independent Colleges  
Council on Undergraduate Research  
East Tennessee College Alliance  
East Tennessee Historical Society  
The Foundation for Independent Higher Education  
International Alliance for Higher Education  
International University and Business Consortium  
Kentucky Civil War Roundtable  
Kentucky Association of Museums  
The Lincoln Group  
Medical Library Association  
Museum Store Association  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities



National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association  
National Council of Educational Opportunity Associations  
National League for Nursing Council of Associate Degree Programs  
National League for Nursing Council of Baccalaureate and Higher Degree Programs  
National Organization of Nurse Practitioner Faculty  
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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***Letter from the Dean:***

Dear Students, Friends and Colleagues:

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

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

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

I welcome you and wish you every success.

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

## **MISSION AND PURPOSE OF THE UNIVERSITY**

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

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

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

*Approved by the Board of Trustees May 5, 2006*

## **THE CAYLOR SCHOOL OF NURSING MISSION STATEMENT**

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

## **INSTITUTIONAL GOALS**

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

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

- career goals are encouraged. The University seeks to develop students' potential in a supportive environment while challenging them to grow intellectually and personally.
12. Provide high quality educational opportunities through selected undergraduate and graduate degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

## **THE CAYLOR SCHOOL OF NURSING**

### **PURPOSE**

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

### **VISION**

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

### **MISSION**

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

### **PHILOSOPHY**

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

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

The Faculty acknowledge the A.S.N. graduate's focus is care of persons with adaptive and/or ineffective health responses, whereas, the B.S.N. graduate's focus is care of persons, groups, communities, and society with adaptive and/or ineffective health responses. Graduate education will prepare nurses to assume advanced practice roles including: practitioner, educator, researcher, advocate, consultant/collaborator, manager, and leader. Additionally, we agree that both undergraduate and graduate nursing education must be consistent with nationally recognized competencies and standards, including the APRN Consensus Model for Advanced Practice.

The Roy Adaptation Model of Nursing (Roy & Andrews, 1999) serves, along with national standards and guidelines, as a comprehensive framework for the curriculum of the ASN and BSN programs. The Roy model also provides, to a lesser extent, a conceptual basis for the masters program. The graduate program relies heavily upon national standards, competencies and guidelines to direct the curriculum and provides the student with a comprehensive appraisal of multiple theoretical frameworks from which they may draw in their personal professional practice.

Fundamental to the Roy Adaptation Model "is the goal of enhancing life processes through adaptation" with adaptation viewed "as the process and outcome whereby thinking and feeling persons, as individual or in groups, use conscious awareness and choice to create human and environmental integration" (Roy & Andrews, p. 32-3).

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

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

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

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

Revised 7/17/09

## **PROGRAM OUTCOMES**

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

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

## Academic Calendar 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

### Fall Semester 2009

Freshman Adventure .....	August 15
Matriculation Ceremony (11:00 a.m.) .....	August 15
Residence halls open (8:00 a.m.) .....	August 16
Registration/New Student Continuing Orientation .....	August 17
Classes begin .....	August 18
Last day to complete registration/add classes .....	August 26
Labor Day (no classes, residence halls remain open) .....	September 7
Convocation (9:30 a.m. in session classes & resident students) .....	September 15
Last day to drop course without "WD" .....	October 7
Homecoming (classes held as scheduled) .....	October 9-11
Mid-term .....	October 12-16
DCOM White Coat Ceremony .....	October 17
Fall Break .....	October 19-20
Last day to drop course without "F" .....	October 23
Early registration begins .....	October 26
Thanksgiving holiday (no classes) .....	November 26-27
Classes end .....	December 4
Final exams .....	December 7-11
Commencement (11:00 a.m.) .....	December 12
Residence halls close (2:00 p.m.) .....	December 12

### Spring Semester 2010

Residence halls open (8:00 a.m.) .....	January 3
Registration and New Student Orientation .....	January 4
Classes begin .....	January 5
Last day to complete registration/add classes .....	January 13
Martin Luther King Day (no classes) .....	January 18
Convocation (9:30 a.m. in session classes & resident students) .....	February 2
Lincoln Day/Founders Day (special activities) .....	February 12
Last day to drop course without "WD" .....	February 19
Mid-term .....	February 22-26
Last day to drop course without "F" .....	March 10
Residence halls close (5:00 p.m.) .....	March 12
Spring break (no classes) .....	March 15-19
Residence halls open (1:00 p.m.) .....	March 21
Early registration begins .....	March 29
Good Friday (no classes) .....	April 2
Classes end .....	April 23
Final exams .....	April 26 - 30
Commencement (11:00 a.m.) .....	May 1
Residence halls close (2:00 p.m.) .....	May 1

Mini-Term 2010 ..... May 3-21

### 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



## ACADEMIC INFORMATION

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

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

### Official Academic Records

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

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of Lincoln Memorial University coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed and degree conferred

Instructors report final grades to the Registrar at the end of the course. Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Registrar's Office before the week of final exams.

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

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

### Tuition and Fees

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 2009:

#### *FNP Concentration*

FNP Concentration rate: \$550 per semester hour.

#### *NA Concentration*

NA Concentration rate: \$7,395 per semester.

#### Additional fees:

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
Technology Fee	\$250

Student Health Insurance\*\* See LMU Website for Rates

\*\*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).

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

Failure to pay tuition and fees may lead to professional collection agency efforts to enforce payment. In such cases the student is responsible for ALL collection costs and expenses incurred by the University, including reasonable attorney fees.

### Payment Plan Options

Lincoln Memorial University provides a \*tuition payment option to degree seeking graduate students completing a Master's degree in Education, Nursing, Physician Assistant or Business and Educational Specialist degree. Advantages include:

1. No interest charges
2. \$65 annual plan enrollment fee/ \$45 semester plan enrollment fee
3. Life insurance is included at no additional cost
4. Easy monthly payments deducted directly from your checking or savings account, credit card, cash or by mailing a check

### Options Available

(M.Ed./Post-Bac) \$330/credit hour

(MBA) \$350/credit hour

(MSN - FNP) \$550/credit hour *or* (MSN – NA) \$7,395.00/semester

### Annual Plan

1. 10, 9, 8 consecutive payments (tuition rate x number of hours for fall & spring semesters divided by 10, 9, 8). For the 10 month plan payments begin July 15, 9 month plan August 15, and 8 month plan September 15

### Semester Plan

2. 5, 4, or 3 consecutive payments (tuition rate x number of hours for one semester only divided by 5, 4 or 3). For the 5 month plan payments begin July 15, 4 month plan August 15, and 3 month plan September 15

\*The payment plan covers TUITION ONLY-additional fees are due at registration. (Example: books, graduation fee, etc.)

\*\*Visit our web link for more information or to enroll at: [www.afford.com/lmunet](http://www.afford.com/lmunet)

\*\*\*THE STUDENT ACCOUNT AND ANY ADDITIONAL FEES MUST BE PAID IN FULL PRIOR TO RECEIVING A TRANSCRIPT OF COMPLETION OF DEGREE REQUIREMENTS.

## GRADUATE TUITION INFORMATION SHEET

1. Correspondence address: **INCLUDE YOUR STUDENT ID NUMBER WITH YOUR INQUIRY**

**ATTN: Jill Neeley, Director of Student Accounts**

Lincoln Memorial University, Finance Office

6965 Cumberland Gap Pkwy., Box 2003

Harrogate, TN 37752-2003

(423)869-6282, 1-800-325-0900, ext. 6282 or [jill.neeley@lmunet.edu](mailto:jill.neeley@lmunet.edu)

2. When enrolling in the payment plan the enrollment fee is due at REGISTRATION, with the next payment due on the 15<sup>th</sup> of each month and thereafter according to which plan is chosen. The remaining payments will be billed monthly and may be drafted from your bank account, credit card, by cash or by mailing a check.

3. The full graduate program amount is not charged immediately to your account. Tuition is charged to your account **ONLY** as you register for classes.

4. Statements for students on the payment plan are provided for verification of payment and historical purposes only. The account balance WILL NOT reflect your total balance since tuition is charged only as you register for classes.

5. The payment plan provides for tuition only; additional fees are due at time of registration.

6. The student must be **CURRENT** with payments to receive grades or be eligible for registration. A student must have a zero balance to receive a transcript or be eligible for commencement.

7. Current credit/refund schedules apply to any student withdrawing from the University or ceasing to attend classes. **You may lose a portion or ALL of your tuition payment if dropping a class or withdrawing.**
8. Students selecting a Stafford loan should contact the Financial Aid Office for further information at [finaid@lmunet.edu](mailto:finaid@lmunet.edu). Remember, your program **MAY REQUIRE YOU TO APPLY SEPARATELY** for the summer term if additional funds are needed and not already listed on the LMU award letter. Please be sure to complete all necessary steps for your Stafford loan – sign and return a copy of the award letter accepting your loan, choose a lender, complete entrance counseling, and sign a Master Promissory Note. Your loan funds will not come in until all these steps are completed.
9. A 1098-T tax form will be forwarded with tuition costs only indicated for the terms attended during the calendar year. **Contact your tax advisor regarding tax deductions.**
10. If two consecutive payments are missed with Tuition Management Systems they will cancel your payment plan at which time your account balance will come due in full.
11. If a payment with Tuition Management Systems is late your account with them will be charged \$30 per month.
12. Please be sure to check your LMU e-mail account frequently as this is our primary form of communication to you regarding all student account information. If you have problems with your LMU e-mail account please contact the IS Help Desk at 423-869-7411.

#### **Change of Schedule (Add/Drop)**

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

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

- Last day to drop without “WD” - If the course is dropped before that date, the course will not appear on the transcript; if the course is dropped after that date, the course will appear on the transcript with a notation of WD (for “Withdrew”).
- Last day to drop without “F” - If the course is dropped after that date, the course will appear on the transcript with the grade “F”.

#### **Withdrawal from the University**

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

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

1. Refunds for tuition and fees are credited to the student’s account according to the refund schedule.
2. Housing and meal fees are credited to the student’s account according to the refund schedule.
3. Financial Aid will be prorated to the student according to the university’s refund schedule. Withdrawal after the refund period means that the student will have used an entire semester’s eligibility of aid.
4. The balance of the student’s account with the Finance Office will be credited or billed to the student as appropriate.

5. Once the student has completed registration, i.e., turned in the registration to the Finance Office, the student is liable for all registration fees even though he/she did not attend classes, unless the withdrawal process has been completed.

### Refund Policies

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or 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.

### Change of Name or Address

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

### Library Services

Carnegie-Vincent Library links to self-paced, web-based tutorials to introduce all Lincoln Memorial University students, faculty and staff to important research concepts and how to use library resources. They can be accessed at <http://library.lmunet.edu/tutorials/research-process>. The Library will be developing new tutorials for using the Library's resources in the near future. The library is currently creating an updated self-paced, Web-based tutorial to introduce nursing students, staff and faculty to important research concepts and how to use electronic nursing resources; when complete, it and other librarian-created tutorials and links to provider-created tutorials will be accessible at <http://library.lmunet.edu/medlib/tutorials>. The Carnegie-Vincent Library Web site can be found at <http://library.lmunet.edu>. The Lon and Elizabeth Parr Reed Medical and Allied Health Library, which is housed within the Carnegie-Vincent Library, maintains a Web site that provides students with access to the medical and allied health electronic resources and interactive websites that enhance learning; the website can be found at <http://library.lmunet.edu/medlib>. For further assistance, call 1-800-325-0900, ext. 7079 or send an e-mail to [library@lmunet.edu](mailto:library@lmunet.edu).

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

- Academic Search Premier—Provides full-text access to more than 4,600 journals, including more than 3,900 peer-reviewed titles; indexes and abstracts over 8,450 titles total; full-text back files to 1975 or further are available for well over 100 journals; includes 271 nursing periodicals.
- CINAHL with Full Text—Cumulative Index of Nursing and Allied Health Literature with Full Text: Indexes over 2,900 nursing and allied health journals; provides full-text access to more than 600 nursing and allied health journals; full-text coverage dates back to 1981; includes 1,338 nursing periodicals.
- Health & Wellness Resource Center - This database is a user-friendly great place for consumers to start researching health topics. It provides full-text access to health-related magazines, journals, pamphlets, newspapers, encyclopedias,

videos, and even websites. Nursing students can find information for patient handouts and refer their patients to it for research.

- Health Reference Center Academic - This database provides full-text access to respected nursing, allied health and medical journals; consumer health magazines; newsletters; pamphlets; newspaper articles; topical overviews; and reference books. Many images are also included. Includes 196 nursing periodicals.
- Health Source: Consumer Edition - Offers full-text access to 80 consumer health periodicals. Also included is full-text access for more than 1,000 health-related pamphlets and more than 130 health reference books. Also contains more than 4,500 Clinical Reference Systems reports (in English and Spanish); *Lexi-PAL Drug Guide*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names; and *Merriam-Webster's Medical Desk Dictionary*. Nursing students can find information for patient handouts and refer their patients to it for research.
- Health Source: Nursing/Academic Edition--Provides full-text access to nearly 550 scholarly journals; indexes over 850 journals. Also features the *Lexi-PAL Drug Guide*, which covers 1,300 generic drug patient education sheets with more than 4,700 brand names. Includes 170 nursing periodicals.
- Lexi- Comp ONLINE - Includes non-biased information on drugs and natural products as well as medical calculations, a drug ID component, an interactions component, I.V. compatibility information, FDA special alerts, updates on medical safety issues, and more
- Piper Online Catalog: Includes records for print and electronic books, audiovisual materials, and ephemera; includes over 1,000 records for nursing materials
- ProQuest Health & Medical Complete – Indexes and abstracts over 1,500 publications; provides full-text access to 1,250 publications and of these, over 900 include MEDLINE indexing. Includes 124 nursing journals. Includes 92 nursing periodicals.
- PsycINFO from the American Psychological Association (APA) is an abstract database that contains more than 2.7 million citations and summaries of scholarly journal articles, book chapters, books, and dissertations, all in psychology and related disciplines; includes “comprehensive” coverage of more than 1,500 titles
- PubMed--PubMed is a service of the National Library of Medicine that includes over 18 million citations from MEDLINE and other life science journals for biomedical articles back to 1948
- STAT!Ref Medical—Includes thirty-four full-text electronic books; also includes *Stedman's Medical Dictionary*; also includes MedCalc 3000, which includes a unit & dose converter, medical equations, decision trees, clinical criteria, and other tools. Includes *The 5-Minute Clinical Consult 2008*, *Harrison's Principles of Internal Medicine, Red Book: 2006 Report of the Committee on Infectious Diseases*, and more.
- STAT!Ref Nursing—Includes fourteen full-text electronic books; also includes *Stedman's Medical Dictionary*; also includes MedCalc 3000, which includes a unit & dose converter, medical equations, decision trees, clinical criteria, and other tools
- Thieme ElectronicBook Library—Includes thirty-nine electronic books. Includes the popular Flexibook Atlases and Textbooks Series, a trusted review and reference collection.
- UpToDate – This is an evidence-based resource with over 70,000 pages of original, peer-reviewed text to allow practitioners to keep current with new clinical developments, be more confident in diagnosis and treatment decisions and answer clinical questions more efficiently; offers comprehensive information in the specialties of adult primary care and internal medicine, cardiovascular medicine, critical care, endocrinology and diabetes, family medicine, gastroenterology and hepatology, gynecology, hematology, infectious diseases, nephrology and hypertension, neurology, obstetrics, oncology, pediatrics, pulmonology, rheumatology, sleep medicine, women's health

In addition to these extensive electronic databases, the library maintains collections of electronic books from netLibrary and other providers that include over 85,000 titles. As included in the list above, the library has two consumer health databases, Health Source: Consumer Edition and Health and Wellness Resource Center, that nursing students can use to compile information for patients; since one of the databases, Health and Wellness Resource Center, is freely available through public libraries in Tennessee, nursing students can refer patients to this source for consumer health information and informative videos. Electronic databases and electronic books may be accessed by all faculty, staff and students at campus and off-campus sites. The library and Nursing faculty members collaborate to integrate library resources into the curriculum of the program. The Library updates the nursing collection annually, purchasing new editions of existing books. The Library Director serves on the Library and Learning Resources Committee and Academic Council, as well as numerous other academic committees to ensure that the library collection is closely aligned with the University's academic programs.

#### **WebAdvisor**

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account and Financial Aid. The student's account with the Finance Office must be paid in

full and Perkins student loans must be in a current non-defaulted status in order for the student to 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.

#### **Time Restrictions/Limitations**

All requirements for graduate degrees must be completed in no less than one (1) year and within seven (7) years of initial graduate enrollment. Any exception to this policy requires approval of the Academic Council and the Dean of the Caylor School of Nursing.

#### **Applicable Catalog**

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

#### **Residency Requirement**

There is no residency requirement for the graduate degrees.

#### **Family Educational Rights and Privacy Act (FERPA)**

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

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

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

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

Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's Office and the Office of the Registrar.

#### **Students with Disabilities**

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

#### **Criminal Background Check Policy**

If a student is assigned for clinical experiences/practicum at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. Students are allowed in the facility at the clinical affiliates, other affiliate agency, organization, or school's discretion. If the agency denies

the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

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

### **Transfer of Graduate Credit**

Up to six (6) hours may be transferred in to the M.S.N. program from accredited institutions offering the graduate degree. Transferred courses must have been taken for graduate credit and must not have been applied towards a previous degree. All transferred course work must carry a grade of "B" or better. No course credit earned more than five years ago can be transferred. All transfer credit into the M.S.N. program must be approved by both the Chair, M.S.N. Program, and the Dean of the Caylor School of Nursing. If the student proposes to replace a required nursing course with transferred credit, the student must submit a course syllabus and provide transcript evidence of having attained a "B" or better in the course. Course equivalency will be evaluated by the faculty currently teaching the LMU version of the course. The designated faculty member will make a recommendation to the Chair, M.S.N. Program, regarding substitution.

### **Grading System**

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

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

### **Incompletes**

A grade of Incomplete ("I") may be given in circumstances where the student has successfully completed the majority of the coursework and the instructor determines that exceptional circumstances warrant extending the time for the student to complete the course work. In order to receive an Incomplete, the student and course instructor must negotiate a contract containing a timeline specifying the date(s) by which the remaining coursework will be completed (including any clinical hours), and specifying the written assignments or examinations to be completed. The form for documenting a contract for an Incomplete is in the *LMU Graduate Nursing Student Handbook*. It is the responsibility of the student to monitor progress towards completion of the contract to remove the Incomplete and to arrange for make-up exams, labs, or clinical hours.

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

### **Academic Grievance Procedure**

If a problem should arise involving the course, clinical, or campus lab, the student should first consult the faculty member involved. If the problem is not resolved, the student should next contact the Course Coordinator and/or Site Coordinator, then the appropriate Program Chair, Student Appeals Review Committee, followed by the Dean of the Caylor School of Nursing, and finally the Vice-President for Academic Affairs.

Each student has recourse to appeal any decision made by the faculty of the Caylor School of Nursing regarding evaluations or committee decisions. The student should initiate the appeal process by completing the required form within one week of the incident.

**If there are any conflicts of departmental or school policy with university policy then university policy supersedes.**

### **Academic Honesty**

It is the aim of the faculty of LMU to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension.

**Cheating:** LMU prohibits dishonesty of any kind on examinations or written assignments. These include: 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 entering any campus office without permission. Violations will subject the student to disciplinary action.

**Plagiarism:** LMU prohibits offering the work of another as one's own without proper acknowledgement. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports, or other writings of a fellow student has committed plagiarism. Some departments or schools maintain additional rules regarding plagiarism and students should become familiar with those policies.

#### **Certification of Authorship**

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

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

*Student's Signature \_\_\_\_\_ Date \_\_\_\_\_*

#### **Orientation/Advisement**

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

### **GENERAL ADMISSION REQUIREMENTS**

#### **Categories of Enrollment in Graduate Nursing Classes**

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

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

Non-degree M.S.N. student status does not guarantee admission to the graduate school of nursing. Non-degree M.S.N. students later wishing to enter the program must then apply as degree-seeking students. The applicant must then follow the process outlined for regular graduate student status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought and the approved program of study (refer to the "program of study" section in this catalog).

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

#### **Candidacy Committee for MSN Students**

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



### **Comprehensive Examination (Non-thesis graduate degree)**

The MSN program has been designed as a non-thesis option master's degree. Graduate nursing students including post-master's certificate students must pass a comprehensive final examination as part of program degree requirements.

### **Comprehensive Examination Policy**

By the third class period during the last semester, the student must submit his/her "Arrangement for Comprehensive Examination" form (see LMU Graduate Nursing Student Handbook). Successful completion of the MSN comprehensive examination demonstrates the student's ability to synthesize knowledge from the core courses and the concentration courses to devise a sound, holistic and evidence-based plan of care consistent with the standards and scope of practice for advanced nursing practice. The written comprehensive examination will validate student knowledge in the areas of research, nursing theory, professional practice and role issues, and primary care (inclusive of pathophysiology and pharmacology). The written comprehensive examination will be administered during the final semester of study. The student must have submitted both an "Admission to Candidacy" form and an "Arrangement for Comprehensive Examination" form, must be in good standing (not on academic probation), and must have completed or be currently enrolled in the coursework required to complete the program of study. The dates for the comprehensive examination will be announced at the beginning of the final semester.

Please note the following:

The comprehensive final exam consists of take-home and timed, in-class questions.

- Students will receive selected examination questions that must be completed over a two week period as designated by the graduate faculty.
- The examination must be submitted by 5 p.m. on the due date. Students may not submit their exam electronically. Each student must attach a signed honor statement with this part of the comprehensive exam.
  - The timed, in-class portion of the comprehensive exam will be a paper exam. All master candidates complete this portion of the exam on an assigned date.
- Except for highly unusual circumstances, students who fail to submit by the deadline will fail the exam. They may register for independent study and repeat the exam in the following semester.
- Faculty will have a minimum of two (2) weeks to complete the grading process. The committee members will grade the examinations as Exemplary (exceeds expectations), Pass (meets expectations), Conditional (must schedule an oral examination) or Failed (did not meet expectations). Two members must agree for an Exemplary or Failed (F) designation to be assigned. A Conditional designation will be reserved for that situation in which at least one (1) of the readers has a specific concern about an omission or about a statement that needs further development or clarification.
- The student will be notified in writing of the results of the examination.
- In the event of a Conditional grade, the student will be informed regarding the concern which prompted the decision to require an oral examination. The oral examination will be scheduled within 10 days. The committee members will participate in the oral examination. The purpose of the oral exam is to allow the student to clarify the specific concern.
- After the student completes the oral defense of their question, he or she will be asked to step out of the room to allow the faculty to deliberate. The committee will invite the student back in to the room and advise him or her of the outcome. As a result, the comprehensive examination grade will be changed to either "Pass" or "Failed". A written confirmation of the decision will be mailed to the student and placed in the student's file.
- An F on the comprehensive examination will delay completion of the program. A student who fails the comprehensive exam may elect to enroll in a 3-credit hour independent study with an assigned faculty mentor to remediate identified deficiencies. The student has the opportunity to write one (1) additional written comprehensive examination. The earliest date to schedule a repeat attempt would be at the mid-term of the following semester. It must be scheduled within one (1) calendar year. If the student does not pass the second attempt or fails to schedule a repeat comprehensive exam within one calendar year, the student will be dropped from the program, will not graduate, and will not be certified as having completed the program.

### **EVALUATION METHODS**

Mastery of didactic content will be evaluated by a combination of in-class exams, on-line exams, application of content in graded case studies, oral and web-based presentations, as well as written papers and protocols. The combination of evaluative methods will vary from course to course and will be clearly explicated in each course syllabus. These evaluative strategies are designed to measure student attainment of course objectives. Criteria for evaluation of written assignments appear in the syllabus for each course.

Assignments will be returned to students in a timely fashion. Students will receive individualized feedback to facilitate improvement and progress. Each student's progress is reviewed periodically during and at the end of each semester. Evaluation is based on the student's performance on examinations and other assignments, and in the clinical setting or

laboratory. If a student's performance is judged to be borderline or failing during a course, the faculty member will discuss this with the student and advise the student regarding how to remedy the situation.

#### **Clinical Evaluation Methods**

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

#### **Course and Program Evaluation**

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

#### **Course Evaluation**

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

#### **Program Evaluation**

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

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

### **GRADUATE ASSISTANTSHIPS and TRAINEESHIPS**

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

#### **Graduate Assistantships**

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

To retain a graduate assistantship, the student is expected to perform well academically. Recipients of assistantships should meet with the supervising faculty person to develop a clear contract outlining the work to be done and identifying any need for in-service training. Thereafter, there should be regularly scheduled meetings to mentor and counsel the student and to evaluate the student's work. The graduate assistant is expected to meet the obligations of the assignment. The graduate assistant receives financial support for graduate study by contributing to the mission of the university. The totality of responsibility may be greater than that required of other students, but the opportunities for professional development also are greater for the graduate assistant.

#### **Traineeships**

Federally-funded traineeships are designed to help fund advanced nursing practice training in order to improve access to healthcare services for underserved populations. Individual funding is awarded based upon the intent of the student to serve in high priority areas. While there is no penalty if the student does not ultimately accept a position in an underserved area

upon graduation, priority for future funding of a program is somewhat dependent upon the program's track record of having produced traineeship graduates who accept employment in underserved areas. Graduate students who receive a federally funded traineeship must be in the last two semesters of their training program and be willing to provide LMU with employment information for three years after graduation. Federal traineeships do not require a work assignment during graduate school.

#### **Definitions and Tax Consequences**

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

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

#### **Application Process**

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

## FAMILY NURSE PRACTITIONER (FNP) CONCENTRATION

Lincoln Memorial University's M.S.N. degree program, Family Nurse Practitioner concentration, prepares nurses in an advanced practice role with competencies in family health promotion and culturally competent clinical management of common conditions across the life span. The seventeen month program requires 43 semester hours of graduate course work including 720 clinical hours. A written comprehensive exam will be required during the final semester. Students will also complete a directed scholarly project. A sample plan of full-time study is available in the *LMU Graduate Nursing Student Handbook*.

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

### \*Curriculum Plan For Full-Time FNP Students (one sample)\*

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

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

### Part-time Options

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

### \*Curriculum Plan For Part-Time FNP Students (one sample)\*

<b>Fall I</b>		
NURS 500	Nursing Science & Theoretical Foundations	3
NURS 510	Advanced Physiology & Pathophysiology	3
<b>Total</b>		<b>6</b>
<b>Spring I</b>		
NURS 540	Quantitative and Qualitative Methods for Nursing Research	3
NURS 550	Health Care Policies & Systems	3
<b>Total</b>		<b>6</b>
<b>Summer I</b>		
NURS 580	Advanced Nursing Professional & Practice Roles	2
<b>Total</b>		<b>2</b>
<b>Fall II</b>		
NURS 520	Health Assessment For Advanced Practice	3
NURS 530	Advanced Pharmacology	3
<b>Total</b>		<b>6</b>

<b>Spring II</b>	
NURS 561 Family Nurse Practitioner I	6
<b>Total</b>	<b>6</b>
<b>Summer II</b>	
NURS 562 Family Nurse Practitioner II	7
<b>Total</b>	<b>7</b>
<b>Fall III</b>	
NURS 590 Directed Scholarly Project	2
NURS 563 Family Nurse Practitioner III	8
<b>Total</b>	<b>10</b>
<b>Total Program = 43 Credits</b>	

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

### ADMISSION TO THE FNP CONCENTRATION

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

Admission requirements include:

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

### Graduate Student Course Load

#### *FNP Concentration*

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

### Repeating Graduate Nursing Courses

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

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

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

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

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

**Repeating Other Graduate Courses**

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

**Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met. The following requirements must be met for earning the degree:

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

Effective Fall 2010, FNP concentration students will be required to take a certification review exam in their last semester prior to graduation. The FNP student is responsible for the associated costs/fees for this review course.

**IMPORTANT:**

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

## FNP POST-MASTER'S CERTIFICATE (PMC) OPTION

### Curriculum Plan for Post- Masters' FNP Concentration

Curriculum Plans for those with MSN degrees who are currently certified as an advanced practice nurse in a different specialty

The completion of clinical hours for the student seeking a post-master's certificate in the Family Nurse Practitioner Concentration can be distributed flexibly depending upon approved challenged hours and coursework, and as outlined in the individual student's gap analysis. Clinical evaluation process remains the same as outlined in the student handbook and catalogue.

#### Legend

\* Students will be required to take these courses if they have not taken them or if they are not currently certified as an advanced practice nurse.

\*\* All post-master's certificate students are required to take these courses

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

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

### ADMISSION TO THE FNP POST-MASTER'S CERTIFICATE

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

#### Requirements:

1. Graduation from an accredited master's nursing program with a master of science in nursing as an advanced practice nurse who has a national certification in an advanced practice area other than as a Family Nurse Practitioner (FNP).
2. A strong overall academic record with a cumulative average of "B" (3.0) or better.
3. Recommendations from nursing professionals who can rate the applicant's potential.
4. A three page letter to the Admissions Committee describing professional goals.
5. An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring areas.

#### Graduate coursework for those *with* certification in advanced practice other than as an FNP

Graduate coursework for those *with* certification in advanced practice other than as an FNP must have included: graduate level courses in pathophysiology, pharmacology, and health assessment. Courses may be waived only if the individual's transcript indicates that the required NP course or its equivalent has already been successfully completed. Nurse practitioners

expanding into the Family Nurse Practitioner area may challenge selected courses and experiences. Students can demonstrate competency in their specific specialty by successfully completing tests or scholarly projects within that specialty, and/or by demonstrating competency in the specialty clinical area as determined by the FNP graduate faculty. An individual area of Directed Study will be developed for the student within the required course(s). The area of directed study includes those competencies that must be completed in order to ensure that the competencies of the FNP program are mastered.

Post-master's certificate FNP students must complete a minimum of 18 credit hours and 600 clinical hours in order to establish competency as a Family Nurse Practitioner. All students will be assessed to determine that MSN core courses are on their official transcripts.

#### **Graduate coursework for those with MSN and no advanced practice certification**

Graduate coursework for those with MSN and no advanced practice certification must complete: graduate level courses in pathophysiology, pharmacology, and health assessment as a pre or co-requisite with Family Nurse Practitioner I NURS 561, Family Nurse Practitioner II NURS 562, and Family Nurse Practitioner III NURS 563. Post master's students who are not already NPs are required to complete a minimum of 720 supervised clinical hours. Other coursework that may be required at the master's level includes nursing science and theoretical foundations, nursing research, professional nursing roles or advanced health policy as determined by the FNP concentration director and department chair.

#### **Gap Analysis for Post-Master's FNP candidates**

Each student who is admitted as a candidate for a post master's certificate as an FNP will complete a Gap Analysis. Post masters' students must successfully attain graduate didactic objectives and clinical competencies of the MSN FNP concentration. A Gap Analysis for each student includes required courses in the FNP concentration and a list of completed courses from their official MSN transcript that satisfy the required courses in the FNP concentration. The waived and/or challenged course(s) or concentration area are described and listed in the Gap Analysis. A description is recorded of clinical hours and experiences needed to meet the required competencies for the FNP concentration. Analysis of completed coursework and clinical experiences are compared with the program requirements and national NP competencies necessary for certification in the FNP concentration

#### **Gap Analysis for Post-Master's FNP Student**

Name of Candidate \_\_\_\_\_

New National Certification Sought \_\_\_\_\_

NP Certification Previously Completed \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

**Instructions:** This student who is a nationally certified as an advanced practice nurse is seeking partial credit or waivers of coursework towards completion of a post-master's certificate in the practice area as a Family Nurse Practitioner.

Column 1: List of Required Courses for standard required program of study for preparation in the FNP concentration.

Column 2: List of Courses from Transcript that Satisfy Required Course listed in Column 1. Course lists from the student's transcript that will be used to waive courses from column 1.

Column 3: identified type and clinical hours and experiences needed to meet the required competencies for the FNP concentration. The student must meet the clinical course requirements of the program of study using both clinical course previously taken and indicated on the transcript and courses to be completed

Column 4: List all coursework to be completed for the certificate (all courses from column 1 not waived). This column, in combination with column 3, will constitute the student's individualized program of study.



List Required Courses for the FNP Concentration	List Courses from the Transcript That Satisfy Required Courses Listed in Column 1	Type and Number of Clinical Experiences Needed by Student	Coursework to be Completed by the Student for the Certificate

**Admission to Candidacy**

Students admitted to the post-master's FNP concentration program are advanced to candidacy status after completing 12 credit hours of required graduate credit in their program. A student must be admitted to candidacy before making arrangements to take the comprehensive examination. Please refer to **Comprehensive Examination** for all MSN students on page 27 of this catalog.

## NURSE ANESTHESIA CONCENTRATION

Lincoln Memorial University's Nurse Anesthesia concentration, prepares nurses in an advanced practice role with competencies in nurse anesthesia. The 28 month program requires 88 semester hours of graduate work including six (6) semesters of clinical practicum. A written comprehensive exam will be required during the final semester. Students will also complete a directed scholarly project. The full-time curriculum plan is listed below. The Nurse Anesthesia concentration does not offer a part-time curriculum plan.

<b>Curriculum Plan For Nurse Anesthesia Students</b> (28 month program plan, 7 Semesters)		
Course	Credit Hours	Credit Breakdown
<b><u>Fall I</u></b>		
NURS 500 Nursing Science & Theoretical Foundations	3	(3-0-0-3)
NURS 510 Advanced Physiology & Pathophysiology	3	(3-0-0-3)
NURS 520 Health Assessment For Advanced Practice	3	(3-0-0-3)
NURS 530 Advanced Pharmacology	3	(3-0-0-3)
NURS 581 Introduction to Nurse Anesthesia Principles	4	(4-0-0-4)
<b>Total</b>	<b>16</b>	
<b><u>Spring I</u></b>		
NURS 540 Quantitative and Qualitative Methods for Nursing Research	3	(3-0-0-3)
NURS 550 Health Care Policies & Systems	3	(3-0-0-3)
NURS 571 Nurse Anesthesia Advanced Practice I (Clinical)	5	(2-1-2-5)
NURS 580 Advanced Nursing Professional & Practice Roles	2	(2-0-0-2)
NURS 582 Advanced Nurse Anesthesia Principles I	4	(3-0-0-3)
<b>Total</b>	<b>16</b>	
<b><u>Summer I</u></b>		
NURS 511 Advanced Pathophysiology of Anesthesia I	3	(3-0-0-3)
NURS 572 Nurse Anesthesia Advanced Practice II (Clinical)	5	(2-1-2-5)
NURS 583 Biochemistry Concepts in Anesthesia	3	(3-0-0-3)
<b>Total</b>	<b>11</b>	
<b><u>Fall II</u></b>		
NURS 512 Advanced Pathophysiology of Anesthesia II	3	(3-0-0-3)
NURS 573 Nurse Anesthesia Advanced Practice III (Clinical)	5	(2-0-3-5)
NURS 584 Professional Aspects/Principles of Nurse Anesthesia	2	(2-0-0-2)
<b>Total</b>	<b>10</b>	
<b><u>Spring II</u></b>		
NURS 514 Advanced Pathophysiology of Anesthesia III	3	(3-0-0-3)
NURS 574 Nurse Anesthesia Advanced Practice IV (Clinical)	7	(2-0-5-7)
NURS 585 Anesthesia Research Principles and Methods	2	(2-0-0-2)
<b>Total</b>	<b>12</b>	
<b><u>Summer II</u></b>		
NURS 515 Advanced Pathophysiology of Anesthesia IV	3	(3-0-0-3)
NURS 575 Nurse Anesthesia Advanced Practice V (Clinical)	7	(2-0-5-7)
NURS 590 Directed Scholarly Project	2	(2-0-0-2)
<b>Total</b>	<b>12</b>	
<b><u>Fall III</u></b>		
NURS 576 Nurse Anesthesia Advanced Practice VI (Clinical)	8	(2-1-5-8)
NURS 586 Advanced Nurse Anesthesia Principles II (Review)	3	(3-0-0-3)
<b>Total</b>	<b>11</b>	
<b>Total Program = 88 credits</b>		

**Legend: (X-X-X-X)**

1st digit course didactic hours

2nd digit course lab hours at 2:1 ratio

3rd digit course clinical hours at 8:1 ratio

4th digit total course credit hours

### ADMISSION TO THE NA CONCENTRATION

Admission Requirements for the M.S.N. Nurse Anesthesia Concentration were developed to meet the *Standards for Accreditation of Nurse Anesthesia Educational Programs*. Requirements include:

- Graduation from an accredited baccalaureate nursing program.
- A strong overall academic record with a cumulative average of “B” (3.0) or better.
- Undergraduate coursework should have included: An introductory statistics course, a nursing research course, a health assessment course, and a basic computer course (or equivalents).
- Competitive GRE scores (A combined verbal and analytic score of 1000 is desirable).
- An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring states.
- A minimum of one year experience as a Registered Nurse in adult acute care as defined in the glossary of the COA’s *Standards for Accreditation of Nurse Anesthesia Educational Programs* (no exceptions).
- Minimum of three recommendations including one from faculty of the candidate’s baccalaureate nursing program or immediate supervisor in acute care and one from another professional in a related healthcare field (examples may include: Clinical Nurse Specialist RN, CRNA, Anesthesiologist, Surgeon, or Intensivist).
- Three page letter to the Nurse Anesthesia Concentration Admissions Committee describing professional goals.
- The M.S.N. Nurse Anesthesia Concentration is a full-time program. Students may only request full-time status.
- Basic Life Support, Advanced Cardiac Life support, and Pediatric Life Support must be current through December of year in which the application is submitted.
- Medical profile including immunizations record and urine drug screen completed no more than 90 days prior to enrollment in M.S.N. Nurse Anesthesia Concentration.

### Graduate Student Course Load

#### *NA Concentration*

The maximum load for a graduate nursing student is 16 credit hours during fall and spring semesters, three (3) semester hours during mini-terms, and 12 semester hours for the summer session. The minimum load for full-time status as a graduate student is nine (9) hours during fall and spring semesters, and six (6) hours during summer session. Students must petition the Dean to receive approval for any proposed overloads.

### Repeating Graduate Nursing Courses

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

Nurse Anesthesia students may not repeat any courses and may not progress to the next semester if less than a “B” (3.0) is earned in any course.

### Repeating Other Graduate Courses

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

### Graduation Requirements

No student will be allowed to participate in Commencement exercises until all degree requirements have been met. The following requirements must be met for earning the degree:

#### *NA Students:*

- Completion of the 88 credit hours specified in the approved Program of Study
- Completion of case requirements set by the Council of Accreditation of Nurse Anesthesia Educational Programs
- A minimum cumulative GPA of 3.0 (B)
- A passing score on the final comprehensive evaluation
- Payment of all fees

#### **IMPORTANT:**

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

## NURSE ANESTHESIA POST MASTER'S CERTIFICATE OPTION

### Curriculum Plan for Post- Masters' Nurse Anesthesia Concentration

**Curriculum Plans for those with MSN degrees who are currently certified as an advanced practice nurse in a different specialty**

The completion of the six semesters of nurse anesthesia clinical practicum for the student seeking a post-master's certificate in the Nurse Anesthesia concentration can be distributed flexibly depending upon approved challenged hours and coursework, and as outlined in the individual student's gap analysis. Clinical evaluation process remains the same as outlined in the student handbook and catalogue.

#### LEGEND FOR PMC-NA CURRICULUM PLAN

\* PMC-NA Students will be required to take these courses if they have not taken them or if they are not currently certified as a Nurse Practitioner

\*\*All PMC-NA students are required to take these courses

Curriculum Plan For Post Masters Certificate, Nurse Anesthesia Students (28 month program plan, 7 Semesters)			Initials indicates course to be taken by PMC-NA student
Course	Credit Hours	Credit Breakdown	PMC-NA student/NA Program Director Initials
<b>Fall I</b>			
NURS 500 Nursing Science & Theoretical Foundations	3	(3-0-0-3)	
*NURS 510 Advanced Physiology & Pathophysiology	3	(3-0-0-3)	
*NURS 520 Health Assessment For Advanced Practice	3	(3-0-0-3)	
*NURS 530 Advanced Pharmacology	3	(3-0-0-3)	
**NURS 581 Introduction to Nurse Anesthesia Principles	4	(4-0-0-4)	
<b>Total</b>	<b>16</b>		
<b>Spring I</b>			
NURS 540 Quantitative and Qualitative Methods for Nursing Research	3	(3-0-0-3)	
NURS 550 Health Care Policies & Systems	3	(3-0-0-3)	
**NURS 571 Nurse Anesthesia Advanced Practice I (Clinical)	5	(2-1-2-5)	
NURS 580 Advanced Nursing Professional & Practice Roles	2	(2-0-0-2)	
**NURS 582 Advanced Nurse Anesthesia Principles I	3	(3-0-0-3)	
<b>Total</b>	<b>16</b>		
<b>Summer I</b>			
**NURS 511 Advanced Pathophysiology of Anesthesia I	3	(3-0-0-3)	
**NURS 572 Nurse Anesthesia Advanced Practice II (Clinical)	5	(2-1-2-5)	
**NURS 583 Biochemistry Concepts in Anesthesia	3	(3-0-0-3)	
<b>Total</b>	<b>11</b>		

<b>Fall II</b>			
<b>**NURS 512</b> Advanced Pathophysiology of Anesthesia II	3	(3-0-0-3)	
<b>**NURS 573</b> Nurse Anesthesia Advanced Practice III (Clinical)	5	(2-0-3-5)	
<b>**NURS 584</b> Professional Aspects/Principles of Nurse Anesthesia	2	(2-0-0-2)	
<b>Total</b>	<b>10</b>		
<b>Spring II</b>			
<b>**NURS 514</b> Advanced Pathophysiology of Anesthesia III	3	(3-0-0-3)	
<b>**NURS 574</b> Nurse Anesthesia Advanced Practice IV (Clinical)	7	(2-0-5-7)	
<b>**NURS 585</b> Anesthesia Research Principles and Methods	2	(2-0-0-2)	
<b>Total</b>	<b>12</b>		
<b>Summer II</b>			
<b>**NURS 515</b> Advanced Pathophysiology of Anesthesia IV	3	(3-0-0-3)	
<b>**NURS 575</b> Nurse Anesthesia Advanced Practice V (Clinical)	7	(2-0-5-7)	
<b>**NURS 590</b> Directed Scholarly Project	2	(2-0-0-2)	
<b>Total</b>	<b>12</b>		
<b>Fall III</b>			
<b>**NURS 576</b> Nurse Anesthesia Advanced Practice VI (Clinical)	8	(2-1-5-8)	
<b>**NURS 586</b> Advanced Nurse Anesthesia Principles II (Review)	3	(3-0-0-3)	
<b>Total</b>	<b>11</b>		
<b>Total Program = 88 credits</b>			
<b>PMC-NA applicant signature</b> _____ Date _____			
<b>NA Program Director signature</b> _____ Date _____			

**Legend: (X-X-X-X)**

1st digit course didactic hours  
 2nd digit course lab hours at 2:1 ratio  
 3rd digit course clinical hours at 8:1 ratio  
 4th digit total course credit hours

**ADMISSION TO THE NA POST-MASTER'S CERTIFICATE**

Students may request full status only. Graduate nursing students must meet with their advisor to plan an individualized progression plan. This will help to ensure that course prerequisites will be incorporated into the plan (see *LMU Graduate Nursing Student Handbook*).

**Requirements:**

1. Graduation from an accredited master's nursing program with a master of science in nursing as an advanced practice nurse who has a national certification in an advanced practice area other than as a Certified Registered Nurse Anesthetist (CRNA).
2. A strong overall academic record with a cumulative average of "B" (3.0) or better.

3. Recommendations from nursing professionals and/or Anesthesiologists, Surgeons, or Intensivists who can rate the applicant's potential.
4. A three page letter to the Admissions Committee describing professional goals.
5. An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum may necessitate licensure in neighboring areas.

**Graduate coursework for those *with* certification in advanced practice other than as a CRNA**

Graduate coursework for those *with* certification in advanced practice other than as a CRNA must have included: graduate level courses in pathophysiology, pharmacology, and health assessment. Courses may be waived only if the individual's transcript indicates that the required APN course or its equivalent has already been successfully completed. Nurse practitioners expanding into the CRNA area may challenge selected courses and experiences. Students can demonstrate competency in their specific specialty by successfully completing tests or scholarly projects within that specialty, and/or by demonstrating competency in the specialty clinical area as determined by the Nurse Anesthesia graduate faculty. An individual area of Directed Study will be developed for the student within the required course(s). The area of directed study includes those competencies that must be completed in order to ensure that the competencies of the Nurse Anesthesia program are mastered.

Post-master's certificate Nurse Anesthesia students must complete all Nurse Anesthesia course and six semesters of clinical practicum in order to establish competency as a Nurse Anesthetist. All students will be assessed to determine that MSN core courses are on their official transcripts.

**Graduate coursework for those with MSN and no advanced practice certification**

Graduate coursework for those with MSN and no advanced practice certification must complete: graduate level courses in pathophysiology, pharmacology, and health assessment as a pre or co-requisite with NURS 581 Introduction to Nurse Anesthesia Principles, NURS 571 Nurse Anesthesia Advanced Practice I, and NURS 582 Advance Nurse Anesthesia Principles. All post master's Nurse Anesthesia students are required to complete six semesters of nurse anesthesia clinical practicum. Other coursework that may be required at the master's level includes nursing science and theoretical foundations, nursing research, professional nursing roles or advanced health policy as determined by the Nurse Anesthesia concentration director and department chair.

**Gap Analysis for Post-Master's Nurse Anesthesia candidates**

Each student who is admitted as a candidate for a post master's certificate as a Nurse Anesthetist will complete a Gap Analysis. Post masters' students must successfully attain graduate didactic objectives and clinical competencies of the MSN Nurse Anesthesia concentration. A Gap Analysis for each student includes required courses in the Nurse Anesthesia concentration and a list of completed courses from their official MSN transcript that satisfy the required courses in the Nurse Anesthesia concentration. The waived and/or challenged course(s) or concentration area are described and listed in the Gap Analysis. A description is recorded of clinical hours and experiences needed to meet the required competencies for the Nurse Anesthesia concentration.

Analysis of completed coursework and clinical experiences are compared with the program requirements and national Nurse Anesthesia competencies necessary for eligibility to take the National Board for Certification and Recertification of Nurse Anesthetists national certification exam.

**Gap Analysis for Post-Master's Nurse Anesthesia Student**

Name of Candidate \_\_\_\_\_

New National Certification Sought \_\_\_\_\_

APN Certification Previously Completed \_\_\_\_\_ School \_\_\_\_\_ Year \_\_\_\_\_

**Instructions:** This student who is a nationally certified as an advanced practice nurse is seeking partial credit or waivers of coursework towards completion of a post-master's certificate in the practice area as a Nurse Anesthetist.

Column 1: List of Required Courses for standard required program of study for preparation in the Nurse Anesthesia concentration.

Column 2: List of Courses from Transcript that Satisfy Required Course listed in Column 1. Course lists from the student's transcript that will be used to waive courses from column 1.

Column 3: identified type and clinical hours and experiences needed to meet the required competencies for the FNP concentration. The student must meet the clinical course requirements of the program of study using both clinical course previously taken and indicated on the transcript and courses to be completed

Column 4: List all coursework to be completed for the certificate (all courses from column 1 not waived). This column, in combination with column 3, will constitute the student's individualized program of study.

List Required Courses for the Nurse Anesthesia Concentration	List Courses from the Transcript That Satisfy Required Courses Listed in Column 1	Type and Number of Clinical Experiences Needed by Student	Coursework to be Completed by the Student for the Certificate

**Admission to Candidacy**

Students admitted to the post-master's NA concentration program are advanced to candidacy status after completing 12 credit hours of required graduate credit in their program. A student must be admitted to candidacy before making arrangements to take the comprehensive examination. Please refer to **Comprehensive Examination** for all MSN students on page 27 of this catalog.

## M.S.N. COURSE DESCRIPTIONS

### **NURS 500 - Nursing Science and Theoretical Foundations** 3 cr hrs

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

Prerequisite: Admission to the M.S.N. Program or permission from the Chair, M.S.N. program

### **NURS 510 - Advanced Physiology and Pathophysiology** 3 cr hrs

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

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

### **NURS 511 - Advanced Pathophysiology of Anesthesia I** 3 cr hrs

This course focuses on the pathophysiology and anesthesia considerations of altered health states. This rotation of the course will present the anesthesia considerations for pediatrics. Anesthetic techniques for pediatric individuals undergoing procedures requiring general anesthesia, regional anesthesia, and sedation will be presented. Other topics include anesthesia considerations for; congenital birth defects related conditions and procedures, induction techniques for pediatrics, and pharmacologic management in pediatrics.

Pre-requisites: All fall and spring 1<sup>st</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 572, NURS 583.

### **NURS 512 - Advanced Pathophysiology of Anesthesia II** 3 cr hrs

Builds upon Advanced Pathophysiology of Anesthesia I and focuses on the pathophysiology and anesthesia considerations of altered health states. This rotation of the course will present the anesthesia considerations of conditions related to the respiratory system, lung procedures, cardiovascular system, and heart related procedures. Airway management and pulmonary considerations for the anesthesia provider will be presented. Anesthesia considerations as applied to difficult airway management. Coronary artery by-pass graft surgery and cardiopulmonary bypass will be presented. Management of anesthetic considerations for those individuals ongoing heart surgery will be presented. Other topics will include: techniques for art line placement, monitoring techniques, pharmacologic considerations, central line placement, and pulmonary artery line placement and management.

Pre-requisites: All 1<sup>st</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 573, NURS 584.

### **NURS 514 - Advanced Pathophysiology of Anesthesia III** 3 cr hrs

This course builds upon Advanced Pathophysiology of Anesthesia II and focuses on the pathophysiology and anesthesia considerations of altered health states. This rotation of the course will present the anesthesia considerations of conditions related to regional anesthesia and obstetrics. Anesthesia techniques and considerations will be presented for regional anesthesia procedures. Local anesthetics for regional anesthesia and related pharmacology will be presented. Also presented during this rotation are the anesthesia considerations and management of pregnant individuals. Other topics include special monitoring and pharmacological issues, airway considerations for the obstetrical patient, emergency procedures in obstetrics, and fluid management in the pregnant and post-partum individuals.

Pre-requisites: All 1<sup>st</sup> year and fall semester 2<sup>nd</sup> year Nurse Anesthesia concentration course.

Co-requisites: NURS 574, NURS 585.

### **NURS 515 - Advanced Pathophysiology of Anesthesia IV** 3 cr hrs

Builds upon Advanced Pathophysiology of Anesthesia III and focuses on the pathophysiology and anesthesia considerations of altered health states. This rotation of the course will present the anesthesia considerations of conditions related to neuro procedures and neurological conditions. Anesthesia considerations will be presented during inter-cranial and extra-cranial surgical procedures. Airway considerations and protection during neuro cases will also



be presented. Other topics include pharmacological management, ventilation management, hemodynamic management, and specific monitoring for neuro procedures.

Pre-requisites: All 1<sup>st</sup> year, fall semester 2<sup>nd</sup> year and spring semester 2<sup>nd</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 575, NURS 590.

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

Credit Allocation: 2 credits lecture-1 credit practicum

Focus is on the development of advanced health assessment skills needed for delivery of primary care across the lifespan with consideration of cultural and rural health needs. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Additional domains of interest include: family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion.

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

**NURS 530 - Advanced Pharmacology 3 cr hrs**

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

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

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

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

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

**NURS 550 - Health Care Policies and Systems 3 cr hrs**

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

Prerequisite: Admission to the M.S.N. Program or permission from the Chair, M.S.N. program

**NURS 561 - FNP I: Culturally Congruent Care for Young, Middle, and Elderly Adults 6 cr hrs**

Credit Allocation 4 credits lecture-2 credits practicum

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

Prerequisites: NURS 500, 510, 520, 530

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

7 cr hrs

Credit Allocation: 3 credits lecture-4 credits practicum

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

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

**NURS 563 - FNP III: Culturally Congruent Care for Individuals and Families Across the Lifespan** 8 cr hrs

Credit Allocation: 2 credits lecture-6 credits practicum

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

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

**NURS 571 - Nurse Anesthesia Advanced Practice I (2-1-2-5)** 5 cr hrs

Anesthesia clinical practicum I in a series of VI clinical practicum courses. Clinical experiences are supervised, guided, and progressive management of the clinical aspects of individuals undergoing various types of anesthesia across the lifespan. A CRNA or Anesthesiologist who is immediately available supervises all nurse anesthesia students. Anesthesia experiences may include but are not limited to; general anesthesia, regional anesthesia, local anesthesia, sedation, anesthesia related procedures, and preoperative health assessment/interview. Clinical rotations may be conducted in but, are not limited to level I trauma centers, community facilities, rural facilities, physician offices, and Podiatrists offices. Students in this course will have 2 hours per week attending Anesthesia Morbidity and Mortality conference (1 hour) and Anesthesia Case Conference (1 hour), 2 hours per week instruction in the Anesthesia Simulation lab (2:1 ratio), and two 8 hours days per week in supervised clinical practice (8:1 ratio).

Pre-requisites: All fall semester 1<sup>st</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 540, NURS 580, NURS 550, NURS 582.

**NURS 572 - Nurse Anesthesia Advanced Practice II (2-1-2-5)** 5 cr hrs

Anesthesia clinical practicum II in a series of VI clinical practicum courses. Builds upon foundations in Nurse Anesthesia Advanced Practice I. Clinical experiences are supervised, guided, and progressive management of the clinical aspects of individuals undergoing various types of anesthesia across the lifespan. A CRNA or Anesthesiologist who is immediately available supervises all nurse anesthesia students. Anesthesia experiences may include but are not limited to; general anesthesia, regional anesthesia, local anesthesia, sedation, anesthesia related procedures, and preoperative health assessment/interview. Clinical rotations may be conducted in but, are not limited to level I trauma centers, community facilities, rural facilities, physician offices, and Podiatrists offices. Students in this course will have 2 hours per week attending Anesthesia Morbidity and Mortality conference (1 hour) and Anesthesia Case Conference (1 hour), 2 hours per week instruction in the Anesthesia Simulation lab (2:1 ratio), and two 8 hours days per week in supervised clinical practice (8:1 ratio).

**Pre-requisites:** All fall and spring semester 1<sup>st</sup> year Nurse Anesthesia concentration courses. **Co-requisites:** NURS 511, NURS 583.

**NURS 573 - Nurse Anesthesia Advanced Practice III (2-0-3-5) 5 cr hrs**

Anesthesia clinical practicum III in a series of VI clinical practicum courses. Builds upon foundations in Nurse Anesthesia Advanced Practice II. Clinical experiences are supervised, guided, and progressive management of the clinical aspects of individuals undergoing various types of anesthesia across the lifespan. A CRNA or Anesthesiologist who is immediately available supervises all nurse anesthesia students. Anesthesia experiences may include but are not limited to; general anesthesia, regional anesthesia, local anesthesia, sedation, anesthesia related procedures, and preoperative health assessment/interview. Clinical rotations may be conducted in but, are not limited to level I trauma centers, community facilities, rural facilities, physician offices, and Podiatrists offices. Students in this course will have 2 hours per week attending Anesthesia Morbidity and Mortality conference (1 hour) and Anesthesia Case Conference (1 hour), 0 hours per week instruction in the Anesthesia Simulation lab (2:1 ratio), and three 8 hours days per week in supervised clinical practice (8:1 ratio).

**Pre-requisites:** All 1<sup>st</sup> year Nurse Anesthesia concentration courses.

**Co-requisites:** NURS 512, NURS 584.

**NURS 574 - Nurse Anesthesia Advanced Practice IV (2-0-5-7) 7 cr hrs**

Anesthesia clinical practicum IV in a series of VI clinical practicum courses. Builds upon foundations in Nurse Anesthesia Advanced Practice III. Clinical experiences are supervised, guided, and progressive management of the clinical aspects of individuals undergoing various types of anesthesia across the lifespan. A CRNA or Anesthesiologist who is immediately available supervises all nurse anesthesia students. Anesthesia experiences may include but are not limited to; general anesthesia, regional anesthesia, local anesthesia, sedation, anesthesia related procedures, and preoperative health assessment/interview. Clinical rotations may be conducted in but, are not limited to level I trauma centers, community facilities, rural facilities, physician offices, and Podiatrists offices. Students in this course will have 2 hours per week attending Anesthesia Morbidity and Mortality conference (1 hour) and Anesthesia Case Conference (1 hour), 0 hours per week instruction in the Anesthesia Simulation lab (2:1 ratio), and five 8 hours days per week in supervised clinical practice (8:1 ratio).

**Pre-requisites:** All 1<sup>st</sup> year and fall semester 2<sup>nd</sup> year Nurse Anesthesia concentration courses.

**Co-requisites:** NURS 514, NURS 585.

**NURS 575 - Nurse Anesthesia Advanced Practice V (2-0-5-7) 7 cr hrs**

Anesthesia clinical practicum V in a series of VI clinical practicum courses. This course builds upon foundations in Nurse Anesthesia Advanced Practice IV. Clinical experiences are supervised, guided, and progressive management of the clinical aspects of individuals undergoing various types of anesthesia across the lifespan. A CRNA or Anesthesiologist who is immediately available supervises all nurse anesthesia students. Anesthesia experiences may include but are not limited to; general anesthesia, regional anesthesia, local anesthesia, sedation, anesthesia related procedures, and preoperative health assessment/interview. Clinical rotations may be conducted in but, are not limited to level I trauma centers, community facilities, rural facilities, physician offices, and Podiatrists offices. Students in this course will have 2 hours per week attending Anesthesia Morbidity and Mortality conference (1 hour) and Anesthesia Case Conference (1 hour), 0 hours per week instruction in the Anesthesia Simulation lab (2:1 ratio), and five 8 hours days per week in supervised clinical practice (8:1 ratio).

**Pre-requisites:** All 1<sup>st</sup> year, fall semester 2<sup>nd</sup> year and spring semester 2<sup>nd</sup> year Nurse Anesthesia concentration courses.

**Co-requisites:** NURS 515, NURS 590.

**NURS 576 - Nurse Anesthesia Advanced Practice VI (2-1-5-8) 8 cr hrs**

Anesthesia clinical practicum VI in a series of VI clinical practicum courses. Builds upon foundations in Nurse Anesthesia Advanced Practice V. Clinical experiences are supervised, guided, and progressive management of the clinical aspects of individuals undergoing various types of anesthesia across the lifespan. A CRNA or Anesthesiologist who is immediately available supervises all nurse anesthesia students. Anesthesia experiences may include but are not limited to; general anesthesia, regional anesthesia, local anesthesia, sedation, anesthesia related procedures, and preoperative health assessment/interview. Clinical rotations may be conducted in but, are not limited to level I trauma centers, community facilities, rural facilities, physician offices, and Podiatrists offices. Students in this course will have 2 hours per week attending Anesthesia Morbidity and Mortality conference (1 hour) and Anesthesia Case Conference

(1 hour), 1 hours per week instruction in the Anesthesia Simulation lab (2:1 ratio), and five 8 hours days per week in supervised clinical practice (8:1 ratio).

Pre-requisites: All 1<sup>st</sup> and 2<sup>nd</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 586.

**NURS 580 - Advanced Nursing Professional and Practice Roles 2 cr hrs**

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

Prerequisites: NURS 500, 510, 540, 550

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

**NURS 581 - Introduction to Nurse Anesthesia Principles 4 cr hrs**

Focuses on the basic principles of anesthesia and the perioperative care of those individuals who will undergo an anesthesia. Anesthesia equipment, positioning, airway management, and anesthesia administration will be presented. General anesthesia, regional anesthesia, local anesthesia, sedation administration, and anesthesia documentation, basic principles of pharmacology for nurse anesthesia are also presented. Other topics include monitoring techniques in anesthesia, pre-procedure and post-procedure assessment, anesthesia related critical thinking skills, monitored anesthesia care, and IV sedation, uptake and distribution of volatile anesthetic agents, fluid management, pharmacologic properties of hypnotics, neuromuscular blocking and reversal agents, local anesthetics, airway issues, gas laws, and delivery systems.

Pre-requisites: Admission to the Master of Science in Nursing, Nurse Anesthesia concentration.

Co-requisites: NURS 500, NURS 510, NURS 520, NURS 530.

**NURS 582 - Advanced Nurse Anesthesia Principles I 3 cr hrs**

Course builds upon foundations of Introduction to Nurse Anesthesia Principles. Advanced pharmacology of anesthetic agents and medications used during procedures requiring anesthesia will be presented. Other topics include; teaching opportunities in anesthesia practice, anesthesia considerations for outpatient surgical procedures, difficult airway issues, trauma related anesthetic considerations, and fluid resuscitation and management.

Pre-requisites: All fall semester 1<sup>st</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 571, NURS 540, NURS 580, NURS 550.

**NURS 583 - Biochemistry and Physics Concepts in Anesthesia 3 cr hrs**

This course builds upon foundations of Advanced Nurse Anesthesia Principles I. Focuses on the anesthesia related concepts in biochemistry and physics. Topics include; chemical, biological, and physical properties of anesthetic agents, cell biology considerations, and anesthesia equipment including anesthesia machines, delivery systems, and compressed gases.

Pre-requisites: All fall and spring semester 1<sup>st</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 511, NURS 572.

**NURS 584 - Professional Aspects of Nurse Anesthesia 2 cr hrs**

Builds upon foundations of Advanced Nurse Anesthesia Principles I. Focuses on professional topics of nurse anesthesia practice. Topics include professional organizations, governmental agencies, impaired provider, continuing education, political issues, financial impact of anesthetic agents, cultural and ethical considerations in anesthesia, and professional considerations in anesthesia practice.

Pre-requisites: All 1<sup>st</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 512, NURS 573.

**NURS 585 - Anesthesia Research Principles and Methods 2 cr hrs**

This course builds upon foundations of Advanced Nurse Anesthesia Principles I. Methods of research and in-depth statistical analysis are presented. Students will be presented with methods of critiquing peer reviewed research articles. Course projects include a peer reviewed journal article presented by students.

Pre-requisites: All 1<sup>st</sup> year and fall semester 2<sup>nd</sup> year Nurse Anesthesia concentration courses. Co-requisites: NURS 574, NURS 514.

**NURS 586 - Advanced Nurse Anesthesia Principles II** 3 cr hrs

Builds upon foundations of Advanced Nurse Anesthesia Principles I, Biochemistry and physics Concepts in Anesthesia, Professional Aspects of Nurse Anesthesia, and Advanced Nurse Anesthesia Research Principles and Methods. The focus of this last semester course will be an in-depth review of Nurse Anesthesia Principles and current research. Topics include; anesthesia pharmacology, pathophysiology of altered health states, and anesthesia professional practice roles and issues. Other topics include a review of; general anesthesia, regional anesthesia, IV sedation, monitored anesthesia care, inpatient and outpatient surgery, pain management, pre and post anesthesia assessment, and ventilation management.

Pre-requisites: All 1<sup>st</sup> and 2<sup>nd</sup> year Nurse Anesthesia concentration courses.

Co-requisites: NURS 576.

**NURS 590 - Directed Scholarly Project** 2 cr hrs

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

Pre- or Corequisite: NURS 580

Corequisite: NURS 563

## ADMINISTRATION

### Officers of the University

C. Warren Neel ..... Interim President  
Jim Dawson, Ed.D. .... Chancellor and Chief Operating Officer  
Sherilyn R. Emberton, Ed.D. .... Provost and Vice President for Academic Affairs  
Ray E. Stowers, D.O. .... Vice President and Dean, DeBusk College of  
Osteopathic Medicine  
Cindy Skaruppa, Ed.D. .... Vice President for Enrollment Management  
and Student Services  
Randy Eldridge, M.B.A., CPA ..... Vice President for Finance and Operations  
Cynthia Cooke-Whitt, M.Ed. .... Vice President for University Advancement

### Academic Officers

Clayton Hess, Ph.D. .... Assistant Vice President for Academic Affairs  
Evelyn G. Smith, M.S. .... Assistant Vice President for Academic Affairs  
Randall K. Evans, D.V.M. .... Dean, School of Allied Health Sciences  
Jack McCann, Ph.D. .... Dean, School of Business  
Fred Bedelle, Jr., Ed.D. .... Dean, Carter and Moyers School of Education  
Mary Anne Modrcin, Ph.D. .... Dean, Caylor School of Nursing

### M.S.N. FACULTY

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

**Judy Edds, Ed.D., APRN, BC, PNP, 2002** ..... Assistant Professor of Nursing  
B.S.N., East Tennessee State University  
M.S.N., University of Tennessee-Knoxville  
Ed.D., East Tennessee State University

**Jean Hemphill, Ph.D., APRN, BC, FNP, 2007** ..... Associate Professor of Nursing  
Director, Family Nurse Practitioner concentration  
B.S.N., University of Tennessee, Knoxville  
M.S.N., University of Tennessee, Knoxville  
Ph.D., University of Tennessee, Knoxville

**Jeffrey James\*, CRNA, MSN, APN, 2007** ..... Assistant Professor of Nursing  
Director, Nurse Anesthesia concentration  
A.S.N., Walter State Community College  
B.S.N., University of Tennessee-Knoxville  
M.S.N., University of Tennessee-Memphis

**Anthony Johnson\*, CRNA, MNA, APN, 2008** ..... Assistant Professor of Nursing  
Assistant Director, Nurse Anesthesia concentration  
A.S.N., Palm Beach Community College  
B.S.N., Florida Atlantic University  
M.N.A., Mayo School of Health Related Sciences

**Sandra McGuire, 2009** ..... Professor of Nursing  
Assistant Dean, Caylor School of Nursing  
B.S.N., University of Michigan  
M.P.H., University of Michigan  
Ed.D., University of Tennessee-Knoxville  
M.S.N. (post-doctoral), Emory University

**Ed Mobley, M.D., 2008** ..... Anesthesiologist  
B.S., University of Tennessee-Knoxville  
M.D., East Tennessee State University

**Mary Anne Modrcin, Ph.D., CNS, RN, 2001** ..... Professor of Nursing  
Dean, Caylor School of Nursing  
B.S.N., University of Kansas  
M.S.N., Boston University  
Ph.D., University of Tennessee-Knoxville

**Billie Phillips, 2009** ..... Associate Professor of Nursing  
Chair, BSN Project  
A.N.D., Central Texas University  
B.S.N., Mississippi College  
M.S.N., University of Mississippi  
Ph.D., University of Mississippi

**Lisa Pullen, Ph.D., APRN, BC, 2001** ..... Professor of Nursing  
M.S.N. Program Chair  
B.S. N., Jacksonville State University  
M.S.N., Mississippi University for Women  
Ph.D., Mississippi State University

**Blair Short, Ph.D., APRN, BC, 2008** ..... Assistant Professor  
Chair, RN-BSN Program  
B.A., University of Tennessee-Knoxville  
M.S.N., University of Tennessee-Knoxville  
Ph.D., University of Tennessee-Knoxville

\*These faculty are pursuing completion of the doctoral degree and work under the supervision of a doctorally-prepared individual.

#### **ADJUNCT/CLINICAL SUPERVISORS**

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

**Lincoln Memorial University**  
Cumberland Gap Parkway  
Harrogate, TN 37752  
Phone: 1-800-325-0900  
www.lmunet.edu

**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 2	Feb 28	March 2	March 1	March 4
Mid-Term Examinations End	March 4	March 4	March 7	March 6	March 7
Good Friday (offices closed)	April 2	April 22	April 6	March 29	April 18
Last Day of Classes	April 29 Apr 30-May 3 & 5	April 27	April 20	April 19	April 23
Final Exam Reading Days	5	April 28 & 29	April 23-25	April 22-24	April 23-25
Final Exams Period (excluding Sundays)	May 4-6	May 2 - May 13	Apr. 26 - May 5	Apr. 25 - May 4	Apr. 26 - May 7
Memorial Day (offices closed)	May 31	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



**LINCOLN MEMORIAL UNIVERSITY  
MASTER OF BUSINESS  
ADMINISTRATION CATALOG  
2009-2010**

Harrogate, Tennessee  
August 2009  
[www.lmunet.edu](http://www.lmunet.edu)

This edition of the *Master of Business Administration Catalog*, edited by Dr. Jack McCann and Dr. Michael E Dillon, supersedes all others.

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

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

It is Lincoln Memorial University policy that any established academic course within the graduate business curriculum which is not offered within a given three-year period is automatically removed from the curriculum and the *Master of Business Administration Catalog*.

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the 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:

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

Individual program approval has been granted by:

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

## **Memberships**

Abraham Lincoln Association  
American Association for Higher Education  
American Association of Museums  
American Association for State and Local History  
Association of Collegiate Business Schools and Programs (ACBSP)  
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 of College and Research Libraries  
Association of College and University Museums and Galleries  
Association of Governing Boards of Universities and Colleges  
Association of Independent Liberal Arts Colleges for Teacher Education  
Association for Supervision and Curriculum Development  
Civil War Courier  
College and University Professional Association for Human Resources  
(National)  
College and University Professional Association for Human Resources  
(Tennessee)

The College Board  
Consortium for the Advancement of Private Higher Education  
Council for Adult and Experiential Learning  
The Council for the Advancement and Support of Education  
Council for Higher Education Accreditation  
Council of Graduate Schools  
Council of Independent Colleges  
Council on Undergraduate Research  
East Tennessee College Alliance  
East Tennessee Historical Society  
The Foundation for Independent Higher Education  
International Alliance for Higher Education  
International University and Business Consortium  
Kentucky Civil War Roundtable  
Kentucky Association of Museums  
The Lincoln Group  
Medical Library Association  
Museum Store Association  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Collegiate Athletic Association  
National Council of Educational Opportunity Associations  
National League for Nursing Council of Associate Degree Programs  
National League for Nursing Council of Baccalaureate Degree Programs  
Oak Ridge Associated Universities  
Private College Consortium for International Studies  
Rural Health Association of Tennessee  
Society for Human Resource Management  
South Atlantic Conference  
Southeastern Library Network  
Southern Association of Collegiate Registrars and Admissions Officers  
Southern Museums Conference  
Tennessee Association of Colleges for Teacher Education  
Tennessee Association of Collegiate Registrars and Admissions Officers  
Tennessee Association of Museums  
The Tennessee College Association  
The Association to Advance Collegiate Schools of Business (AACSB)  
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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## **MISSION AND PURPOSE OF THE UNIVERSITY**

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

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

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

*Approved by the Board of Trustees May 5, 2006*

## **MASTER OF BUSINESS ADMINISTRATION MISSION STATEMENT**

The mission of the Master of Business Administration program is to provide educational and research opportunities to working adults wanting to develop professionally by enhancing their business skills and credentials.

## **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.

## LETTER FROM THE PRESIDENT

Dear Graduate Student:

The decision to seek a graduate degree is a lofty goal and one that I encourage young, middle-aged, and older adults to pursue at their earliest opportunity. Students seeking graduate degrees have made a conscious decision to excel in their chosen career. LMU is prepared to build upon the foundation that you received in your baccalaureate program, support you to attain your chosen degree, and provide you with the opportunity to acquire the skills necessary to excel in the 21<sup>st</sup> century.

LMU is a wonderful institution with a rich legacy. It is a continuing legacy of individual attention, caring people, and quality academics. I am pleased you have made the decision to join the ranks of thousands of students who have gone before you. LMU graduates are making a difference in the world, and I am confident that with hard work and dedication you will soon be a part of that remarkable group of professional men and women.

Please let me, the faculty or staff know if there is anything that we can do to enrich your educational experience. Continue the legacy.....

Sincerely,

C. Warren Neel, PhD  
President



# 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**

**Fall Semester 2009**

Freshman Adventure.....	August 14
Matriculation Ceremony (11:00 a.m.).....	August 14
Residence halls open (8:00 a.m.).....	August 14
Registration/New Student Continuing Orientation .....	August 17
Classes begin .....	August 18
Last day to complete registration/add classes .....	August 26
Labor Day (no classes, residence halls remain open) .....	September 7
Convocation (9:30 a.m. in session classes & resident students) .....	September 15
DCOM White Coat Ceremony .....	September 26
<b>Last day to drop course without “WD” .....</b>	<b>October 7</b>
Homecoming (classes held as scheduled).....	October 9-11
Mid-term.....	October 12-16
Fall Break October.....	19-20
<b>Last day to drop course without “F” .....</b>	<b>October 23</b>
Early registration begins .....	October 26
Thanksgiving holiday (no classes).....	November 26-27
Classes end .....	December 4
Final exams.....	December 7-11
Commencement (11:00 a.m.).....	December 12
Residence halls close (2:00 p.m.) .....	December 12

**Spring Semester 2010**

Residence halls open (8:00 a.m.).....	January 3
Registration and New Student Orientation .....	January 4
Classes begin .....	January 5
Last day to complete registration/add classes .....	January 13
Martin Luther King Day (no classes).....	January 18
Convocation (9:30 a.m. in session classes & resident students) .....	February 2
Lincoln Day/Founders Day (special activities).....	February 12
<b>Last day to drop course without “WD” .....</b>	<b>February 19</b>
Mid-term.....	February 22-26
<b>Last day to drop course without “F” .....</b>	<b>March 10</b>
Residence halls close (5:00 p.m.) .....	March 12
Spring break (no classes).....	March 15-19
Residence halls open (1:00 p.m.).....	March 21
Early registration begins .....	March 29
Good Friday (no classes) .....	April 2
Classes end .....	April 23
Final exams .....	April 26 - 30
Commencement (11:00 a.m.).....	May 1
Residence halls close (2:00 p.m.) .....	May 1

**Mini-Term 2010.....**

**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

## LINCOLN MEMORIAL UNIVERSITY MASTER OF BUSINESS ADMINISTRATION CATALOG

<i>Office of the Dean, School of Business</i> .....	423/869-6254
<i>(Room 106, Business/Education Building; Main Campus)</i>	
<i>Office of the MBA Program</i> .....	423/869-6254
<i>(Room 106, Business/Education Building; Main Campus)</i>	
<i>Office of the MBA Program - West Knoxville site</i> .....	865/693-1570
<i>(140 Hayfield Road, Knoxville, TN 37922)</i>	
<i>Office of the MBA Program – Sevierville site</i> .....	865/286-2777
<i>(1720 Old Newport Highway, Sevierville, TN 37876)</i>	

### **Extended Learning Site**

Aligned with the University’s mission “to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission” the School of Business offers the MBA program at the main campus in Harrogate, at the West Knoxville extended learning site and at the Sevierville extended learning site.

## **ACADEMIC INFORMATION**

Lincoln Memorial University offers graduate studies leading to the Master of Business Administration degree.

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

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

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

### **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.

#### **Tuition and Fees**

- \$350 per semester hour: Students pay for the semester coursework at registration

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

#### **Additional Fees:**

Add/Drop Fee	\$15 per course
Independent Study Fee	\$25 per course
Late Registration Fee	\$100
Graduation Fee	\$50
Non-sufficient Funds (NSF) Fee	\$30

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

#### **Change of Schedule (Add/Drop)**

Occasionally the student may determine after the first or second class meeting that he/she needs or wishes to change his/her schedule by adding (enrolling in) and/or dropping (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 pre-registration 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.

### **Refund Policies**

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.

#### **Change of Name and/or Address**

A student who changes name, residence, or mailing address is expected to notify immediately, in writing, the Registrar's Office 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.

#### **Technology**

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have home (non-school) access to the Internet for communicating with instructors and accessing learning resources.

#### **WebAdvisor**

WebAdvisor is a web-based information management tool that allows students to access Lincoln Memorial University's administrative database. Information/functions available through WebAdvisor include Search for Classes, Student Profile, Class Schedule, Grades, Student Account and Financial Aid. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status in order for the student to access their academic grades on WebAdvisor. To access WebAdvisor on the Internet 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.

#### **Library Services**

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

#### **Residency Requirement**

There is no residency requirement for the graduate degrees.

#### **Time Restrictions/Limitations**

All requirements for graduate degrees must be completed in no less than one year and within seven years of initial graduate enrollment. Any exception to this

policy requires approval of the Academic Council and the Dean of the School of Business.

#### **Applicable Catalog**

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

#### **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.

#### **Transfer Graduate Credit**

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

#### **Correspondence Study/Prior Learning Credit**

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

#### **Graduate Credit for Undergraduate Seniors**

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

#### **Student Work and Class Attendance**

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

#### **Grading System**

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

<b>Grade</b>	<b>Definition</b>	<b>Quality Points Per Semester Hour</b>
A	Superior (Quality of work exceptional)	4.00



A-	Excellent (Quality of work above course expectation)	3.67
B+	Very Good (Quality of work better than satisfactory)	3.33
B	Good (Quality of work satisfactory)	3.00
B-	Average (Quality of work meets minimum requirements)	2.67
C+	Below average (Quality of work less than satisfactory)	2.33
C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
F	Fail	0.00
I	Incomplete; work must be completed within the first six week of the next semester; otherwise, the grade automatically becomes an "F" unless an extension is granted by the Dean of the School of Business	
NC	No Credit; allows for a later grade with no penalty to the student	
AU	Audit	
WD	Withdrawal	
P	Pass; carries credit but no quality points	

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

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

#### **Probation Status**

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

#### **Appeals Procedure**

A student who is placed on probation or suspended from the program and feels that the probation or suspension is unfair has a right to appeal. The student who wishes to appeal a probation or suspension has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Business. The Dean will respond to the student's appeal within two weeks of the receipt of the letter of appeal. Should this response be unsatisfactory to the student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student

may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

### **Plagiarism**

Plagiarism is the presentation of someone else's words or ideas as one's own (see APA Manual\*, pp. 349-350). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual\*, pp. 207-214.

\*the 5th edition of the *Publication Manual of the American Psychological Association* (2001).

### **Certification of Authorship**

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

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

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Repeating Graduate Courses**

Students may repeat any course a maximum of three (3) times. Only the most recent grade will be used in computing the cumulative GPA. However, all attempts will remain a part of the permanent academic record.

### **Graduate Student Course Load**

The maximum load for a graduate student is twelve (12) semester credit hours during fall and spring semesters, three (3) semester hours during mini-terms, and 12 semester credit hours for the summer session.

### **Orientation/Advisement**

Each semester new graduate students are assigned academic advisors and are required to attend a new student orientation. The orientation session provides students with critical information for progressing through each degree program.

The information includes admission, program, and exit requirements. The advisement process is important in that advisors assist in the formulation of comprehensive examinations and in the monitoring of internships and field experiences. Advisors are accessible throughout the program for academic advisement. Advisors' personal telephone numbers, e-mail/web page addresses and office hours are posted on each syllabus.

#### **Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met. The following requirements must be met for earning the degree:

1. completion of 36 semester credit hours of MBA approved courses;
2. a minimum cumulative GPA of 3.0 (B);
3. completion of all outcomes assessment testing and activities
4. payment of all fees.

#### **Second Masters Degree Requirements**

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

## **GENERAL ADMISSION REQUIREMENTS**

#### **Categories of Admission**

Admission to the graduate program is possible in four (4) categories:

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

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

The non-degree or transient student who wishes to become a regular graduate student may apply up to nine (9) semester credit hours earned while in non-degree or transient status. Course credit transferred from non-degree to degree must have a grade of at least "B" and be relevant to the degree sought.

3. **Conditional student status.** A person who does not meet the requirements for admission but who feels strongly that he/she can do graduate work may, under special circumstances, be allowed conditional status. In this category, students may take no more than six (6) semester

hours of graduate course work within the conditional semester and earn no grade less than "B." A grade less than "B" disqualifies the student from full graduate admission.

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

## **POLICY FOR ADMINISTRATION OF GRADUATE ASSISTANTSHIPS**

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

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

### **Definition**

An assistantship is a financial award, in the form of tuition waiver, to a graduate student for part-time work in a program of the University while pursuing a degree. Graduate assistants are appointed to perform various types of duties. Most commonly the duties relate to supervisory or administrative functions of the university. According to the most recent IRS regulations, graduate assistantship awards are considered taxable income.

### **Qualification of Graduate Assistants**

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

### **Application Process**

Graduate students wishing to apply for assistantship are to secure application forms and a description of the application procedures from the office of the School of Business.

### **Work Assignments and Related Factors**

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

### **Required Application Dates**

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

Full year	June 1 - July 15
Spring	October 1 - November 15
Summer	March 1 - April 15

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

## **MASTER OF BUSINESS ADMINISTRATION PROGRAM**

The Master of Business Administration degree is a thirty-six semester credit hour program intended for upwardly mobile professionals and recent graduates with exceptional academic backgrounds. The core curriculum focuses on business theory and applications by integrating case studies, research, presentations, and seminars. The objective of the program is for the student to be able to apply the principles of accounting, finance, economics, information technology, management, marketing, business strategy, and business ethics within a contemporary global business environment. Students are able to choose electives in their area of interest and work closely with a faculty advisor on an applied research project. The curriculum facilitates attainment of professional business certifications.

<b>MBA Core Requirements</b>		<b>Cr Hrs</b>
MBA 511	Operations Management and Quantitative Analysis	3
MBA 515	Business Ethics and Social Responsibility	3
MBA 545	Marketing Management	3
MBA 550	Financial Management	3
MBA 565	Economics for Decision Making	3
MBA 570	Accounting for Managers	3
MBA 575	Contemporary Management and Leadership	3
MBA 590	Business Strategy	3
<b>TOTAL CORE</b>		<b>24</b>
MBA Concentration Elective		3
MBA Concentration Elective		3

MBA Concentration Elective	3
MBA Concentration Elective	3
<b>TOTAL PROGRAM</b>	<b>36</b>

**Students without an academic background in business will be required to meet with the MBA Program Director concerning the need for additional prerequisite business courses. Any additional requirements will be determined by the MBA Program Director on an individual basis.**

### **Admission**

Lincoln Memorial University seeks highly qualified and motivated individuals for admission to the Master of Business Administration degree program. As part of admission requirements, students must submit the application for admission, a document stating why they want to earn an MBA at LMU, the \$25 application fee, a current resume, official transcripts of all undergraduate and graduate course work from accredited institutions, and three (3) recommendation forms from professionals in the field who are familiar with their work and ability and can, therefore, evaluate potential for success in the graduate program.

In addition, the student must have:

1. a baccalaureate degree with a 3.0 GPA.
2. two (2) years of work or professional experience in a managerial capacity, OR an overall GPA of 3.4 and recommendations indicating extraordinary academic potential.

Entering students must complete all requirements for admission by the end of the first regular academic semester during which they have taken graduate course work. Undergraduate prerequisite courses do not count toward the first semester of graduate course work.

International students must have a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). In cases where a foreign student is otherwise qualified for admission to the program, but his/her TOEFL score indicates the need for additional English language instruction, he/she might be admitted conditionally to the program pending satisfactory completion of the necessary courses.

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

1. Application
2. Previous work experience
3. Undergraduate GPA
4. Graduate GPA
5. Specific course work
6. Recommendation forms

### **Admission to Degree Candidacy**

Upon submission of all admission requirements and prior to the completion of nine (9) semester credit hours of graduate course work, the student's credentials will be presented to the MBA Admissions Committee for consideration for admission to degree candidacy.

### Concentration Areas

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

Finance  
Human Resource Management  
Management  
Marketing  
General Business

<b>Finance Concentration</b> (select twelve hours from the following):		<b>Cr Hrs</b>
MBA 513	Business Research Project	3
MBA 514	Business Consulting Project	3
MBA 616	Healthcare Finance	3
MBA 644	Financial Institutions and Markets	3
MBA 645	Portfolio Management	3
MBA 646	Problems in Financial Management	3
MBA 647	Long-Term and Short-Term Financial Management	3
MBA 648	International Financial Management	3
<b>Human Resource Management Concentration</b> (select twelve hours from the following):		
MBA 516	Human Resource Management ( <b>required</b> )	3
MBA 640	Negotiation	3
MBA 650	Training and Developing Human Resources	3
MBA 662	Compensation and Benefit Structures	3
MBA 670	Labor and Employment Law	3
MBA 682	Labor Relations/Collective Bargaining	3
<b>Management Concentration</b> (select twelve hours from the following):		
MBA 560	Global Management	3
MBA 600	Organizational Behavior	3
MBA 610	Organizational Leadership	3
MBA 622	Organizational Theory	3
MBA 630	Managerial Decision Making	3
MBA 640	Negotiation	3
<b>Marketing Concentration</b> (select twelve hours from the following):		
MBA 513	Business Research Project	3
MBA 514	Business Consulting Project	3
MBA 547	Product Management	3
MBA 548	Global Marketing	3
MBA 549	Integrated Marketing Communication	3
MBA 552	Buyer Information Processing	3
MBA 634	Electronic Commerce	3
<b>General Business</b> (select twelve hours from any MBA elective offering)		

**Final Evaluation**

As part of the outcomes assessment procedures, MBA 590 will administer the major field test to provide evidence that the student has mastery of the fundamental areas of business.



## COURSE DESCRIPTIONS

**MBA 505 - Essentials of Economics** 3 cr hrs

This course deals with the survey of economic theory as it relates to household and business decision-making, market structures and strategy (microeconomics), national income, unemployment, and determination of the price level (macroeconomics), foreign trade, international finance. **This course is for non-business majors who are prospective MBA students. Credit DOES NOT count toward the 36 hour requirement of the MBA program.** Offered summer only.

**MBA 506 - Essentials of Accounting** 3 cr hrs

This course deals with the survey of essential accounting concepts and procedures, accounting for cash, short-term investments, and accounts receivable, inventory, long-term assets, property, plant & equipment, and intangibles, liabilities, stockholders' equity, financial statement analysis, cash flows, cost-volume-profit analysis, activity-based costing. **This course is for non-business majors who are prospective MBA students. Credit DOES NOT count toward the 36 hour requirement of the MBA program.** Offered summer only.

**MBA 511 - Operations Management and Quantitative Analysis** 3 cr hrs

This course includes both quantitative methods and operations management principles to assist managers in evaluating business processes.

**MBA 512 - Business Research/Analysis** 3 cr hrs

This course is an introduction to research methodology with emphasis on research design, compilation, analysis and interpretation. The final product is a detailed proposal for the Business Research Project that includes a literature search, problem specification, identification of data sources, and discussion of analytical methods. Prerequisite: MBA 511

**MBA 513 - Business Research Project** 3 cr hrs

In this course students utilize research and problem-solving methods developed in the core MBA curriculum to analyze a real-world business situation. The final product is a substantive research report that demonstrates competence in empirical research, analytical methods, and knowledge of the relevant scholarly literature. Prerequisite: MBA 512

**MBA 514 - Business Consulting Project** 3 cr hrs

This course provides students with an opportunity to apply the knowledge learned in the classroom to a practical setting. Students will assist an organization in solving a problem or exploring an opportunity. Prerequisite: approval of MBA Director or Dean.

**MBA 515 - Business Ethics and Social Responsibility** 3 cr hrs

This course addresses the concept of classical theories and ethics in corporate decision making. This course will address the conflict between economic and social objectives in a domestic and social context. Topics include global ethical approaches, corporate social responsibility, and business function ethical standards.

**MBA 516 - Human Resource Management** 3 cr hrs

This course examines the analytical nature of recruiting and selecting employees for long-term organizational growth. Primary topics include job analysis, testing, EEO concerns, HRD, job evaluation, and compensation

administration. As a project-based course, attention is given to developing a job analysis and creating a recruitment and selection plan for organizational positions.

**MBA 521 – Essentials of Management and Marketing** 6 cr hrs

This course addresses the basic concepts of management and marketing necessary for successful completion of the MBA program.

**MBA 522 – Essentials of Accounting, Economics, and Finance** 6 cr hrs

This course addresses the basic concepts of accounting, economics, and finance necessary for successful completion of the MBA program.

**MBA 540 – Legal Environment of Business** 3 cr hrs

This course addresses legal issues, commercial law, and regulations relevant to managers of the business enterprise.

**MBA 545 – Marketing Management** 3 cr hrs

This course emphasizes the application of strategic marketing planning and development issues such as product development, integrated promotion, pricing, and distribution/supply chain management for maintaining a complete product life cycle and creating customer value in a dynamic global environment.

Prerequisites: 3 hours of Marketing or MBA 521

**MBA 547 – Product Management** 3 cr hrs

Product management planning will include selection of marketing strategies and tactics necessary for product maintenance in the product life cycle. Issues in product development for innovation, growth, maturity, and decline are discussed. Prerequisite: MBA 545

**MBA 548 - Global Marketing** 3 cr hrs

As a project-based course, cultural diversity is explored for marketing success in international and global markets. Global markets and their implications for market selection, entry, strategies, and distribution are implemented in international market planning. Prerequisite: MBA 545

**MBA 549 – Integrated Marketing Communications** 3 cr hrs

The promotional mix and associated marketing tactics are utilized to produce a business communications plan that supports major organization and business functions. Marketing communications alternatives are implemented for operational effectiveness. Prerequisite: MBA 545

**MBA 550 - Financial Management** 3 cr hrs

This course begins with a quick review of basic financial concepts and terms, and then begins an examination of the major types of financial decisions made by corporations today. Examples of the issues we discuss include capital budgeting principals, capital structure, cost of capital, corporate financing, market efficiency, short term asset management, and asset valuation. This course also introduces complicating factors, such as agency costs, corporate governance, and ethical issues into our analysis. Prerequisite: 3 hours of Finance or MBA 522.

**MBA 552 – Buyer Information Processing** 3 cr hrs

Various behavioral fields are examined for their impact upon marketing decision-making. Behavioral research will be explored for buyer theory development. Prerequisite: MBA 545

**MBA 560 - Global Management** 3 cr hrs

This course examines the nature and scope of international organizations. Primary business functions and the application of managerial decision-making

methodology in areas such as planning, organizing, leading, and controlling are used to study successful global firm operations. As a project and case course, the challenges of multinational and multicultural companies will be discussed.

**MBA 565 - Economics for Decision Making** 3 cr hrs

This course prepares students to understand the role of economics in decision making within a business community. Topics include supply and demand as it relates to business decision making, cost and market structures as it relates to business decision making and consumer choice theory as it relates to business decision making. Prerequisite: 3 hours of Economics or MBA 522.

**MBA 570 - Accounting and Decision Making** 3 cr hrs

This course examines the uses of various financial and managerial accounting reports and techniques employed by business managers to control the operations of a company. Special emphasis will be placed on the control of manufacturing operations. Prerequisite: 3 hours of Accounting or MBA 522.

**MBA 575 - Contemporary Management and Leadership** 3 cr hrs

This course examines the organizational context affecting individual behavior and organizational performance contributions. Topics include organizational structure, culture, function, organizational development, team dynamics, and role set interactions. Individual and organizational changes will be explored for implementing the use of change agents and action research. Prerequisite: 3 hours of Management or MBA 521.

**MBA 580 – International Business** 3 cr hrs

This course seeks to examine the complexity of international business as it relates to emerging markets, markets dominated by natural resources, markets expanding so dramatically that their impact is felt globally, markets undergoing privatization, markets characterized by long standing corruption and political instability, as well as the changing role of the European Union, the G8, NAFTA and the global threat of terrorism.

**MBA 590 – Business Strategy** 3 cr hrs

A seminar course that discusses the development of business strategies through long- and short-term plans to maximize business goals. Simulations that improve analytical skills are used with the emphasis placed on evaluating national and international business environments for processes and improvements for strategic advantage. Prerequisites: MBA 545, MBA 565, MBA 575, MBA 511, MBA 550, MBA 570, MBA 635, and MBA 515.

**MBA 595 - Special Topics in Business** 1-3 cr hrs

In this course a special topic is developed by a member of the graduate faculty. The topic enriches the existing course offerings and affords expanded learning and experiences for students. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Business. Students are allowed a maximum of two (2) special topic courses.

**MBA 600 – Organizational Behavior** 3 cr hrs

This course presents basic concepts of formal organizations. Students become acquainted with the major conceptual models which purport to explain organizational behavior, acquire an understanding of the methods used to study organizations, and analyze research which has been produced. While the emphasis is placed on critical analysis of literature that deals with “what is,” attention is given to views about “what should be” in order for people to derive maximum satisfaction and other benefits from organizational activity.

**MBA – 610 Organizational Leadership** 3 cr hrs

This course emphasizes the leadership of organizations--corporations, agencies, and others--but it is also centered on the larger, inclusive, phenomenon of leadership in a variety of organizational and social settings.

**MBA 614 - Administration of Health Care Organizations** 3 cr hrs

This course deals with an examination of the management of health care organizations from the perspective of the CEO or administrator. Key topics covered include analyzing the health care organization's mission and purpose, internal/external environment, culture, process of change, organizational structure and design, the role of the manager, and decision-making processes.

**MBA 615 - Healthcare Topics and Issues** 3 cr hrs

This course involves an examination of the U.S. health care system using a systems approach. Topics include history, culture and values, policy, financing, delivery and outcomes. Guest speakers introduce key topics and issues currently affecting their organization's activities in the health care system.

**MBA 616 - Healthcare Finance** 3 cr hrs

This course addresses the application of key financial concepts and techniques. The course also examines the financial environment in the health care industry including managed care, and financial information required by managers to make decisions and recommendations for their organization. Students examine problems, case studies, and use software applications.

Prerequisite: MBA 550

**MBA 617 - Healthcare Information Systems** 3 cr hrs

This course examines the development and use of information systems in health care organizations. Topics include: examination of clinical and administrative MIS systems and models; collecting, storing, and retrieving data to support management activities; and the use of MIS in the area of strategic planning and quality management.

**MBA 620 - Healthcare Law and Ethics** 3 cr hrs

This course introduces key information and concepts for managers on the legal basis and application of law in the health care industry. This course examines ethical problems and issues facing health care managers.

**MBA 622 - Organizational Theory** 3 cr hrs

This course covers the major topics, issues, and contributions in the literature on organizational theory. Class readings draw from leading scholars in a variety of disciplinary traditions in order to shed light on the historical development of the literature as well as review some of the contemporary approaches to the study of organizations. As a theory course, our focus will be on the development and application of organization theory rather than solely (or even predominantly) on the application of the theory – as one might get in an organization behavior or organization change and development course.

**MBA 624 - Public Policy and Public Finance** 3 cr hrs

This course examines the processes shaping public policy in the United States. The core of the class includes analysis and discussion of public goods, social insurance and redistribution, and taxation. Emphasis is placed on the current issues in public policy and their impact on the agents and the processes.

**MBA 625 - Forecasting** 3 cr hrs

This course presents a survey of economic models, econometrics, and other considerations in predicting economic and political outcomes. Use of market

alternatives to forecasting and problems in assessment of forecasting methods is discussed using actual data series. Prerequisite: MBA 511

**MBA 630 - Managerial Decision Making** 3 cr hrs

The primary goals of this course are to review a body of theory, research and practice on how people make decisions and to use this knowledge to identify procedures for improving their decision making

**MBA 634 - Electronic Commerce** 3 cr hrs

This course deals with the emerging field of electronic commerce. While the focus will be on management issues, the course will attempt to strike a balance between technology and strategy. We plan to cover the economic and technological foundations, the infrastructure, and the main technologies employed, as well as the various business strategies being used for electronic commerce (both business-to-consumer and business-to-business). Prerequisite: familiarity with basic computer software or permission of instructor

**MBA 635 - Management Information Systems** 3 cr hrs

This course covers issues related to using information technology (integrated computer and telecommunications systems) to manage the information which belongs to a modern organization. Topics which are covered include: computer hardware and software, data communications and computer networks, and the design and implementation of information systems.

**MBA 636 -Telecommunications** 3 cr hrs

This course addresses the transmission of data, voice, and video, including transmission systems and associated hardware and software; types of networks; introduction to the OSI model, LANs and WANs; network security considerations; and applications of networks. While the technical aspects of telecommunications will be covered, the emphasis will be on the management issues, not the technology. Prerequisite: MBA 635

**MBA 637 - Systems Development Concepts** 3 cr hrs

This course introduces the fundamental concepts and techniques of information systems analysis and design, including the systems development life cycle. The tools and techniques used for analysis, planning, design, and documentation of information systems will be covered from a management point of view. Topics include data flow analysis, data structuring, process flow analysis, file design, input and output design, and program specification. Prerequisite: MBA 635

**MBA 638 - Project Management** 3 cr hrs

This course is an introduction to the management of projects, with particular emphasis placed on the interdisciplinary nature and broad application of project management. Topics covered include project selection and initiation, management of risk, planning, financing, scheduling and resource allocation, human resources, quality control, evaluation and termination. Prerequisite: MBA 635

**MBA 640 – Negotiation** 3 cr hrs

Negotiation is a fundamental process that is used in making business deals, in managing working relationships with others, and in resolving conflicts. Negotiations occur for two reasons: (1) to create something new that neither party could do on its own, or (2) to resolve a problem or dispute between parties. Conflicts are common in any organization and in any relationship between individuals or organizations. The ability to manage and resolve conflicts

effectively is critical in today's organization. Because we all negotiate about many things in many different situations, knowledge about and skill in negotiating is essential to anyone who works with and through other people to accomplish objectives.

**MBA 644 - Financial Institutions and Markets** 3 cr hrs

This course examines the role of financial institutions in wealth creation. Emphasis is primarily on U.S. institutional structures including banking, primary and secondary capital markets, government institutions (the Fed, Department of the Treasury, etc.), and financial intermediaries. Further, the determinants of interest rates and foreign currency exchange rates will be discussed. Prerequisite: MBA 550

**MBA 645 - Portfolio Management** 3 cr hrs

This course addresses the analysis of financial instruments and markets. The Modern Portfolio Theory is studied and applied to alternatives for portfolio management, financial derivatives and risk management. Prerequisite: MBA 550

**MBA 646 - Problems in Financial Management** 3 cr hrs

A problem-solving course designed to teach wealth maximization through valuation of capital assets. The use of accounting information to forecast financial outcomes is emphasized. In addition, the implication and inclusion of risk into financial planning and valuation will be examined. Prerequisite: MBA 550

**MBA 647 - Long-Term and Short-Term Financial Management** 3 cr hrs

This course examines how investment decisions are processed within a corporation, the decision criteria used, financing the decision, as well as the follow up monitoring used. Further, the course will introduce complicating factors, such as agency costs, corporate governance, leasing options, government subsidization, and ethical issues into our analysis. Throughout all discussion an examination of how risk affects decisions and ways risk can be managed will be included. Prerequisite: MBA 550.

**MBA 648 - International Financial Management** 3 cr hrs

This course extends the principles of investment analysis and financial management to the international environment. The goal is to provide a framework for making financial decisions in an international context. The course is divided into three sections: 1) The international financial environment, 2) International investment analysis, and 3) International corporate finance. Students will be exposed to a broad range of topics in international finance, including some of the latest developments in global financial markets. Prerequisite: MBA 550.

**MBA 650 - Training and Developing Human Resources** 3 cr hrs

This course focuses on the strategic role of human resource development in today's organizations. Topics covered will include: job analysis and descriptions, recruitment, selection, orientation, training, performance management, and organization development.

**MBA 660 - Healthcare Economics** 3 cr hrs

This course examines applications of economic theory as it pertains to the delivery and distribution of health care services. The course provides students a theoretical basis for decision-making in the health care industry from the perspective of the economist.

**MBA 662 - Compensation and Benefit Structures** 3 cr hrs

This course is designed to provide the student with both the theoretical and practical knowledge to design, administer, and evaluate compensation and benefits systems. This course will also provide an understanding of the major aspects of human-resource compensation and benefits, paying special attention to underlying theory and current practice in the field.

**MBA 670 - Labor and Employment Law** 3 cr hrs

This course will examine current legislation and executive orders affecting the human resource function. Laws, orders, guidelines and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts, and management responses.

**MBA 680 – Healthcare Information Systems** 3 cr hrs

This course examines the development and use of information systems in health care organizations. Topics include: examination of clinical and administrative MIS systems and models; collecting, storing, and retrieving data to support management activities; and the use of MIS in the area of strategic planning and quality management

**MBA 682 - Labor Relations and Collective Bargaining** 3 cr hrs

This course will introduce students to labor and management relations, focusing on the development, structure and processes constituting the collective bargaining process in the United States. This course also provides a conceptual framework for the study of labor-management relations in the private and public sectors.

## ADMINISTRATION

### Officers of the University

C. Warren Neel, Ph.D. .... Interim President  
Sherilyn R. Emberton, Ed.D. .... Provost and Vice President for Academic Affairs  
James Dawson, Ed.D. .... Chief Operating Officer and VP for Administration  
Ray E. Stowers, D.O. .... Vice President and Dean, DeBusk College of  
Osteopathic Medicine  
Cindy Skaruppa, Ed.D. .... Vice President for Enrollment Management  
and Student Services  
Randy Eldridge, M.B.A., C.P.A. .... Vice President for Finance  
Cynthia Cooke-Whitt, M.Ed. .... Vice President for University Advancement

### Academic Officers

Clayton Hess, Ph.D. .... Assistant VPAA-Accreditation and Planning  
Evelyn G. Smith, M.S. .... Assistant VPAA-Academic Services  
Randy Evans, D.V.M. .... Dean, School of Allied Health Sciences  
Vacant .... Dean, Hamilton School of Arts and Sciences  
Jack T. McCann, Ph.D. .... Dean, School of Business  
Fred Bedelle, Jr., Ed.D. .... Dean, Carter and Moyers School of Education  
Mary A. Modrcin, Ph.D. .... Dean, Caylor School of Nursing

### MASTER OF BUSINESS ADMINISTRATION FACULTY

**Suhanya Aravamudhan, 2009** .... Assistant Professor of Business  
B.S., University of Madras; M.B.A., University of Madras; Ph.D., Indian  
Institute of Technology  
**Ron Dickinson, 2007** .... Associate Professor of Business  
B.A., University of California; M.S., University of Arizona; Ph.D., University of  
Mississippi  
**Michael E. Dillon, Jr., 2006** .... Assistant Professor of Business  
Master of Business Administration Program Director  
B.A., Kenyon College; M.B.A., Xavier University; Ph.D., Univ. of Cincinnati  
**Dave Hinkes, 2008** .... Assistant Professor of Business  
Chair, Department of Management, Marketing, and PGM  
A.B., University of Miami; M.B.A., Barry University; D.B.A., Nova  
Southeastern University  
**Jack T. McCann, 2007** .... Assistant Professor of Business  
Dean, School of Business  
B.B.A., Eastern Kentucky University; M.A.O.M., Tusculum College; Ph.D.,  
Capella University  
**Donald McCarren, 2004** .... Assistant Professor of Business  
B.A., Hofstra University; M.B.A., Fairleigh Dickinson University; Ph.D.,  
University of Miami  
**Eugene Offoha, 2009** .... Assistant Professor of Business  
B.A. Morgan State University; M.A., Morgan State University; D.B.A. Argosy  
University  
**Jerrold Packler, 2008** .... Associate Professor of Business  
Chair, Department of Accounting, Economics, CIS, Finance, General Business  
B.S., University of Southern Mississippi; M.A., University of Alabama; Ph.D.,  
University of Alabama



## INFORMATION DIRECTORY

### Area Code 423

General Inquiries, Campus Operator .....	869-3611
The Abraham Lincoln Library and Museum .....	869-6237
Academic Affairs.....	869-7000 (fax number 869-6258)
Admissions and Recruitment.....	869-6280
Admissions Toll Free.....	1/800-325-0900
Athletics.....	869-6285 (fax number 869-6382)
Bookstore.....	869-6306
Finance Office .....	869-6315 (fax number 869-4825)
Financial Aid .....	869-6347
Finley Learning Resources Center.....	869-6219
Graduate Business Department.....	869-6254
Graduate Education Department .....	869-6374
Graduate Nursing Department.....	869-6324
J. Frank White Academy .....	869-6234
Human Resources .....	869-6302
President's Office .....	869-6392
Registrar.....	869-6313
Sigmon Communications Center.....	869-6312
Student Services.....	869-6212 (fax number 869-6387)
Tagge Center for Academic Excellence.....	869-6310
University Advancement .....	869-6351 (fax number 869-6370)
Upward Bound/Student Support Services Program.....	869-6373

### Dean - Office Directory

Allied Health Sciences.....	869-6205
Hamilton School of Arts and Sciences .....	869-6203
School of Business.....	869-6254
Carter and Moyers School of Education.....	869-6374
Caylor School of Nursing .....	869-6324

### Undergraduate Academic Departments

Allied Health.....	869-6205
Business.....	869-6254
Education.....	869-6266
English.....	869-6339
Humanities and Fine Arts .....	869-7075
Mathematics and Natural Sciences .....	869-6472
Nursing .....	869-6324
Social Sciences .....	869-6233
Social Work .....	869-6323

**Lincoln Memorial University**  
**6965 Cumberland Gap Parkway**  
**Harrogate, TN 37752**  
**1-800-325-0900**

**[www.lmunet.edu](http://www.lmunet.edu)**

LINCOLN MEMORIAL UNIVERSITY  
EDD CATALOG

**Doctorate in Executive Leadership**

**2009-2010**

**East Knox Site**

**601 West Summit Hill Drive**

**Knoxville, TN 37902**

**[www.lmunet.edu](http://www.lmunet.edu)**

This edition of the *Edd Catalog* supersedes all others.

Policies and information related to the Doctorate in Executive Leadership program are contained herein. For policies and information related to other Lincoln Memorial University graduate programs please refer to the applicable graduate catalog. The official Lincoln Memorial University *Graduate Catalog* is the preeminent source of academic policies and information for Lincoln Memorial University. The policies, programs, curricula, and fees set forth in this catalog are subject to change at any time at the discretion of Lincoln Memorial University. 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.

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## **MISSION AND PURPOSE OF THE UNIVERSITY**

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God. The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments. The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees May 5, 2006*

## **CARTER AND MOYERS SCHOOL OF EDUCATION MISSION STATEMENT**

### **DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT**

The mission of the Lincoln Memorial University Department of Graduate Education, as a student-sensitive entity, is to prepare professionals with knowledge, skills, proficiencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

### **DOCTORAL PROGRAM IN EXECUTIVE LEADERSHIP (EdD) MISSION STATEMENT**

The mission of the EdD in Executive Leadership Program is to develop leaders who understand the individual, interpersonal, institutional, and investigative dimensions of leadership as exemplified by the leadership style of Abraham Lincoln.

### **EdD ACADEMIC ORIENTATION**

The Educational Doctorate in Executive Leadership is designed to provide emerging leaders with opportunities to enhance and refine the dispositions and competencies necessary for leading increasingly complex and diverse organizations. The program prepares individuals for executive level positions in a variety of settings including education, business, and public and private community agencies. Leadership is examined through four dimensions: the individual, the interpersonal, the institutional and the investigative.

## ACADEMIC CALENDAR 2009-2010

### EdD PROGRAM CALENDAR: Class Dates

#### *Summer 2009*

June 12 – 26 or July 10 - 24

#### *Fall 2009*

September 18-19, October 16-17, November 13-14, December 4-5

#### *Spring 2010*

January 8-9, February 12-13, March 12-13, April 9-10, May individually schedule appointments

## LINCOLN MEMORIAL UNIVERSITY EDD CATALOG

EdD Office, Duncan School of Law Building .....865/524-5937

Lincoln Memorial University offers graduate studies leading to the EdD in Executive Leadership. Each program has requirements and regulations unique to the individual program demands, but all graduate studies are governed by the Academic Council acting on graduate faculty recommendations and/or on its own initiatives. All degree programs require students to analyze, explore, question, reconsider and synthesize old and new knowledge and skills. The curriculum has depth and rigor to develop the specialized skills necessary to prepare students for opportunities in our global economy and environment, while allowing for creativity and vision for the future.

### Extended Campus Sites

In order to expand the possibilities for serving students of the Appalachian area, the School of Education offers the EdD program only at the following extended campus sites:

- *Knoxville, TN* - the East Knoxville extended site housed in the Duncan School of Law Building

## ACADEMIC INFORMATION

Graduate and prospective graduate students are expected to make themselves thoroughly familiar with the regulations of the graduate program and the requirements for the degree. While specific programs may be approved by outside agencies, meeting LMU degree requirements does not necessarily imply that endorsement or licensure in a particular state will be forthcoming. Upon regular admission, a faculty advisor or advisory committee is assigned to the student to help advise and to plan a program of study. However, **the ultimate responsibility for meeting deadlines, knowing graduate program and individual state/agency requirements rests with the student.**

### Official Academic Records

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

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and grades
- Transfer credits
- Degree earned
- Date(s) degree requirements completed and degree conferred

## **Tuition and Fees**

- *EdD in Executive Leadership* (EdD): \$600 per semester hour

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

Additional Fees:

Application Fee \$50

Campus Room and Board Fee for the Summer Residency \$505

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

## **Withdrawal from the University**

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

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

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

## **Refund Policies**

In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or financial reasons after registration is completed and prior to the end of a semester of enrollment, the student’s eligibility for a refund of appropriate institutional tuition, room and board charges will be prorated as indicated. A student must complete a Change of Schedule form obtained from the Office of the Registrar for dropping one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University. Any notification of withdrawal and request for refund must be made in writing. Should the student fail to officially withdraw, all semester charges will become immediately due and payable. The official withdrawal process begins in the Graduate Education Office. A withdrawal form must be completed and all the necessary signatures obtained.

*Oral requests do not constitute official notification.* The University's official date of withdrawal used to compute the refund is determined by the 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 in the *Class Schedule* and/or the Office of Student Services, the Registrar's Office and the Office of Finance. Refund schedules pertaining to summer and mini-terms are adjusted to the varying length of the terms. They appear in the *Class Schedule* published for the given term.

### **Change of Name and/or Address**

A student who changes name, residence, or mailing address is expected to notify immediately, in writing, the Registrar's Office 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.

### **Technology**

Incoming students must be computer literate, able to use software for email, word processing, web browsing, and information retrieval. Students must have home (non-school) access to the Internet for communicating with instructors and accessing learning resources. Students will be expected to have access to a webcam, and will be provided with technical specifications when appropriate during the application process.

### **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 nondefaulted status in order for the student to access their academic grades on 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.**

### **Library Services**

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

### **Student Support Services**

A major advantage of the University is that unique resources and specialized departments and Colleges are available to other departments and Colleges within the University. The student should become aware of and take advantage of available resources and services in support of study for the doctoral degree. Refer to the Student Handbook for various services provided by the University.



Basic information concerning individual programs of study, and accommodation to career goals is available from program faculty. Library and computer services are available through the university. Career Services are available as well.

### **Residency Requirement**

There is a built-in residency requirement for the EdD degrees. Students must attend two summer residency sessions for a total of 14 hours (7 each semester). The EdD program is designed as a continual progression with students maintaining an enrollment of 7 credit hours each semester during a two year period.

### **Time Restrictions/Limitations**

At the doctoral level all requirements, including the successful defense of a dissertation, must be completed within five years of the first semester of enrollment in the doctoral program.

Students who are currently working with their Dissertation Chair may apply for an extension of studies beyond the five year time limit if it appears that they will not finish within the required time. The appeal must be requested in writing by the student stating the reason for the delay, approved by Program Director and the Dissertation Chair who will indicate the amount of additional time needed. The appeal must be brought before the EdD program faculty for their decision. A copy of the student's request for extension of studies and the letter from the chair conveying the department's decision will be placed in the student's file.

### **Applicable Catalog**

The student must meet the requirements of the *EdD Supplement* and *Graduate Education Catalogs* in effect at the time of entry into the program. In no case will a student be permitted to meet the requirements of an *EdD Supplement* or *Graduate Education Catalog* in effect prior to initial graduate program enrollment.

### **Family Educational Rights and Privacy Act (FERPA)**

The University complies with the provisions of the Family Educational Rights and Privacy Act, 1974, as amended. This law maintains that the institution will provide for the confidentiality of student education records. No one outside the institution shall have access to nor will LMU disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

At its discretion LMU may provide Directory Information in accordance with the provision of the Act to include: student name, address, telephone number, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar. Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case LMU will permit access only to that part of the record which pertains to the inquiring student. Lincoln Memorial University maintains a list of all persons except other college officials who have received a copy of the student's education record. A copy of the LMU institutional policy on the release of education records is on file in the President's Office and the Registrar's Office.

### **Criminal Background Check Policy**

If a student is assigned for a field study or lab at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. Students are allowed in the facility at the clinical affiliates, other affiliate agency, organization, or school's discretion. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program. In certain situations, investigative background reports are ongoing and may be conducted at any time. **Access to the program may be denied at any time by the agency or by Lincoln Memorial University.**

### **ADA Statement**

Any student with a disability should bring documentation for the disability to the ADA Compliance Officer in the Office of Student Services at the main campus of Lincoln Memorial University. When the documentation has been reviewed, a form will be completed stating the reasonable accommodations to be granted to the student with a disability.

### **Student Work and Class Attendance**

The compressed curriculum design of the EdD program does not adapt well to missed classes; therefore, they are discouraged. Only under necessary circumstances will absences be allowed. All situations must be approved by the EdD Program Director prior to the scheduled absence. If a student must miss a class for any excused reason, that class must be made –up during the semester in which the absence occurs. The student will be required to attend a scheduled make-up day designated for such purposes. One make-up day will be scheduled each semester to accommodate for any absences that might occur in either of the scheduled classes. During the make-up session, a designated professor will meet with the student at the Knoxville site, provide make-up materials to be completed during the on-site session, and outline an independent study to be completed in lieu of missed class time. Only one excused absence will be allowed each year (for a total of 2 absences during the two-year program). Missing an unexcused class or more than one excused class each year, or failure to attend the make-up session for an excused class, will constitute reason for dismissal from the program.

### **Grade Point Average (GPA)**

To remain in good standing, students must maintain a GPA of 3.50 (on a 4.0 scale) for all coursework. A grade of C or below constitutes dismissal from the program

### **Grading System**

Grades are indicated by letters and assigned quality points as shown.

### **Quality Points**

#### **Grade Definition per Semester Hour**

A Superior 4.00 (Quality of work exceptional)

A- Excellent 3.67 (Quality of work above course expectation)

B+ Very Good 3.33 (Quality of work better than satisfactory)

B Good 3.00 (Quality of work satisfactory)

B- Average 2.67 (Quality of work meets minimum requirements)

C+ Below average 2.33 (Quality of work less than satisfactory)  
C Minimum passing grade 2.00 (Unsatisfactory graduate-level work)  
F Fail 0.00

I Incomplete - Incomplete grades are given at the discretion of the instructor and are given for work not completed because of a justifiable reason and not due to negligence on the part of the student. The incomplete grade is given as a temporary measure when only a small portion of the course requirement has not been met. An incomplete grade becomes an F if work is not completed within the following semester.

NC No Credit; allows for a later grade with no penalty to the student

WD Withdrawal

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

### **Satisfactory Academic Progress**

The School of Education has a three Gate System in place to monitor academic progress. The EdD Program is consistent with that system. Appendix A outlines the requirements for the 3 gates: Entrance, Midpoint, and Exit.

### **Academic Dismissal**

Conditions for incurring academic dismissal and the procedures for appeal are outlined in the *Graduate Catalog*. Students should refer to that document for clarification of those procedures.

### **Appeals Procedure**

A student who is dismissed from the program and feels that the dismissal is unfair, has a right to appeal. The student who wishes to appeal a dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will respond to the student's appeal within two weeks of the receipt of the letter of appeal. Should this response be unsatisfactory to the student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

### **Plagiarism**

Plagiarism is the presentation of someone else's words or ideas as one's own (See APA Manual\*, pp. 349-350). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences or ideas in a paragraph with only one citation at the end of the paragraph resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure. Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
  - Cite sources within the text in the format delineated in the APA Manual\*, pp. 207-214.
- \*the 5th edition of the *Publication Manual of the American Psychological Association* (2001).

### **Certification of Authorship**

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

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

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

### **EdD Student Courseload**

The EdD program consists of 7 credit hours per semester for 6 semesters.

### **Orientation/Advisement**

At the beginning of each cohort, an orientation is held for all entering students. Faculty advisors are assigned; however, the program is based on continuous enrolment and a process of self-advisement is encouraged.

### **Graduation Requirements**

No student will be allowed to participate in Commencement exercises until all degree requirements have been met. The following requirements must be met for earning the degree:

1. completion of the credit hours specified in the approved program of study
2. a minimum cumulative GPA of 3.5
4. payment of all fees
5. successful completion and defense of a dissertation
- b. acceptance of final copies of the dissertation

## **GENERAL ADMISSION REQUIREMENTS**

### **Categories of Admission**

Admission to the EdD program is possible only in full time status:

### **Full-time Status**

To meet the full time status students must attend two summer residency sessions for a total of 14 credit hours (7 hours each semester). The EdD program is designed as a continual progression with students maintaining an enrollment of 7 credit hours each semester during a two year period.

### **Leaves of Absence**

A student who finds it necessary to be excused from enrollment in a given semester must formally request a leave of absence. Leave time must be recommended by an EdD faculty committee and approved by the EdD Director and Dean of Education. The student will be required to apply for reinstatement to the program at an appropriate time.

## **APPLICATION PROCEDURES**

Applicants must hold a master's degree plus an additional 30 hours earned either through an EdS degree or through a related content area from an accredited institution transferred subject to approval. If the hours above a master's degree are not in the same major area as an EdS, the applicant may have additional prerequisites specified by the EdD Selection Committee or the Dean of the School of Education.

Admission to the EdD program is a three stage process:

For **stage 1**, the student must submit:

1. the Application for Advanced Graduate Studies, with the required \$50 application fee
2. official transcripts of EdS degree or coursework above a master's from an accredited institution.
3. a GRE or MAT score from within the last 3 years
4. 3 letters of reference specifically addressing leadership skills

For **stage 2**, the student must submit a professional portfolio adhering to the submission guidelines provided.

For **Stage 3**, the student must complete a personal interview with the EdD Selection Committee. The Dean of the School of Education approves admission to Advanced Graduate Studies. Based on the above application process, admission to the EdD program is at the discretion of the EdD Selection Committee.

### **Field Experience**

Any student enrolled in the program designed to meet the requirements for the EdD degree will be required to complete appropriate field study and/or labs as part of the planned degree program.

### **Procedures for Doctoral Studies: Doctoral Degree Requirements**

The following requirements must be met by all students:

1. A minimum of 72 semester hours beyond the Master's degree.
2. Completion of the residency requirement
3. Registration for dissertation credit and successful completion of the dissertation

### **DISSERTATION PROCEDURES**

Please refer to the Dissertation Handbook for all policies related to the dissertation.

### **PROGRAM SCHEDULE**

<b>• Summer I</b>	<b>Course</b>	<b>Semester Hours</b>
○	EL 700 Leadership: Lincoln as Leader	0
○	EL 701 Leadership: Historical and Contemporary Perspectives	3
○	EL 702 Leadership: Ethical and Social Considerations	3
○	EL 731 Doctoral Dissertation Seminar I	1
<b>• Fall I</b>		
○	EL 802 Leadership: Advanced Seminar in Leadership	3

- EL 732 Critical Inquiry and Research Design 3
- EL 731 Doctoral Dissertation Seminar I 1
  
- **Spring I**
  - EL 821 Leadership: Organizational Landscapes 3
  - EL 733 Quantitative and Qualitative Methods 3
  - EL 731 Doctoral Dissertation Seminar I 1
  
- **Summer II**
  - EL 822 Leadership: Individual and Organizational Development 3
  - EL 823 Leadership: Change and Entrepreneurship 3
  - EL 831 Doctoral Dissertation Seminar II 1
  
- **Fall II**
  - EL 824 Leadership: Policy Analysis 3
  - EL 825 Leadership: Political Structures and Governance 3
  - EL 831 Doctoral Dissertation Seminar II 1
  
- **Spring II**
  - EL 826 Leadership: Economic and Legal Issues 3
  - EL 827 Leadership: Seminar in Organizational Leadership 3
  - EL 831 Doctoral Dissertation Seminar II 1

## COURSE DESCRIPTIONS

### *EL 700 Leadership Orientation: Lincoln as Leader*

*non-credit*

The leadership of Abraham Lincoln serves as a reflective lens for exploring leadership from four dimensions: the individual, the interpersonal, the institutional and the investigative. Emphasis is placed on the transformational and collaborative nature of Lincoln's leadership. Themes explored in this overview are woven into subsequent coursework and serve as linking devices for developing leadership concepts.

### *EL 701 Leadership: Historical and Contemporary Perspective*

*3 hrs*

This course explores historical and contemporary leadership theories. Students examine social, political and cultural context as contributing factors in developing leadership perspective. Particular emphasis is directed toward contemporary culture and its influence on evolving leadership views. Parallels are drawn between the culture and leadership perspectives of Lincoln's time and the leadership views influenced by contemporary society. Transformational and servant leadership perspectives are emphasized as appropriate approaches for leading contemporary organizations. Students examine underlying principles of leadership including values, beliefs about human nature,

and philosophy. The focus is on personal mastery as students investigate the philosophical nature of leadership theory, explore various leadership perspectives and construct their Personal Leadership Development Plans.

*EL 702 Leadership: Ethical and Social Considerations*

3 hrs

The moral and ethical dimensions of leadership are the focus of this course with the concept of emotional intelligence viewed as a foundation for leadership excellence. Concerns of social justice including equity, diversity, and democracy in the work place are considered. Lincoln's leadership during times of national crisis serves as an entry point for considering what is just, fair, and appropriate for all people. Leaders from various professional organizations present case studies and lead discussions relative to the ethical issues faced in diverse organizations. Students apply ethical principles to their own leadership platforms, values, and standards of ethical conduct.

*EL 802 Leadership: Advanced Seminar in Leadership*

3 hrs

This course examines leadership vision through the lens of personal story. Lincoln's life story provides an entry point for exploring the biographies of various world leaders. As students consider leaders' stories, they become aware of leadership vision, how it is communicated and embodied, how it is challenged by opposing world views, and how it influences others. Consideration is given to differences between the ordinary, the innovative, and the visionary leader. Through literature, biography, and reflection on their personal stories, students clarify their own leadership visions.

*EL 821 Leadership: Organizational Landscapes*

3 hrs

This course explores the interrelationships among individuals and organizations. Classical and social systems theories are examined and connected to the responsibilities of leadership. Students explore the individual as a member of the group, the behavior of the group, and the organizations' performance affected by individual and group behavior. Systems theory forms the foundation for considering the synergistic nature of organizations, culture building, distributive leadership, shared decision making and teamwork. Lincoln's leadership through the selection of diverse cabinet members illustrates the importance of synergy and the celebration of differing gifts within an organization.

*EL 822 Leadership: Individual and Organizational Development*

3 hrs

Students investigate the nature of learning for both the individual and the organization. The reciprocal nature of individual and organizational interaction is examined through the concept of Transformational Learning. Students explore views of human development including the theories of Kegan, Gilligan, and Levinson as foundations for professional development. Adult Learning Theory and Systems Theory form the basis for viewing the importance of Learning Communities and Organizational Learning. The operation of Lincoln's Cabinet is viewed through the lens of Senge's systems theory. Students critique the Cabinet's effectiveness as a learning community and discuss Lincoln's role as a facilitator. Students reflect on their own learning community and develop plans for fostering learning communities in their own organizations.

*EL 823 Leadership: Change and Entrepreneurship*

3 hrs

This course examines leadership and the change process. Leaders are viewed as catalysts for transformation with examples from Lincoln's leadership used as exemplars. Creative thought is presented as a necessary component for organizational renewal, and ways to foster a climate of innovation are presented. Emerging trends are considered through the lens of Futuristic Theory. Organizational leaders from varied disciplines discuss emerging trends in their fields. Techniques for forecasting trends are presented and used by students to identify emerging issues and plan for change.

*EL 824 Leadership: Policy Analysis*

3 hrs

This course focuses on the development, implementation and evaluation of public policy at the state and national level. Attention is given to the forces that influence policy and the role that organizational leaders can play in influencing political processes and actions. A recount of Lincoln as policy maker and implementer provides a reflective lens. Frameworks for evaluating policy are presented from both rational as well as political argument perspectives. Students learn to apply policy analysis tools as they analyze a policy impacting their particular organization.

*EL 825 Leadership: Political Structures and Governance*

3 hrs

This course examines power and authority and the internal and external structures that govern organizations. Case studies are presented to illustrate the nature of organizational conflict. Students learn methods of conflict resolution and analyze case studies based on conflict resolution models. Examples of conflict from Lincoln's leadership illustrate various conflict resolution methods and provide students with meaningful examples of effective leadership in the midst of diverse political perspectives. Students assess their own conflict resolution styles and apply this knowledge to their Personal Leadership Plans.

*EL 826 Leadership: Economic and Legal Issues*

3 hrs

This course examines legal and financial issues confronting contemporary organizations. Experts from a variety of professional fields discuss emerging issues in their organizations. Current legal and financial principles for resolving those issues are presented. Examples from Lincoln's leadership are used to illustrate ways in which legal and financial principles often dictate solutions that are not necessarily acceptable to all constituents. Students learn to analyze emerging financial issues in their own organizations and to apply appropriate legal and financial principles to solutions.

*EL 827 Leadership: Seminar in Organizational Leadership*

3 hrs

Organizational metaphors provide lens through which organizational behavior is viewed and shaped. In this course, consideration is given to the metaphors of machines, organisms, brains, cultures, politics, psychic prisons, and flux and transformation. Case studies from Lincoln's leadership provide exemplars of the various metaphors. Students learn to use these metaphors as tools for analyzing organizational problems and providing solutions for improvement. By integrating these metaphorical tools with their knowledge of classical and contemporary organizational theory, they analyze their own organizations and develop plans for enhanced performance.

*EL 731 Doctoral Dissertation Seminar I*

1, 1, 1 hrs

The Summer Dissertation Seminar I class is an intensive course designed to assess students' knowledge of critical statistical research concepts; to identify students' research topics; and, to initiate students' literature review on the stated topics. Dissertation Seminar I is designed as a semi-



structured learning process allowing students to work as groups in various stages of the dissertation process. Emphasis is placed on development of the first three chapters of the dissertation.

*EL 831 Doctoral Dissertation Seminar II* *1, 1, 1 hrs*  
 Dissertation Seminar II is an intensive practical course designed to assist students' efforts in the collection, analysis and reporting of research data for completion of their dissertations.

*EL 732 Critical Inquiry and Research Design* *3 hrs*  
 The purpose of the Critical Inquiry and Research Design course is to provide students with directed experience in critical inquiry and research design and to prepare students for the type of research/scholarship that will be expected of them in their professional careers.

*EL 733 Quantitative and Qualitative Methods* *3 hrs*  
 The purpose of the Quantitative & Qualitative Methods course is to provide students with intense training in the tools, and strategies needed to conduct reliable, valid, relevant research.

## ADMINISTRATION

### Officers of the University

C. Warren Neel, Ph.D. ....Interim President  
 Cynthia Cooke-Whitt, M.Ed. .... Vice President for University Advancement  
 Randy Eldridge, M.B.A., CPA .....Vice President for Finance  
 Sherilyn R. Emberton, Ed.D. ....Vice President for Academic Affairs (VPAA)  
 Cindy L. Skaruppa, Ed.D. ....Vice President for Enrollment Management  
 and Student Services  
 Ray E. Stowers, D.O. .... Vice President and Dean, DeBusk College  
 of Osteopathic Medicine

### Academic Officers

Evelyn G. Smith, M.S. ....Assistant VPAA  
 Fred Bedelle, Jr., Ed.D. ....Dean, Carter and Moyers School of Education  
 Randy Evans, D.V.M. .... Dean, School of Allied Health Sciences  
 Jack T. McCann, Ph.D. .... Dean, School of Business  
 Mary Anne Modrcin, Ph.D. .... Dean, Caylor School of Nursing  
 Agnes M. Vanderpool, Ph.D. .... Dean, Hamilton School of Arts and Sciences

## GRADUATE EDUCATION FACULTY

The following list reflects the full-time employees teaching in the graduate curriculum. The asterisk (\*) indicates full-time employees teaching part time in the graduate curriculum. The date following each name indicates the year of initial LMU faculty appointment.

**Judy Arnold, 1993** ..... Professor of Graduate Education  
 M.A., Ed.D., University of Tennessee-Knoxville  
**Fred Bedelle, Jr., 1989** ..... Professor of Graduate Education  
 Dean, School of Education  
 M.S., Ed.D., University of Tennessee-Knoxville  
**David Berry, 2006** ..... Assistant Professor of Graduate Education  
 M.S., Ed.S., Ed.D., University of Tennessee-Knoxville

**Teresa Bicknell, 2003** .....Assistant Professor of Graduate Education  
 Associate Dean, Carter and Moyers School of Education  
 M.A., Ed.S., Tennessee Technological University  
 Ed.D., Tennessee State University  
**David Burrell, 2005** ..... Assistant Professor of Graduate Education  
 M.A., Ed.D., East Tennessee State University  
**Walter R. Celusta, 2001** .....Assistant Professor of Graduate Education  
 M.A., Austin Peay State University  
 Ed.D., University of Tennessee-Knoxville  
**Patricia Clark** ..... Assistant Professor of Graduate Education  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Helen Cole, 1995** ..... Professor of Graduate Education  
 Chair, Curriculum and Instruction Program  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Jerry W. Cole, 2001** ..... Associate Professor of Graduate Education  
 M.A., Ed.S., Ed.D., East Tennessee State University  
**Daniel N. DeBord,\* 1987** ..... Professor of English  
 M.F.A., University of Alabama  
 D.A., University of Mississippi  
**Jacques Debrot,\* 2004** ..... Assistant Professor of English  
 A.M., Ph.D., Harvard University  
**Gregory Duthey, 2005** .....Assistant Professor of Graduate Education  
 M.S., Ph.D., University of Tennessee-Knoxville  
**Gary Dutton, 1995** ..... Professor of Graduate Education  
 Assistant Dean, Carter and Moyers School of Education  
 M.A., Tennessee Technological University  
 Ed.D., University of Tennessee-Knoxville  
**Sherilyn R. Emberton, \*2007** ..... Professor of Graduate Education  
 Vice President for Academic Affairs  
 B.S., M.Ed., Stephen F. Austin State University  
 Ed.D., Texas A&M University - Commerce  
**Connie England, 1998** ..... Associate Professor of Graduate Education  
 M.S., Ph.D., University of Tennessee-Knoxville  
**Kester Greene, \*2005** ..... Associate Professor of Graduate Education  
 M.Ed., Towson State University  
 Ed.D., Nova University  
**Deborah Hayes** .....Assistant Professor of Graduate Education  
 M.A., Tennessee Technological University  
 Ed.D., University of Tennessee-Knoxville  
**Reginald High** .....  
 M.A.,  
 Ed.D.,  
**Laura Hopfer, 2003** .....Assistant Professor of Graduate Education  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Kathy Hulley, 1999** .....Professor of Graduate Education  
 M.Ed., University of Memphis  
 Ed.D., University of Mississippi  
**Gordon Irwin, 1998** ..... Professor of Graduate Education  
 M.A., Middle Tennessee State University  
 Ed.D., University of Tennessee-Knoxville  
**Kevin Jones, 2008** ..... Associate Professor of Graduate Education  
 Director, Post Baccalaureate Licensure Program  
 M.A., Ph.D., Utah State University  
  
**Elizabeth Lemont,\* 1995** ..... Associate Professor of English

M.A., Clemson University  
 Ph.D., University of Tennessee-Knoxville  
**Buford McWright, 2008** ..... Associate Professor of Graduate Education  
 M.Ed., Ed.D., Texas A & M University  
**Joyce Mears, 1980** ..... Professor of Graduate Education  
 M.A., Vanderbilt University  
 Ed.D., University of Tennessee-Knoxville  
**Patricia Murphree, 2000** ..... Professor of Graduate Education  
 M.S., Radford University  
 Ed.D., University of Sarasota  
**Cynthia Norris, 2005** ..... Professor of Graduate Education  
 Director, Ed.D. Program  
 M.S., Ed.D., University of Tennessee-Knoxville  
**Howard Norris, 1999** ..... Associate Professor of Graduate Education  
 M.A., Ed.D., University of Alabama  
**John O'Dell, 2004** .....Assistant Professor of Graduate Education  
 Chair, Educational Administration and Supervision Program  
 M.S., Ed.S., East Tennessee State University  
 Ed.D., University of Tennessee-Knoxville  
**Gary Peevely** .....  
 M.Ed.,  
 Ed.D.,  
**Peggy Quarles, 2005** ..... Assistant Professor of Graduate Education  
 M.Ed., University of Georgia  
 Ed.S., West Georgia College  
 Ed.D., Argosy University  
**Talbot Rogers,\* 2002** ..... Assistant Professor of Education  
 M.S., Ph.D., University of Tennessee-Knoxville  
**William Russell,\* 2006** ..... Assistant Professor of Education  
 M.Ed., West Georgia College  
 Ed.D., University of Georgia  
**Betty Standifer, 2004** .....Assistant Professor of Graduate Education  
 M.Ed., West Georgia College  
 Ed.S., University of Tennessee-Knoxville  
 Ed.D., University of Sarasota  
**Frances Swantic, 2000** ..... Professor of Graduate Education  
 M.Ed., Georgia State University  
 Ed.S., West Georgia College  
 Ph.D., Georgia State University  
**Mark Andrew Tichon, 2008** ..... Assistant Professor of Education  
 M.S., Georgia Southern University  
 Ph.D., University of Tennessee-Knoxville  
**David Wetzel, 1999** ..... Associate Professor of Graduate Education  
 M.A., Ed.D., East Tennessee State University  
**Dan Wilder, 2003** ..... Associate Professor of Graduate Education  
 M.A., Ed.D., East Tennessee State University  
**Rush Winchester, 2003** .....Assistant Professor of Graduate Education  
 Chair, Counseling Program  
 M.S., Ph.D., University of Tennessee-Knoxville

#### **ADJUNCT/PART-TIME FACULTY**

In an effort to enhance the graduate curriculum, it is the practice of the School of

Education to employ credentialed practitioners.

**Michael Belcher** .....Lecturer in Graduate Education  
Supervisor, Hancock County Schools  
M.S., Ed.D., East Tennessee State University

**Brian Bell** .....Lecturer in Graduate Education  
Supervisor, Blount County Schools  
M.Ed., Lincoln Memorial University  
Ed.D., Trevecca Nazarene University

**Ramona Best** .....Lecturer in Graduate Education  
Principal, Maryville City Schools  
M.S., University of Tennessee-Knoxville  
Ed.S., Tennessee Technological University  
Ed.D., East Tennessee State University

**Sandra Birchfield** .....Lecturer in Graduate Education  
Retired Principal, Wise County, VA  
M.Ed., Union College  
Ed.D., East Tennessee Sate University

**Martha Jean Bratton** .....Lecturer in Graduate Education  
Principal, Knox County Schools  
M.S., Ed.D., University of Tennessee-Knoxville

**William Burris** .....Lecturer in Graduate Education  
Retired Assistant Superintendent, Oak Ridge City Schools  
M.S., Ed.D., University of Tennessee-Knoxville

**Margie Carico** .....Lecturer in Graduate Education  
Supervisor, Blount County Schools  
M.S., Ed.D., University of Tennessee-Knoxville

**Clarence Edwin Cherry** .....Lecturer in Graduate Education  
Retired Education Instructor and Rehabilitation Services Coordinator  
M.S., Ed.D., University of Tennessee-Knoxville

**Joel David Effler** ..... Lecturer in Graduate Education  
School Psychologist, Blount County Schools  
M.A., Appalachian State University  
Ph.D., University of Tennessee-Knoxville

**Daniel Graves** ..... Lecturer in Graduate Education  
Director of Counseling and ADA Coordinator, Lincoln Memorial University  
M.Ed., Lincoln Memorial University  
Ed.D., Argosy University

**Donna Wright** ..... Lecturer in Graduate Education  
Assistant Superintendent for Instruction, Knox County Schools  
M.S., Ed.D., University of Tennessee-Knoxville

**LINCOLN MEMORIAL UNIVERSITY**  
**DEBUSK COLLEGE OF OSTEOPATHIC**  
**MEDICINE**



**STUDENT HANDBOOK**  
**AND**  
**CATALOG**

**Volume 3**  
**Fall 2009**

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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.

*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.

#### **MISSION OF THE LMU DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE**

The mission of the Lincoln Memorial University DeBusk College of Osteopathic Medicine (DCOM) is to prepare outstanding osteopathic physicians who are committed

to the premise that the cornerstone of meaningful existence is service to humanity. The mission of the DeBusk College of Osteopathic Medicine is achieved by:

- graduating Doctors of Osteopathic Medicine;
- providing a values-based learning community as the context for teaching, research, service, including osteopathic clinical service, and medical student achievement;
- serving the health and wellness needs of people within the Appalachian region and beyond;
- focusing on enhanced access to primary care 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 and high ethical standards.

## **NON-DISCRIMINATION POLICY**

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.

## **CAMPUS FACILITIES**

### **THE LINCOLN MEMORIAL UNIVERSITY CAMPUS**

The 1,000 acre LMU campus -- its grounds, its buildings, its equipment, and 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 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 LMU campus has the following facilities:

*The Abraham Lincoln Library and Museum*

Constructed in 1977, The Abraham Lincoln Museum is a two-story, concrete and brick structure with a basement area for storage and mechanical equipment. The building houses the University's Lincoln Collection in the main galleries on the first and second floors and a collection of rare books in a first floor rare books room. A 150 seat auditorium is provided for classes, visiting lecturers, and films. A reading room with 30,000 volumes was added in 1996.

***The J. Frank White Academy***

The J. Frank White Academy, made possible through a trust established by the late J. Frank White, an attorney from Middlesboro, KY, opened in 1989 in the former DAR Hall. The school offers a college preparatory curriculum in grades 5-12.

***The Mary Staley Annan Natatorium***

Constructed in 1954 and renovated in 2004, Mary Staley Annan Natatorium contains a competition size swimming pool with a spectator gallery, changing rooms, and complete water treatment and filtration system. It is used for recreation and classes such as water aerobics, arthritic programs, swimming lessons and lifeguard certification.

***Elizabeth D. Chinnock Chapel***

Constructed in 1987, the Elizabeth D. Chinnock Chapel is a one-story, 1,800 square-foot masonry facility named for former LMU trustee Elizabeth D. Chinnock. The non-sectarian facility is used for small services and personal meditation. It has a seating capacity of sixty-five.

***The Student Center***

The original structure was built in 1967 and received extensive renovation in 1995. It is named for O.V. (Pete) DeBusk '65, chairman of the LMU Board of Trustees. This sixty-one thousand square-foot concrete and masonry structure houses the dining hall, Lincoln Dining Room, 'Splitters Lounge, bookstore, educational computer center, housing office, cashier's office, finance office, and the offices of Admissions and the president of the University.

***Carnegie Vincent Library***

Over the past century, the library, nestled against the Cumberland Mountains, has established a scholarly collection of more than 200,000 volumes of books, journals and multi-media materials. The library now boasts of thousands of electronic scholarly journals, hundreds of digital reference sources, and over forty thousand electronic books.

One of the primary focus areas of the library is in teaching students how to use our collections. The library's staff of eight includes five professional librarians, all of whom provide bibliographic instruction. We maintain a dynamic website designed to teach

patrons to navigate our collection. Faculty as well as students can conduct scholarly research at our library. When you combine the quality of the library collection with its truly personalized, attentive and friendly service, you will discover why so many patrons refer to the Carnegie Vincent Library as the scholarly hub of Lincoln Memorial University.

The Lon and Elizabeth Parr Reed Medical and Allied Health Library located on the second floor of the Carnegie Vincent Library houses the medical print and electronic journals, books, and manuscripts for medical students, faculty, and other health professional students of the University and DCOM.

### *The Frank "Tex" Turner Arena*

The B. Frank "Tex" Turner arena has been the home of the Railsplitters and Lady Railsplitters since 1991. Since then, it has become known as one of the top basketball facilities at the Division II level. The arena replaced the Mary E. Mars Gymnasium, which had been the home of LMU basketball since 1948. The 87,000 square foot complex seats 5,009 for basketball contests, with another 1,000 portable seats available for other events. The distance from the playing floor to the roof is 40 feet, the equivalent of a two-story building. The arena is 230 feet (east to west) and 282 feet (north to south). It contains over 81,866 square feet of floor space, and over 4 million cubic feet of space.

## **COLLEGE OF OSTEOPATHIC MEDICINE FACILITIES**

The DeBusk College of Osteopathic Medicine is housed in a 105,000 sq ft building with state of the art technology. On the first floor are two large auditoriums each seating 220 people, a telemedicine/distance learning center, a learning resource center, and fifteen multifunctional student conference rooms available for group study. On the second floor are the Osteopathic Manipulative Medicine laboratory, a large laboratory for the Anatomy, Histology, and Microbiology courses, and two student lounges. The third floor is shared by the LMU Nursing program and administrative offices. The fourth floor houses the research labs and additional room for future expansion. The entire building has wireless internet capability.

## **OFFICE OF ADMISSIONS AND STUDENT ADVANCEMENT**

The Office of Admissions and Student Advancement, located in the DeBusk College of Osteopathic Medicine, is responsible for admissions, recruitment, retention, securing financial services, records, tracking of outcome data, and counseling for medical students. In addition, the Office is a center of campus life and oversees all student activities, student government functions, student clubs, the student representative program and all other non-academic student-life issues. The Office is committed to creating an environment that is conducive to learning so that all DCOM medical students

fully reach their academic potential. The Office works closely with various college and university committees to create an environment that facilitates student learning. The Office has an open door policy and students are encouraged to come by the Office at any time of the day to ask questions, bring up concerns, or to simply stop in and say hello.

The Lincoln Memorial University Office of Student Services will provide students with information on parking, meal plans, housing, events, ticket sales, etc. in cooperation with the Office of Admissions and Student Advancement.

## **ADMISSIONS**

The Director of Admissions is the primary contact for students making application to DCOM.

### ***AACOMAS Application***

DCOM participates in a centralized application service, the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). The American Association of Colleges of Osteopathic Medicine (AACOM) offers prospective students a convenient, centralized on-line application service for accredited osteopathic medical schools. Through **AACOM's Application Service (AACOMAS)**, students can file one electronic application. AACOMAS then verifies and distributes the information to each of the colleges designated by the applicant. AACOMAS can be reached at [www.aacom.org](http://www.aacom.org) or AACOMAS, 5550 Friendship Boulevard, Suite 310, Chevy Chase, MD 20815-7231, (301) 968-4100.

### ***DCOM Supplemental Application***

The secondary application is available on the DCOM web page. The application should be returned with a \$50.00 non-refundable application fee.

Students are also required to submit the required letters of reference: one letter from an osteopathic physician and one from a premedical advisory committee. If the student's undergraduate institution does not have a premedical advisory committee the student may submit letters from two science professors. Information on contacting an osteopathic physician in your community is available at [www.DO-online.com](http://www.DO-online.com) or your state osteopathic association.

Once the secondary application and all the supporting material have been received in the DCOM admissions office the applicant's file will be reviewed by the admissions committee. Interviews will be scheduled from September to April. The admission's process operates on a rolling acceptance policy thus it is in the student's best interest to apply as early as possible.

### ***Undergraduate Course Requirements***

**1. Completion of no less than 75 percent of the credits required for a baccalaureate degree from a regionally accredited college or university.** It is recommended that the applicant has an overall GPA of at least 3.0 and a minimum 2.8 science GPA. Because of the demanding nature of the program it is expected that most students will have cumulative and science GPAs of at least 3.2. Most candidates accepted for admission have earned a baccalaureate degree prior to matriculation. Students who have attended a foreign college must have their grades certified by a DCOM-approved vendor.

**2. Biology:** A minimum of eight semester hours, including two hours of laboratory work. It is highly recommended that in addition to the minimum biology requirements, that the student also take at least some portion of the advanced coursework in the biological sciences available at their undergraduate institution. It

is not necessary to take every advanced biology course, but, in the past, students who have taken at least some portion of courses from the following list have had a less difficult time making the transition to medical school: physiology, genetics, biochemistry, cell biology, neuroscience, microbiology, behavioral science, human anatomy, and immunology.

**3. General Chemistry:** A minimum of eight semester hours, including two semester hours of laboratory work,

**4. Organic Chemistry:** A minimum of eight semester hours, including two semester hours of laboratory work.

**5. Physics:** A minimum of eight semester hours, including two hours of laboratory work.

**6. English:** A minimum of six semester hours of composition and literature.

### ***Medical College Admissions Test***

All candidates must submit their most recent scores on the Medical College Admission Test (MCAT). Scores older than three years will not be considered. The average MCAT score of successful candidates to medical school is typically 24 or greater.

### ***Admissions Procedures***

Following receipt of the applicant's file the Admissions Committee will review the file and decide which applicants to invite for an interview. Following the interview and receipt of all necessary information the applicant's file will again be



reviewed by the committee at the weekly Admissions Committee meeting and assigned to one of the following categories: 1) Accept, 2) Alternate/Hold, or 3) Reject. Applicants will be notified in writing as soon as possible following the committee's decision. Prior to matriculation the applicant/student must supply DCOM with official undergraduate transcripts to confirm the grades, coursework, and degrees as reported by AACOMAS.

### ***International Students***

International students seeking admission must meet the preceding criteria and submit the required documents. 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). Minimum acceptable scores are either 600 on the paper based version, 100 on the internet based version, or 250 on the computer based version. The candidate must also display proficiency in English during the interview.

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 DCOM 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. DCOM will not enroll any student not approved by the Department of Homeland Security; DCOM will not enroll students issued visas for enrollment at other colleges or universities.

### **New Students Applying to Enter the Country**

In order to apply for an F-1 Visa, you will need to have received an I-20 from the college. After receipt of your official acceptance to LMU-DCOM, you must submit the following to the LMU-DCOM Office of Financial Services before an I-20 will be issued:

1. Proof of financial support for the cost of attendance (\$55,015) for one year at LMU-DCOM; this may be satisfied by submitting one of the following documents:
  - An actual bank statement or official notarized statement from a bank showing proof of support in U.S. dollars; or
  - A completed Form I-134, Affidavit of Support;
2. If bringing dependents (spouse and/or children), you must furnish complete information on each and additional documentation of support (\$5,000) for each dependent.

The college reserves the right to request additional information if not satisfied with any information received. An I-20 will be issued only after receipt of the

items mentioned above and the college is satisfied that you have sufficient financial support to see you through four years of medical school. **All documentation required to issue an I-20 must be received by the LMU-DCOM Office of Financial Services by May 1 or within 30 days of your receipt of official acceptance to LMU-DCOM if accepted after April 30.**

In addition to your I-20, you will be required to submit a deposit equivalent to your last years' tuition and fees (\$31,500). This deposit is due no later than July 15 and will be held on account at LMU until the beginning of your fourth year of studies; (see NOTE below) Exceptions to this policy may be made for students who have already established a good financial history as undergraduate students at Lincoln Memorial University.

### ***Applicants with Foreign Coursework***

Applicants 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](http://www.wes.org)

Josef Silny & Associates

7101 SW 102 Avenue  
Miami, FL 33173  
305.273.1616  
[www.jsilny.com](http://www.jsilny.com)

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

## **RECRUITMENT**

The DCOM recruitment program has three goals:

- 1) ***To increase the visibility of DCOM primarily in the Southeast region of the United States.*** DCOM is actively engaged in meeting with undergraduate students and the general public to discuss the college and the osteopathic profession. Institutions in the Cumberland Gap region and surrounding areas in Appalachian are visited as often as possible on a rotating basis. Institutions outside the Southeast region are also visited.
- 2) ***To attract students from the Appalachian area who are committed to serving this area.*** DCOM will maintain close ties with undergraduate institutions and premedical advisors in the Appalachian region. DCOM also holds seminars on the DCOM campus for Premed advisors and faculty at undergraduate institutions who work with Premedical students. DCOM also works closely with high schools in the Appalachian region to educate students about the osteopathic profession.
- 3) ***To create a diverse student body.*** DCOM believes that a diverse student body is important for the development of all future physicians. Recruitment efforts

focus on underrepresented minorities by maintaining close ties with premedical advisors and premedical clubs whose focus is on minority students. In addition, DCOM representatives will also attend conferences and career fairs with an emphasis on minority students.

### ***Osteopathic Medicine Awareness Conferences***

Starting in the late summer and continuing through the fall semester DCOM holds an Osteopathic Medicine Awareness Conference (OMAC) approximately every six weeks. These are half-day events held on the DCOM campus designed for interested students to learn about the College and the Osteopathic Profession. These conferences are also open to members of the local community and school systems who wish to learn more about osteopathic medicine. Attendees hear presentations on osteopathic medicine, the pre-clinical curriculum, the clinical curriculum, and the admissions process. Following the presentations, there is a more informal question and answer panel-discussion with current DCOM students. The conference ends with a tour of the facilities and a light lunch. During the lunch the applicants have the chance to talk one-on-one with the faculty, staff, administrators, and current DCOM students.

### ***Off-Campus Recruiting***

During the fall semester members of the admissions staff, the faculty, and various administrators make visits to premedical clubs, career fairs, graduate school fairs, Dean's Days, and other such conferences. Anyone interested in having a representative from DCOM make a presentation at their school should contact the Office of Admissions and Student Advancement.

### ***Grade School and High School Visits***

To increase the likelihood that DCOM produces a significant number of graduates who practice in the Appalachian region, the college visits grade schools and high schools several times a year to educate young students about the benefits of the osteopathic profession. Young students, especially those in underserved areas, are not always aware about different career options. Heightened awareness about the profession and DCOM will hopefully motivate some of these students, who otherwise might not have ever considered being a physician, to enter the profession. DCOM also has several sessions a year for high school students on the DCOM campus.

### ***Early Identification Program***

DCOM is in the process of developing an early identification program with the undergraduate Admissions department at LMU that will allow students accepted to the undergraduate program to apply and interview with the College of Osteopathic Medicine for conditional acceptance. Undergraduate students in the program will work closely with faculty advisors at DCOM to ensure maintenance of educational

standards. The students will also be involved with events at DCOM so that they gain an early exposure to osteopathic medicine.

## **STUDENT ADVANCEMENT**

### ***Academic Advising***

At the beginning of Year 1, medical students are assigned an academic advisor. The Office of Admissions and Student Advancement are responsible for making these assignments. Students may switch advisors if they choose after the first semester. The necessary paperwork is available in the Office of Admissions and Student Advancement. The faculty advisors provide medical students with academic guidance during the first two years of medical school. An important job for the advisors is to ensure that their advisees are devoting enough time to their studies, and that each student is involved with a study-group of his or her peers. Students in good academic standing are required to meet with their advisor on a monthly basis or more if needed by the student. Students on academic probation are required to meet at least twice a month with their advisor. At the end of every semester the advisors will submit a log of their meetings to the Assistant Dean of Students

Students on probation, in conjunction with their advisor, must develop a written academic plan to submit to the Assistant Dean of Students which will then be forwarded to the Student Progress Committee (SPC). The plan should outline the student's strategy for improving his or her academic performance so that ultimately they will no longer be on probation.

### ***Counseling (Psychological Services)***

The Office of Admissions and Student Advancement work closely with the faculty advisors to track individual student problems. In the case of any academic or non-academic issues that are impeding a student's progress, the advisor will refer the student to the Office of Admissions and Student Advancement. The Assistant Dean of Students will then call the student to discuss the problems in a timely manner.

DCOM has also arranged a comprehensive Student Assistance Program through Cherokee Health Systems. This service is available 24-hours a day for students needing personal and/or family support. All services will remain confidential and will not be recorded or filed in the student's academic file. During orientation these counseling services will be fully explained to the students by both the DCOM Office of Admissions and Student Advancement and Cherokee Health Systems.

***Student Ambassadors Program***

Student Representatives are selected by the Office of Admissions and Student Advancement to represent DCOM. Their primary role will be to assist with admissions and recruiting efforts. Students are eligible to be representatives starting after the mid-semester break of Year I, at which point they can fill out an application available in the Office of Admissions and Student Advancement.

On the days when potential students are brought in for their interviews, the student representatives will provide tours, take potential students to lunch, and talk to potential students about student life at DCOM. From time-to-time the representatives will also assist with on-campus and off-campus recruiting events and other similar functions.

***Student Records***

Student grades are recorded, stored and secured with the Lincoln Memorial University Registrar. All other student records will be maintained in the Office of Admissions and Student Advancement. The privacy of student records is noted under Public Law 93-980. Requests from students to have their records released must be made in writing. Verification of enrollment will only be made for educational reasons. For instance, verifications will not be made to employers or landlords. In these cases the students should use letters of acceptance, transcripts, or receipts of payment. DCOM students wishing to review their records must call X7090 and make an appointment with the Assistant Dean of Students or the Director of Admissions.

***Right to Privacy under Public Law 93-980***

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 medical student education records.

No one outside the institution shall have access to, nor will LMU disclose any information from, medical students' education records without the written consent of medical students except to personnel within the institution, to officials of other institutions in which medical students seek enrollment, to persons or organizations providing medical 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 medical students or other persons. Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when medical 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.

Medical 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 medical student, in which case LMU will permit access only to that part of the record which pertains to the inquiring medical student.

Medical students can access their "medical student information" by using the Web Advisor account. Each medical student is given a PIN number to access the following information; schedule, transcript, financial records and financial aid. This information will remain confidential as long as medical students secure their PIN numbers.

Lincoln Memorial University maintains a list of all persons, except other college officials, who have received a copy of the medical student's education record.

***Financial Services***

The Director of Financial Services is responsible for providing qualified students the appropriate documentations and counseling to secure financial assistance in the form of loans, scholarships, and grants.

***Tuition and Fees (Academic Year 2009/10)***

**Yearly Fees**

Tuition 2007/08 (Subject to yearly change)	\$33,075.00
Student Activities Fee	\$100.00
Parking Fee	\$30.00
Technology Fee**	\$575.00

**One-Time Fees**

Acceptance/Matriculation Fee*	\$2,000.00 (Non-refundable)
ERAS processing fee (4 <sup>th</sup> Yr students)	\$55.00
Graduation Fee (4 <sup>th</sup> Yr Students)	\$375.00

\*The \$2,000.00 Non-Refundable Acceptance Fee is payable by the future student to hold a seat in the class. It is credited towards tuition.

**Miscellaneous Fees**

Anatomy Software (Book Charge)*	\$125.00
Late Payment Fee	\$100.00
Lost ID Badge	\$10.00
Life/Disability Insurance (Approximately)	\$175.00/yr
Remediation Fee	\$100.00

\*Primal Anatomy is required for Gross Anatomy, OMM, EPC, and the systems courses. LMU-DCOM buys the program in bulk at a substantial savings.

**\*\*Students in the class of 2011 only pay \$375.00 for the technology fee.**

A student taking 12 or more credits is considered a full-time student.

### ***Late Fee***

Tuition and fee charges must be paid by registration. If tuition is not paid in full on the due date, a late fee of \$50.00 per week will be assessed until all financial obligations are met.

### ***Reimbursement of Funds***

According to federal laws and regulations DCOM will calculate a refund of tuition for any student who withdraws.

The Return of Title IV Funds (federal). 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 Advancement.

The official date of the withdrawal is the date that the Office of Admissions and Student Advancement receive 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.

Tuition refunds will be based on the following schedule. If the student withdraws during the first week of the semester 75% of tuition dollars will be refunded, during the second week 50% will be refunded, and during the third week 25% will be refunded. Students who withdraw after three weeks will not receive any refund.

### ***Financial Commitment Policy***

For value received the student will be responsible to pay to the order of Lincoln Memorial University, Harrogate, TN the total of all costs incurred for their education while attending LMU, for all times of attendance. Interest (1.5%) will accrue at the end of each month on all outstanding balances, with the exception of balances due from approved third parties. The student will also be responsible to pay attorney fees (if applicable) and all other costs of collection in the event the account is placed in the hands of an attorney or an outside collection agency. Graduating students must pay any outstanding account balance three weeks prior to graduation if paying by personal check. If paying by cashier's check, cash, money order or VISA/MASTERCARD/DICOVER/AMERICAN EXPRESS, payment can be made up to the date of graduation rehearsal. Accounts must be paid in full before a student may participate in the graduation ceremony or receive a diploma

## **STUDENT ASSOCIATIONS AND GOVERNMENT ORGANIZATION**

The DCOM Student Government Association (SGA) is the official voice for osteopathic medical students. DCOM SGA is open to all medical students at DCOM and welcomes proposals and participation from the entire body. SGA is responsible for dispersing funds for student activities; acting as liaison for the medical student body; promoting osteopathic medicine; supporting club and classroom activities; and working to improve the quality of life for all DCOM medical students. Students serving as SGA officers, club presidents, student ambassadors, DCOM representatives at national meetings, or in any similar position must maintain at least a 75% average in their coursework. For the purposes of this requirement, the average will be calculated using the actual percentage grades achieved in each course/system, similar to the method for calculating class rank. An officer whose grade average falls below 75% will have to resign. Osteopathic medical students are encouraged to develop, organize and participate in student associations and government organizations; however students may not hold more than one elected position at the same time. Elections for offices are held each spring for the following year. The LMU-DCOM Office of Admissions and Student Advancement is responsible for providing the support for these associations or organizations. Every student organization is required to have a faculty advisor. The advisor for SGA is the Assistant Dean of Students.

### ***Registration of Medical Student Organizations***

In an effort to encourage a formal, organized system of student activities, the DCOM has adopted processes and policies concerning the registration of student organizations. The registration process is designed to permit students to create a



formal organization which is intended to fulfill a common purpose, to provide opportunities for student interaction through participation in managing the affairs of the group and implementation of activities/programs and to foster individual student growth and development through responsible involvement in co-curricular activities.

Registration of a student organization results from compliance with the criteria and conditions stated below, and it does not directly or indirectly imply the approval of the organization or its activities by DCOM. Organizations must secure registration forms from the Office of Admissions and Student Advancement annually which includes the securing of a DCOM advisor, in order to take advantage of the privileges accorded registered student organizations by the DCOM.

### ***Annual Registration***

Once student organizations receive official recognition, the organizations must retain LMU support through the following criteria:

1. Completion of a registration form each academic year
2. Participation in SGA (*honor societies excluded*)
3. Leadership and advisement of a full-time faculty or staff member
4. Approval of organizational activities and events through the Office of Student Services
5. Cooperation with LMU policies and procedures
6. Contribution to and support of the philosophy and mission of LMU
7. Participation in the annual leadership conference
8. Completion of successful semester evaluation
9. Completion of all necessary forms (available in the Office of Admissions and Student Advancement).
10. Completion of a service project that benefits the local community

### ***Student Sponsored Events***

Any on-campus or off-campus event conducted by either a student club or the SGA must be approved by the Assistant Dean of Students. This includes but is not limited to all talks, seminars, exhibits, fundraisers, workshops, and courses. The appropriate forms are available in the Office of Student Advancement.

### ***Merchandise and LMU-DCOM Logo Policy***

All LMU-DCOM student organizations must have approval from the Associate Dean of Students and the Associate Director of Marketing and Public Relations before producing organizational merchandise or distributing information to the campus community and/or the public at large. This is to ensure that all appropriate

procedures and style guidelines are followed by student organizations. Approval forms may be obtained from the Office of Admissions and Student Advancement. Any LMU-DCOM student organization that produces merchandise which violates this policy may have the merchandise confiscated and will have to replace the merchandise at the organization's own expense.

## **STUDENT'S HONOR CODE OF DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE**

### **Preamble**

We, as osteopathic medical students of Lincoln Memorial University – DeBusk College of Osteopathic Medicine, believe there is a need to support and cultivate the high ethical standards of honor associated with the medical community.

This Honor Code intends to make explicit minimum standards to which we, as a community, will hold our colleagues and ourselves accountable. Personal and academic integrity are the foundation of the Code, with particular focus on respectful communication among peers.

We are aware that integrity, accountability, mutual respect and trust are essential to the medical profession and we will actively support and work to achieve these ideals throughout our professional career. The environment that we create is critical to this endeavor.

As members of our community, we realize that our actions affect those around us and the quality of the community.

This Code should supplement, but not supplant, our personal, religious, moral and ethical beliefs, nor is this Code meant to supersede any policies, regulations, codes, statutes or laws that exist within the Lincoln Memorial University, Tennessee state or federal jurisdiction.

### **I. Professional Conduct**

Establishing and maintaining the highest concepts of honor and personal integrity during osteopathic medical school are critical to our training as physicians. It is our responsibility to actively support these standards and it is reasonable to expect that our colleagues will do the same.

#### *A. Respect for Patients*

We will take the utmost care to ensure patient respect and confidentiality. As osteopathic medical students, we will demonstrate respect for patients through

appropriate language and behavior, including that which is non-threatening and non-judgmental. Patient privacy and modesty should be respected as much as possible during history taking, physical examinations, and any other contact, to maintain professional relationships with the patients and their families. It is also important that we be truthful and not intentionally mislead or give false information. With this in mind, we should avoid disclosing information to a patient that only the patient's physician should reveal. As students, we should always consult more experienced members of the medical team regarding patient care, or at the request of the patient. As osteopathic medical students we understand that patients we see are not under our care, so we will not initiate orders until after graduation and in an appropriate post graduate training. We will also never introduce ourselves or allow patients to carry the mistaken impression that we are physicians rather than osteopathic medical students.

*B. Respect for Faculty, Staff, Colleagues, Hospital Personnel, and Community*

We will exhibit respect for faculty, staff, colleagues and others, including hospital personnel, guests and members of the general public. This respect should be demonstrated by punctuality in relationships with patients and peers, prompt execution of reasonable instructions, and deference to those with superior knowledge, experience or capabilities. In addition, we should make every effort to maintain an even disposition, display a judicious use of others' time, and handle private information maturely.

We should express views in a calm, respectful and mature manner when in disagreement with another individual, understanding that a mutual agreement will not always be reached. Confrontations of such nature will be carried out in a private location as soon as time permits.

*C. Respect for Self*

We realize that a diversity of personal beliefs serves to enrich the medical profession. Therefore, we encourage the upholding of personal ethics, beliefs and morals in both daily conduct and in our practice of this Code. Understanding conflicts may exist that interfere with our personal beliefs, we are encouraged to be proactive with communicating these situations.

*D. Respect for Proper Documentation*

The written medical record is important in communication between health care providers and effective patient care; it is also a legal document and available for patient review. As such, it is crucial that we maintain the integrity of patients' medical care through accurate reporting of all pertinent information about which we have direct knowledge. Written medical documents, including electronic correspondence pertaining to patients and their care must be legible, truthful, complete and accurate to the best of our knowledge and abilities. To avoid an accidental breach of confidentiality, we will not discuss patient care in common

areas. Appropriate medical and/or personal information about patients should only be shared with health professionals directly involved or for educational purposes. Any communication of patient information in the course of educational presentation will always be void of any patient identifying information and with the permission of the attending physician(s).

*E. Respect for Laws, Policies and Regulations*

Laws, policies and regulations at the university, local, state and federal levels benefit the community and are not to be disregarded or violated. Any matters under the jurisdiction of local, state, or federal laws are explicitly deemed “outside the scope” of this Code.

**II. Academic Standards**

We are responsible for proper conduct and integrity in all scholastic and clinical work. As students, we are obligated to develop our medical knowledge and skills to the best of our ability, realizing that the health and lives of the persons committed to our charge could depend on our competence. Due to the teamwork inherent in the medical profession, we will work together and utilize all available resources.

*A. Examinations*

1. As students, we must demonstrate honor and integrity during examinations.
2. We understand that examinations are meant to reflect our individual achievement. Cheating during examinations is unethical and is defined as doing any of the following without authorization:
  - a. Looking at the answers written by another student during an examination.
  - b. Communicating with another student about topics that might help to answer a question during an examination.
  - c. Referring to notes or textual matter during an examination.
  - d. Violating any other policy of examinations.
3. During examinations, students have an obligation to maintain a non-disruptive atmosphere.
4. We will take care not to communicate specific information regarding an examination to a classmate who has not yet completed that examination during that academic year.
5. At the end of each examination, we will provide a signed statement that affirms our conduct was in accordance with the Code.

**B. Other Academic Work**

1. In deference to the scientists, doctors, and patients who have shared their knowledge and experience for the betterment of medical learning, we have a responsibility to not intentionally misrepresent the work of others nor claim it as our own.
2. During medical training we will be provided with communal instructional material that will greatly aid our learning. We will therefore make every effort to protect and preserve these resources for the use of future peers and classmates.

**III. Social Behavior**

Our behavior and speech should demonstrate our respect for the diversity of our colleagues. We should avoid disparaging remarks or actions with regard to a person's race, age, gender, disability, national origin, position, religion, or sexual orientation. We will strive to create an environment that fosters mutual learning, dialogue, and respect while avoiding verbal, written or physical contact that could create a hostile or intimidating environment. Since our actions reflect upon us, we should adhere to our standards of Professional Conduct when within, representing, or in any way impacting our community.

**IV. Honor Code Violations and Accountability**

Our honor as community members and professionals is maintained through accountability. We will act in accordance with this code and we expect our peers to do the same. We will act with honor to avoid burdening our peers with a responsibility for our own integrity. Actions not in accordance with the aforementioned standards constitute a violation of this Code.

**A. Self-Reflection**

If there is concern that our academic or social conduct represents a violation of the Honor Code, we are obligated to report our behavior by contacting an Ethics and Honor Code Committee member.

**B. Interactions with Others**

If there is concern that a peer's academic or social conduct is in violation of the Honor Code, we must privately confront that individual. It is sometimes difficult to challenge the behavior of a fellow community member. However, it is our responsibility to confront offending parties; failure to do so is a violation of the Code.

As confrontation is often a matter between two individuals or parties, we will exercise discretion and respect privacy when initiating a dialogue to address our

concerns. It is essential that these steps of the confrontation involve respectful communication and interchange. During the initial confrontation, each party will attempt to achieve mutual understanding. If the parties realize that there has been no violation, the matter is dropped. If the parties realize that there has been a violation of the Code, the offending party is obligated to report his/her behavior by contacting an Ethics and Honor Code Committee member within an agreed-upon time frame.

*C. Inability to Resolve*

In the event that mutual understanding is not reached during the initial confrontation, the offending party is obligated to report his/her behavior and the matter will be brought before the committee. If the offending party has neglected to report his/her actions, the confronting party must contact a member of the Ethics and Honor Code Committee and the matter will be brought before the committee.

In the rare cases where the confronting party believes that his/her personal safety may be threatened, he/she may ask a member of the Ethics and Honor Code Committee to initiate or assist in the dialogue.

*D. Role of the Faculty*

In cases of suspected code violations, members of the faculty will follow the same procedures as outlined above; privately resolved matters do not repair the breach of trust inflicted upon the greater community.

**V. The Ethics and Honor Code Committee and the Resolution of Violations**

The Ethics and Honor Code Committee meetings with students are private and confidential including, but not limited to, the names of participants, proceedings, discussion, minutes and recommendations. The following are prohibited in all Committee meetings unless otherwise authorized in writing by the Assistant Dean of Students: (1) electronic recording of the meeting, except for official minutes; (2) legal counsel; and (3) uninvited individuals.

The student will have fourteen calendar days after receipt of notice of disciplinary action to appeal the decision directly to the Assistant Dean of Students. The disciplinary action is in effect during the appeals process unless otherwise indicated in writing by the Dean of Students.

*A. Reporting Procedure*

A case of a suspected violation or an unresolved situation may be brought to the Ethics and Honor Code Committee through self-reporting or by the confronting party, at which point the case proceeds to a hearing for resolution. Reporting

violations should be accomplished by submitting the appropriate ethics and honor code violation form. After submission, the involved parties will be informed of preliminary hearing date, time, and location within fourteen calendar days. The Assistant Dean of Students will receive a courtesy copy of each submitted form.

### *B. Preliminary Meeting*

It is the responsibility of the class president to act as Chairperson and to guide the parties through the hearing process. The Chairperson will not be a voting member of the committee, except in the event a majority vote cannot be reached.

The preliminary meeting will be informational in nature. The reporting individual will report the offense, after which, the reporting member will be excused from the meeting and the committee members will vote upon a date and time to reconvene to hear the case. The involved parties will be advised of the date and time of the hearing, as well as any other options the committee feels may be warranted, such as witnesses, etc. If the offending party would like assistance with the proceeding case, they may request a member from the same class to act as council. Individuals may suggest witnesses but a refusal to grant such request is not grounds for appeal.

All parties will have the opportunity to express what they believe to be the facts of the incident. During this portion of the process, all Committee members are urged to ask questions in order to gain a clear understanding of the situation. The Chairperson will then dismiss the parties and the voting members of the Committee will determine the following by consensus: Has the Honor Code been violated in this case?

If no violation is found, the matter is dropped, and the relevant parties are so informed. If a violation is found, the process proceeds to the Evaluation phase.

### *C. Hearing procedures*

Subsequent to the preliminary meeting, a hearing will commence. The Chairperson will serve as the facilitator of this meeting and all related meetings subsequent to these proceedings. At the beginning of a hearing, the Chairperson will give a brief overview of the purpose of the hearing, answer any procedural questions, and ask members of the Committee whether or not they feel they can be objective and to report any conflicts of interest.

All persons involved in the hearing, including the parties themselves and Committee members are expected to maintain the confidentiality of the proceedings.

*D. Evaluation*

The parties are asked to return and each party will be asked to suggest and justify what he/she feels is a fair resolution of the problem. The Committee may also propose alternative resolutions with the parties.

*E. Deliberation*

When the parties and the Committee members believe that the necessary information has been shared, the parties will again be dismissed and the voting members of the Committee will determine the following by consensus:

1. What are the relevant circumstances in this case?
2. What is an appropriate resolution in this case?

After an initial consensus is reached, the Committee will adjourn for at least one day and refrain from discussing the details of the case. At this point, each Committee member will privately reconsider the issues involved in the case to reflect upon his/her endorsement of the consensus. The Committee will then reconvene and either reaffirm its position or reach consensus on another action. If a new action has been agreed upon, the committee will adjourn once again if any member of the committee feels they need more time to consider the new agreement. If no member of the committee feels they need more time and all members agree on the action, the proceeding may continue.

*F. Presentation of the Resolution*

The parties will be asked to return to hear the Committee's recommendation and reasons for their decisions.

*G. Recommendation to the Student Progress Committee*

The recommendation will be reported in writing to the parties and to the Student Progress Committee (SPC) of the School of Osteopathic Medicine within seven (7) calendar days. The offending party has the right to appeal the recommendation to the SPC. If an appeal is made, the SPC may then uphold the Committee's recommendation, send the recommendation back to the Committee for further consideration, or overturn the recommendation of the Committee. The community at large, including students, faculty and administrators, entrusts great responsibility to the Ethics and Honor Code Committee in these matters. The Assistant Dean of Students is an advising member of the Ethics and Honor Code Committee and is aware of all reports prior to proceedings.



*H. Repairing breeches of trust*

With any violation of the Code, the offending party is obligated to repair breeches of trust to the community at large. This will be accomplished by compliance with the final decision in the case and acceptable reaffirmation of the party's commitment to the standards of the community.

**VI. Membership of the Committee**

A total of twelve voting members will serve on the Ethics and Honor Code Committee as follows: first year class (3), second year class (3), third year class (3), and fourth year class (3). Selection will be made by vote of the SGA members as written in the SGA bylaws. The term is served from January to the following January. The members selected for the third year class will serve a term ending upon their graduation from fourth year. There is a minimum of nine members that need to participate in each hearing. If nine members are not present, the meeting will be postponed and reconvened when a minimum of nine members are available. If nine members are not available within fourteen days, the matter will be presented to the SPC for consideration.

**VII. Responsibilities of the Committee Members**

*A. To the Community*

The Ethics and Honor Code Committee's responsibilities to the community include: educating students and faculty about the Code, providing information and literature about the Code and assisting in maintaining awareness of the Code.

Committee members will also undergo appropriate training prior to their becoming active members of the Committee.

*B. Within the Committee*

The Ethics and Honor Code Committee is responsible for interpreting the Code. The Committee will consider each case individually and should be sensitive to both the community and the individual involved when making decisions.

***VIII. Ratification of the Code***

Members of the Ethics and Honor Code Committee may ratify this Code by a two-thirds majority vote and approval of the Assistant Dean of Students, with final approval residing with the Dean of LMU-DCOM. All incoming classes will be subject to this Code and will sign the pledge at the white coat ceremony.

## **IX. Amending the Code**

This Code may be amended through an annual proposal and voting process as written in the student handbook. Amendments to the Code will be accepted by a three-quarters majority vote of the Ethics and Honor Code Committee and approval of the Dean of Students.

## **X. The Pledge**

Membership in the Lincoln Memorial University – DeBusk College of Osteopathic Medicine community is dependent on our commitment to the Honor Code, and confirmed by our signing the Honor Pledge card, which states: “I hereby accept the Lincoln Memorial University – DeBusk College of Osteopathic Medicine Honor Code, realizing that it is my duty to uphold the Code and the concepts of personal and collective responsibility upon which it is based.”

## **XI. Special Circumstances**

A. Cases referred to the honor committee involving substance abuse/mental health that do not involve an honor code infraction will be handed over to the Assistant Dean of Students without further action by the honor committee.

B. Any situations the committee deems is outside of its purpose will be forwarded to the Assistant Dean of Students.

## **CAMPUS AMENITIES**

### *Bookstore*

The LMU Bookstore, located in the Student Center, is maintained for the benefit and convenience of students. The purchase of new and/or used textbooks and other materials necessary for classes can be made in the Bookstore. Also for sale are various novelty items as well as health and beauty aids. The Bookstore hours are 8:30 AM to 4:00 PM, Monday through Friday. The main buy-back of textbooks takes place at the end of each semester; however, the Bookstore will buy back textbooks throughout the semester at wholesale prices. (*See University Handbook for further detail on bookstore purchases and refunds.*)

### *LMU-DCOM Outpatient Services*

The LMU-DCOM clinic located on the second floor serves the LMU community including faculty, staff, students and immediate family members of faculty, staff and students by appointment or walk-in. Hours of clinic operation are 8:30am to

4:30pm on Mondays, Wednesdays, and Thursdays and 8:30am to 11:30am on Tuesdays and Fridays.

The clinic is staffed by members of the LMU-DCOM clinical medicine faculty. The scope of the clinic practice currently includes family practice and osteopathic manipulative therapy. Gynecological consults are also handled through the clinic.

***The Lon and Elizabeth Parr Reed Medical and Allied Health Library***

**Medical Library Hours:**

**Fall and Spring Semesters**

Monday-Thursday	8 AM - Midnight
Friday	8 AM - 4:30 PM
Saturday	10 AM - 5 PM
Sunday	2 PM - Midnight

**Summer Sessions**

Monday-Thursday	8 AM - 7 PM
Friday	8 AM - 4:30 PM

**Break Periods**

Monday-Friday	8 AM - 4:30 PM
Saturday & Sunday	CLOSED
National Holidays	CLOSED, unless otherwise posted

***Food Service/Dining Hall***

Sodexo-Marriott Services provides food services on campus. Meals are served according to the schedule posted in the cafeteria. *See University Handbook for details on meal plans.*

***Computing Services***

The official manner of communication from the administration and faculty to medical students is via e-mail. LMU medical students are required to use and read all e-mail correspondences from DCOM and the University.

Access to college computer resources is granted to all faculty, staff and students of Lincoln Memorial University. DCOM medical students are required to have a laptop computer to fulfill all educational requirements. During orientation the information technology department will configure the laptops for each student so that the computer is compatible with the DCOM network. Each medical student is assigned a user account which grants the medical student access to the university network resources as well as the Internet. Every student account comes with a home directory for storing files. This space is limited to 5-10 megabytes depending on course requirements. It is the responsibility of the student to backup

and maintain these files. Students can request a user account online at <http://www.lmunet.edu/computer/accounts.htm>.

Student user accounts are credited with 500 pages of free printing each semester from college laser printers located at the various computer labs across campus. Students must request additional pages if they exceed the 500 page quota for any given semester. Most Students are able to complete their printing needs within the allocated page quota. Please make every effort to help conserve LMU resources by not abusing this privilege. Misuse of any computer resource can result in loss of privileges. (*See University Student Handbook for further computing service information.*)

### ***On-Campus Residence***

Dorm rooms and University owned rental property are available for medical students wishing to stay on campus. Inquiries for on-campus housing are made through the DCOM Department of Admissions and Student Advancement.

## **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.

### ***Professional College Accreditation***

LMU-DeBusk College of Osteopathic Medicine has received **\*provisional accreditation status** through the Commission on Osteopathic College Accreditation (COCA) of the American Osteopathic Association (AOA).

**\* Provisional accreditation status is granted to Colleges of Osteopathic Medicine who have achieved pre-accreditation status and meet the standards of accreditation. As a new college of osteopathic medicine, it is required that DCOM be reviewed annually for renewal of provisional accreditation status until full accreditation status is granted prior to the graduation of the first class.**

The accreditation standards are available at: [http://www.online.osteotech.org/index.cfm?PageID=acc\\_predoc](http://www.online.osteotech.org/index.cfm?PageID=acc_predoc). Or at: AOA COCA 142 East Ontario Street, Chicago, IL 60611 (800) 621-1773 Ext 8048.

### ***Accreditation Grievances***

Students wishing to file a complaint related to the accreditation standards and procedures should make these complaints in writing to the Assistant Dean of Students who will forward the complaint to the Dean. A form is available on the LMU-DCOM website.

### ***Curriculum***

DCOM's curriculum is a four-year, full-time academic and clinical program leading to granting the degree of Doctor of Osteopathic Medicine (DO). The curriculum will stress the interdependence of the biological, clinical, behavioral and social sciences. The emphasis will be on educating physicians for primary care medicine, employing the distinctive osteopathic principles for the maintenance of health and treatment of disease.

A primary care physician must be skilled in problem solving and demonstrate expertise in diagnosis. In order to achieve this goal DCOM's curriculum will emphasize the integration of the basic and clinical sciences in medical practice. The curriculum will be divided into a pre-clinical phase and a clinical phase.

### ***Pre-Clinical Curriculum***

The first and second years of osteopathic medical school will introduce the student to the fundamental scientific concepts as they apply to the study of medicine. Exposure to clinical medicine with an emphasis on osteopathic principles and practice is woven throughout the curriculum.

A modified organ system approach to curricular organization was chosen by the Curriculum Committee over a discipline based model because the basic biological science principles & concepts presented in the Anatomy and Molecular Fundamentals of Medicine I and II courses can be expanded upon in the context of each particular organ system. The preclinical sciences presented within each organ system include anatomy, biochemistry, immunology, microbiology, pathology, pharmacology, physiology and virology; however, as opposed to a discipline approach, these preclinical domains can be better integrated with the clinical sciences from within each system as clinical perspectives are offered from the viewpoint of both the primary care physician and the respective specialist. This affords the student a better understanding and integration/correlation of course materials as clinical considerations are presented and integrated with the practical application of the basic science principles. Using this curricular paradigm, the basic science concepts which are the foundation for the understanding of clinical situations can be more readily comprehended by the student.

### ***Preclinical Coursework Waivers***

Some basic science courses can be waived by prior comparable coursework, as determined by the Preclinical Dean in consultation with the Chair of the Department in which the course is offered, and the course/system instructor. The waiver policy is

primarily designed for incoming students who have received a doctorate in a field that the course they are requesting the waiver for encompasses. The Preclinical Dean may waive the course entirely or require the student to successfully pass a comprehensive examination covering the course material. For each course waived, a waiver petition/form must be completed, with the appropriate signatures, and filed with the Office of Admissions and Student Advancement prior to the start of the class. The form is available in that office. The signed waiver form becomes a part of your academic file at LMU-DCOM and serves as a record of your completion of those course requirements. The student will receive credit for the course, but will not receive a letter grade. On the student's transcript a waived course will be noted as "Pass" and will not be figured into the GPA. Granting of a waiver will not reduce tuition. Students who are granted a waiver are strongly encouraged to use their waived course time and expertise to serve as tutors for their classmates. Clinical rotations may not be waived.

## **COURSE/SYSTEMS/ROTATION DESCRIPTIONS**

### **Systems Descriptions:**

#### **FIRST YEAR**

##### **DO SYS 701) Medical Gross Anatomy (19 weeks)**

Medical Gross Anatomy is the study of the body's structure. The course is organized by the four major body regions: upper limb; back and lower limb; thorax, abdomen and pelvis; and head and neck. Laboratory pro-sections and dissections will be utilized throughout the entire course. Supplemental lectures and tutorials will also be given. Computer-aided instruction will be used to help students learning anatomy. The student is expected to learn anatomical terminology, three-dimensional, radiological and live (palpatory) anatomy. Throughout the course students will be challenged to relate the anatomy to solving clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of five written examinations and five laboratory practical exams.

##### **DO SYS 711) Molecular Fundamentals of Medicine I (19 weeks)**

This course is designed to provide the student with the basic principles necessary to understand the integration of molecular biology, biochemistry, cellular biology and metabolism, introductory genetics and human embryology within the context of their clinical applications to basic biomedical sciences.

##### **DO SYS 731 & SYS 732) Osteopathic Principles and Practice I & II (30 weeks)**

This course presents osteopathic history, philosophy, principles, problem-solving and patient management, incorporating direct and indirect, traditional, and contemporary manipulative techniques.

**DO SYS 741 & SYS 742) Essentials of Patient Care I & II (15 weeks)** Essentials of Patient Care introduces students to the world of clinical medicine through a multifaceted approach, including early patient contact with both patient models, standardized patients,

and simulations, facilitated small group sessions, didactic sessions, self-directed and online exercises, and group projects. Emphasis is on development of history-taking and physical examination skills, critical thinking skills, differential diagnosis formation, construction of treatment plans, and doctor-patient communication skills. Other components of the course include professionalism, medical informatics, and health promotion and disease prevention.

**DO SYS 781) Foundations of Modern Healthcare (15 weeks)** This course proceeding concurrently within each respective course/system is designed to compliment, reinforce and expand coursework presented within a current course/system. Basic concepts in the related disciplines of biostatistics, epidemiology, professionalism, interpersonal and communication skills, practice based learning and improvement, systems based practice (public health), and introduction to medicine are presented.

**DO SYS 712) Molecular Fundamentals of Medicine II (6weeks)**

This is an integrated course introducing microbiology, immunology, pathology, and pharmacology to prepare students for more in-depth study during the systems. Genetics, as related to these disciplines, is also included. Clinical applications of the basic sciences are emphasized.

**DO SYS 720) Behavioral Neurosciences (8 weeks)**

This course provides a thorough survey of the central, peripheral, and autonomic nervous systems. It is presented in an integrated biopsychosocial format, ranging from reductionist mechanisms of neural function to the social & cultural shaping of illness. Basic Science components will include embryologic neural development, neuroanatomy, neurophysiology, neurochemistry, neuropathology, & neuropharmacology. Clinical components will cover general concepts of behavioral medicine consistent with all medical practice as well as those disorders managed within and between the specialties of neurology & psychiatry.

**DO SYS 724) Neuromusculoskeletal (5weeks)**

This course provides the student with an interdisciplinary approach to the evaluation and treatment of the neuromusculoskeletal system. Foundations of anatomy and biomechanics, physiology, pharmacology, and pathology are included to enhance the understanding of fundamental clinical concepts. Basic science and aspects of clinical neuromusculoskeletal medicine are considered with emphasis upon primary care osteopathic medical practice. Topics in the areas of orthopedics, sports medicine, radiology, rehabilitation medicine, infectious disease, rheumatology, and osteopathic manipulative medicine are included in the course. Methods of examining the neuromusculoskeletal system will be addressed in conjunction with the Essentials of Patient Care course.

**Systems Descriptions:**

**SECOND YEAR**

**DO SYS 751) Hematology & Lymph (3 weeks)**

This course presents the embryology, histology and biochemistry of the hemopoietic and lymphoreticular organs. During this system, the influences of microbiologic and pharmacologic agents are discussed. The pathological and clinical aspects of hematologic diseases and diseases of the lympho-reticular system are presented along with the pertinent laboratory tests.

**DO SYS 753) Cardiovascular (7 weeks)**

This course presents the embryology, histology, and gross anatomy of the heart and blood vessels. The biochemistry, pharmacology, physiology, and microbiology as related to this system are also discussed. Cardiovascular pathologies are presented, along with the clinical diagnostic and treatment modalities.

**DO SYS 755) Renal (3 weeks)**

This course presents basic science topics in embryology and histology of the kidneys and urinary system, the biochemistry, physiology, and pharmacology of fluid and electrolyte balance with emphasis on kidney function, microbiology, pharmacology. Clinical topics include management of urinary infections, and the identification, diagnosis, and treatment of renal and urinary disorders.

**DO SYS 757) Respiratory (5 weeks)**

This course presents the embryology, histology, and gross anatomy of the lungs and nasotracheobronchial tree. Respiratory physiology and defense mechanisms, as well as microbiology, biochemistry, and pharmacology relating to the system are discussed. Pathology of the upper and lower respiratory system is presented along with clinical presentations of diagnostic and treatment modalities.

**DO SYS 733 & DO SYS 734) Osteopathic Principles and Practice III and IV (30 weeks)**

This course is a continuation of DO SYS 731 & 732 further expanding and developing the osteopathic philosophy, principles, problem-solving and patient management, incorporating direct and indirect, traditional, and contemporary manipulative techniques.

**DO SYS 743) and DO SYS 744) Essentials of Patient Care III & IV (30 weeks)**

This course is a continuation of DO SYS 741 & 742 further expanding and developing the world of clinical medicine through a multifaceted approach, including early patient contact with patient models, standardized patients and simulations, facilitated small group study sessions, didactic sessions, self-directed and online exercises, and group projects. Emphasis is on development of history-taking and physical examination skills, critical thinking skills, differential diagnosis formation, construction of treatment plans, and



doctor-patient communication skills. Other components of the course include professionalism, medical informatics, and health promotion and disease prevention.

**DO SYS 760) Endocrine (4 weeks)**

This course explores the anatomy of the hormone secreting glands, the biochemical description of a hormone, how hormones are studied and measured, and the physiology of homeostasis. Pathologies of the endocrine system and the pharmacology of endocrine drugs are presented. Clinical manifestations of endocrine disorders of various ages are presented, with emphasis on identification, diagnosis, and treatment. The course also considers the evaluation and management of endocrine emergencies.

**DO SYS 762) Reproductive (5 weeks)**

This course presents the anatomy, embryology, and histology of both the female and male reproductive systems. The physiology, biochemistry, pathology, pharmacology, and microbiology of both reproductive systems are also discussed. In addition, the basic science disciplines present principles regarding the relationships between mother and fetus during pregnancy. Clinical lectures on obstetrics, gynecology, perinatology, and nutrition, and the problem of child abuse and the management of pregnancy, are presented. Perspectives on human sexuality are also presented.

**DO SYS 764) Gastrointestinal & Nutrition (5 weeks)**

This course presents various aspects of the gastrointestinal system, including its embryology and histology. The biochemistry, physiology, the influence of pharmacology, and the problems with microbiology are presented along with the clinical and pathological aspects of the system. The nutrition course is incorporated into this system.

**DO SYS 766) Geriatrics (2 weeks)**

This course is devoted to the special problems that can occur in the later periods of life. Diseases and conditions learned during the systems are now explored in light of this population. Additionally, aspects specific to geriatrics are explored.

**DO SYS 768) Dermal (2 weeks)**

This course presents problems of the skin from a clinical perspective. Lectures are coordinated with embryology, histology, physiology, biochemistry, pharmacology, microbiology, pathology, and dermatopathology.

**DO SYS 784) Foundations of Modern Healthcare (10 weeks)**

This course proceeding concurrently within each respective course/system is designed to compliment, reinforce and expand coursework presented within a current course/system. Basic concepts in the related disciplines of biostatistics, epidemiology, professionalism, interpersonal and communications skills, practice based learning and improvement, systems based practice (public health & healthcare economics), and medical jurisprudence are presented.

## CLINICAL CURRICULUM

The clinical years (3<sup>rd</sup> and 4<sup>th</sup>) will consist of hospital and office based training. All faculty at core hospitals, community hospitals, and those on the clinical adjunct data base are approved by LMU-DCOM based on interest and dedication to teaching as well as the evaluation of the Curricula Vitae (CV) and license verification. The clinical curricula will reflect the mission of the college through planning and evaluation in the curriculum committee and the input, review and approval of the Dean's Council. All rotations are for four (4) or eight (8) consecutive weeks and required educational activities are currently being developed. The Office of Clinical Education will consist of an experienced team including the Associate Dean of Clinical Sciences, Director of Clinical Education, Director of Rotations and two (2) Administrative Assistants to ensure the execution of affiliation agreements with hospital sites, development of educational standards, and assignment of students to sites. Student rotation evaluations, self-assessments, student portfolios, site evaluations and site visits are planned to collect important data on osteopathic medical student performance and to ensure that educational objectives are being met at rotation sites.

During the third year, the student will be assigned to a core rotation site for a six-month period. DCOM will provide enough rotations for the students to complete their third year rotations within 60 miles of the core site. The student may elect to do selectives and electives outside of the 60 mile radius, as long as the site is approved by the Office of Clinical Education. Each site will be centered on a carefully selected hospital with sufficient resources to provide the third year curricular plan. The core hospital experience within the site will consist of:

### THIRD YEAR

#### Clerkships/Rotations (weeks)

#### 24 Week CORE Experience

- Internal Medicine I and Internal Medicine II (8)
- Community Mental Health (4)
- Obstetrics/Gynecology (4)
- General Surgery (4)
- Pediatrics (4)

#### The remainder of Year III:

- Family Medicine (4)
- Selective I (4); Selective II (4)
- Elective I (4); Elective II (4)
- Vacation (4)

Selective rotations can be chosen from designated specialties approved by LMU-DCOM. One month must be in a medicine specialty and one month from a surgical specialty. The choices of these specialties are listed below. If a student

chooses to fulfill the rotation with a physician not on the approved list, they must first receive approval through the Office of Clinical Education:

**Selective Choices:**

Selective I: Medicine: General Internal Medicine, Gastroenterology, Cardiology, Nephrology, Pulmonology, Neurology, Infectious Disease, Hematology/Oncology, Endocrinology, and Rheumatology

Selective II: Surgery: General Surgery, Orthopedics, ENT, Ophthalmology, Urology, CV/Thoracic

**Electives**

Electives shall not consist of the same specialty or same physician for two consecutive or separate months.

***Process for New Preceptors***

The physician submits a one page preceptor application with a current CV to the Office of Clinical Education. The office will verify the preceptor's professional license and will submit all documentation to the chairperson for review and recommendation to the Senior Associate Dean.

**Third Year Clinical Rotation Descriptions:**

**DO CLIN 801 Behavioral Health/Neuropsychiatry:**

Four weeks focusing on the evaluation, intervention and management of the psychiatric patient. Emphasis is placed on the medical student learning the triage and community integration of treatment models treating the patient in the setting close to home rather than the inpatient psychiatric hospital. This month will offer the integration of the inpatient psychiatric treatment model with the goal of community treatment and placement for the mentally ill patient.

**DO CLIN 802 Internal Medicine I:**

Four weeks of training as IM I with the same objectives. Increases the consolidation of educational goals by providing continuity of environment and faculty found in IM I.

**DO CLIN 803 Internal Medicine II:**

Four weeks of training as IM I with the same objectives. Increases the consolidation of educational goals by providing continuity of environment and faculty found in IM I.

**DO CLIN 804 Obstetrics/Gynecology:**

Four weeks of training in the inpatient or outpatient setting to become familiar with the care of medical and surgical issues related to the female genitourinary

system. This will include the evaluation and care of the pregnant patient for prenatal, delivery and post-natal period.

**DO CLIN 805            General Surgery:**

Four weeks of training in the hospital setting under the supervision of a hospital based general surgeon(s). This will include the evaluation, surgical intervention, consultation and follow-up of the adult male and female population.

**DO CLIN 806            Pediatrics:**

Four weeks of clinical training in the outpatient and/or inpatient setting. The student will learn to take an appropriate history for male and female patients from birth to age 16. Emphasis will be placed on preventive health management for evaluation of growth milestones as well as immunization strategies. Identification of the acutely ill patient will be integrated into the experience.

**DO CLIN 807            Family Medicine:**

Four weeks of training with a family physician where the full range of preventive and acute care of male and female patients of all ages is experienced. The role of preventive health care, triage and specialty referral process are included as an essential part of the experience.

**DO SELE 815 & DO SELE 816**

Third and fourth year Selective Physician Rotations are sites designated by the Office of Clinical Education. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved clinical/adjunct faculty of the College of Osteopathic Medicine's Office of Clinical Sciences. The third-year offering of selective rotations will be anywhere within a maximum of approximately 60 mile radius of their particular hospital core site. The Office of Clinical Sciences will offer a pre-approved set of rotation sites from which the students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include: Surgical, general medical and all others.

**DO ELEC 825, & DO ELEC 826**

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences within the United States. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

**Vacation:**

Four weeks of vacation is allowed in each of the 3<sup>rd</sup> and 4<sup>th</sup> clinical years. These may not be used for clinical clerkship or preceptor experience unless specifically approved by the Office of Clinical Sciences. Vacation may be used as a requirement for remediation.

The fourth year curriculum is intended to build on the foundational experience provided in the third year. The required rotations include Community Hospital I & II, Emergency Medicine, and Rural Primary Care. The eight (8) week Community Hospital experience will be continuity of patient care. These experiences are in settings where more demands for independence can be expected of the senior medical student. The selectives and electives will allow students to travel to locations offering the opportunity to develop residency training applications for successful transition after graduation. This year also contains four weeks of vacation. The rotations offered are:

**FOURTH YEAR**

**Year IV: Clerkships/Rotations (weeks)**

Community Hospital I and Community Hospital II (8)  
Emergency Medicine (4)  
Rural Primary Care (FM or IM) (4)  
Selective I (4); Selective II (4)  
Selective III (4)  
Elective I (4); Elective II (4)  
Elective III (4); Elective IV (4)  
Vacation (4)

**Selective Choices:**

Selective I: Medicine: General Internal Medicine, Gastroenterology, Cardiology, Nephrology, Pulmonology  
Selective II: Surgery: General Surgery, Orthopedics, ENT, Ophthalmology, and Urology  
Selective III: Other: Radiology, Dermatology, Women's Health, Mental Health, Family Medicine, OMM, Geriatrics

**Electives**

In a given academic year, students may only do one elective for a given specialty.

**Selective rotations** must be chosen from designated specialty rotations approved by the Associate Dean for Clinical Sciences and Curriculum Committee. Month one, students choose from a medicine specialty and month two, students choose from a surgical specialty. If a student chooses to fulfill the rotation with a physician not on the approved list, he/she must first receive approval through the Office of Clinical Sciences.

Entry into third year courses requires successful completion of the entire course of study of the second year. All students will be required to successfully complete the 3<sup>rd</sup> year curriculum before entrance into year 4.

Electives shall not consist of the same specialty or same physician for more than 8 weeks for the combination of the 3<sup>rd</sup> and 4<sup>th</sup> years.

**Fourth Year Clinical Rotation Descriptions:**

**DO CLIN 901            Community Hospital I**

Four weeks of clinical training, and direct involvement in a small hospital setting. This experience consists of two rotations in an affiliated community hospital. Each clinical rotation is a one-month primary-care clinical experience designed to further develop the concepts of diagnosis and management and to develop decision-making and cognitive skills related to patient care.

**DO CLIN 902            Community Hospital II**

Four weeks of clinical training with direct involvement in a small hospital setting. This experience consists of two rotations in an affiliated community hospital. Each clinical rotation is a one-month primary-care clinical experience designed to further develop the concepts of diagnosis and management and to develop decision-making and cognitive skills related to patient care. This is intended to immediately follow Community Hospital I.

**DO CLIN 903            Emergency Medicine**

Four weeks of training offered with a pre-requisite of completion of the entire third year of training prior to entry. Students will be educated in the initial evaluation and stabilization of the acutely ill or traumatized patient. Education of the triage process at the entry into the Emergency Department is included in the experience.

**DO CLIN 904            Rural Primary Care (FM or IM)**

Four weeks of assignment to a physician representing the delivery of primary care FP or Primary Care Internal Medicine where the practice is located in an ambulatory clinic outside of the metropolitan statistical area. The student will be assigned to one physician to learn the problems that are unique to an area where higher level of consultative care and equipment or facilities are not available. This experience has the completion of the Third Year as a prerequisite.

**DO SELE 915; DO SELE 916; and DO SELE 917**

Third and fourth year Selective Physician Rotations are sites designated by the Office of Clinical Sciences. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved clinical/adjunct faculty of the College of Osteopathic Medicine's Office of Clinical Sciences. The third-year offering of selective rotations will be anywhere within a maximum of

approximately 60 mile radius of their particular hospital core site. The Office of Clinical Sciences will offer a pre-approved set of rotation sites from which the students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include: Surgical, general medical and all others.

**DO ELEC 925; DO ELEC 926; DO ELEC 927; & DO ELEC 928**

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

**Vacation:**

Four weeks of vacation is allowed in each of the 3<sup>rd</sup> and 4<sup>th</sup> clinical years. These may not be used for clinical clerkship or preceptor experience unless specifically approved by the Office of Clinical Sciences. Vacation may be used as a requirement for remediation.

All students must complete all fourth year requirements for consideration for graduation.

DCOM Student Handbook and Catalog

*Credit Hours*  
Curriculum  
OMS I, Fall Semester

*12 Lecture hours = 1.0 Credit hour*  
*24 Lab Hours = 1.0 Credit hour*  
*1 month = 8.0 Credit hours*

Course #	OMS I Fall Semester	# of Weeks	Lecture/Seminar Hours	Lab Hours	Credit Hours
DOSYS 711	MFM I	19	86		7.5
DOSYS 701	Gross Anatomy	19	72	58	8.5
DOSYS 781	FMHC	15	38	5	3.5
DOSYS 731	OPP I	15	15	30	2.5
DOSYS 741	EPC I	15	45		4.0
	<b>TOTAL</b>				<b>26.0</b>

Course #	OMS II Fall Semester	# of Weeks	Lecture/Seminar Hours	Lab Hours	Credit Hours
DOSYS 751	Hematology and Lymph	3	55		5.0
DOSYS 753	Cardiovascular	7	112		9.5
DOSYS 755	Renal	3	52		4.5
DOSYS 757	Respiratory	5	68		6.0
DOSYS 733	OPP III	15	15	30	2.5
DOSYS 743	EPC III	15	49		4.5
	<b>TOTAL</b>				<b>32.0</b>

Course #	OMS I Spring Semester	# of Weeks	Lecture/Seminar Hours	Lab Hours	Credit Hours
DOSYS 712	MFM II	6	104		9.0
DOSYS 720	NBNS	8	121	12	11.0
DOSYS 724	NMSK	5	75		6.5
DOSYS 742	EPC II	15	45		4.0
DOSYS 732	OPP II	15	15	30	2.5
	<b>TOTAL</b>				<b>33.0</b>

Course #	OMS II Spring Semester	# of Weeks	Lecture/Seminar Hours	Lab Hours	Credit Hours
DOSYS 760	Endocrine	4	49		4.5
DOSYS 762	Reproductive	5	69		6.0
DOSYS 764	Gastrointestinal	5	65		5.5
DOSYS 768	Dermal	2	25		2.5
DOSYS 766	Geriatrics	2	29		2.5
DOSYS 784	FMHC II	17	30		2.5
DOSYS 744	EPC IV	15	45		4.0
DOSYS 734	OPP IV	15	15	30	2.5
	<b>TOTAL</b>				<b>30.0</b>



**CLERKSHIPS AND  
ROTATIONS  
Years 3 and 4  
Third Year**

Clerkship/Rotation Number (s)	Clerkship/Rotation Name	Weeks	Credit Hours
DO CLIN 801	Behavioral Health/Neuropsychiatry	4	8
DO CLIN 802	Internal Medicine I	4	8
DO CLIN 803	Internal Medicine II	4	8
DO CLIN 804	Obstetrics, Gynecology	4	8
DO CLIN 805	General Surgery	4	8
DO CLIN 806	Pediatrics	4	8
DO CLIN 807	Family Medicine	4	8
DO SELE 815	Medical Selective	4	8
DO SELE 816	Surgical Selective	4	8
DO ELEC 825	Elective I	4	8 (S/U)
DO ELEC 826	Elective II	4	8 (S/U)

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**Fourth Year**

Clerkship/Rotation	Clerkship/Rotation Name	Weeks	Credit Hours
DO CLIN 901	Community Hospital I	4	8
DO CLIN 902	Community Hospital II	4	8
DO CLIN 903	Emergency Medicine	4	8
DO CLIN 904	Rural Primary Care (FM/ IM)	4	8
DO SELE 915	Medical Selective	4	8
DO SELE 916	Surgical Selective	4	8
DO SELE 917	Other Selective (IM or Surg)	4	8
DO ELEC 925	Elective I	4	8 (S/U)
DO ELEC 926	Elective II	4	8 (S/U)
DO ELEC 927	Elective III	4	8 (S/U)
DO ELEC 928	Elective IV	4	8 (S/U)

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*12 Lecture hours = 1.0 Credit hour*

*24 Lab Hours = 1.0 Credit hour*

*1 month = 8.0 Credit hours*

*S/U = Satisfactory/Unsatisfactory*

### *Attendance*

Students are responsible for all the material presented in lectures, LMU-DCOM strongly encourages students to attend all the lectures but attendance is not mandatory. Medical students are required to attend all labs, small group sessions, and clinical skills sessions. With the student's well-being in mind, it is essential for any student who misses a required class because of illness to notify the Office of Admissions and Student Advancement as soon as possible. A student may request an excused absence from class for personal, emergency, professional, or health-related reasons. First- and second-year students need to notify the appropriate course director and the Assistant Dean of Students. Third- and fourth-year students need to notify the Department of Clinical Medicine. An unexcused absence from a rotation can result in the immediate end to that rotation and a directive to immediately return to campus for a meeting with the Chair of Clinical Medicine.

### *Calculation of Credit Hours*

Calculation of credit hours is based on the following formula: twelve lecture hours equals one credit hour, twenty-four laboratory hours equals one credit hour, and four-weeks of rotation equals eight credit hours.

### *Examinations*

Course examinations are given periodically during the academic semester. Requests for excused absences for exams must be made in writing to the Assistant Dean of Students. Students who miss an exam must meet with the Assistant Dean of Students who at that point will decide if the absence is *excused* or *unexcused*. If the absence is unexcused than the student receives a 0% on that exam.

Exams for students with excused absences will be given at the end of the semester during either the holiday or summer break. Students with excused absences will not be penalized in terms of grading. Because the final course grades will be submitted to the registrar prior to the date of the make-up exam, the students will receive a grade of "Incomplete" (I). Once the student takes the make-up exam their final course grade will be calculated and submitted to the registrar. At that point the "Incomplete" grade will be changed to the grade the student achieved in the course.

### *Clinical Competency Practice Exam (CCPE)*

A clinical encounter exam utilizing standardized patients related to competency of preclinical medical knowledge, skills, and professionalism is administered to all first and second year medical students prior to matriculation. These exams use paid professional actors. A student who misses a scheduled CCPE with a paid patient actor will be charged a \$50.00 remediation fee. This fee will be charged regardless of the reason for the absence. Professional attire is mandatory for the CCPE. Unprofessional dress will result in points being deducted from the grade.

Students not able to pass the exam must remediate prior to clinical rotations. The remediation program is determined by a team of full-time clinical faculty and is individualized to ensure a level of satisfaction prior to advancement.

### *Academic Status (grading)*

The academic status or grading of medical student performance is determined at the end of each semester. Grades are determined through averaging scores collected through assignment(s) scores, quiz(s), practical results, and course/system exams. Each course has a syllabus which will explain in detail how the grades are calculated.

### *Course and Faculty Evaluation*

Student feedback is essential to ensure the highest level of academic effectiveness. At the end of each semester, students are provided evaluation form(s) for the purpose of collecting feedback on the course and faculty involved in teaching the course. Data from this evaluation is kept confidential and used for faculty and course developmental purposes. No punitive action is made to students completing the evaluation.

### *Grades*

For both preclinical and clinical courses, within seven working days after the final course/system/rotation exam the course/system/rotation director submits a final grade report. The grade report includes the percentage grade achieved in the class and a letter grade – either A, B, C or F. Pluses and minuses are not used. At the end of every semester the students will receive an unofficial copy of their transcript. The GPA on the transcript is calculated based on the letter grades (A, B, C, or F) for each course. Percentage grades are not reported on the transcripts; however they are used in the class rank calculation. Class rank is determined at the end of every academic year. For the purposes of determining class rank the calculation will use the actual percentage grade.

For example a percentage score of 87% in a course would appear as a B on the transcript, and the multiplier used to calculate the GPA would be 3.0. However for determining class rank the actual percentage grade of 87% would be used. Likewise a grade of 81% percent would be recorded as a B on the transcript, 3.0 would be the multiplier used in the GPA calculation, and 81% would be used for calculating class rank. A = 90-100%, B = 80-89%, C = 70-79%, F < 70%.

### **STUDENT PROGRESS COMMITTEE**

The purpose of the Student Progress Committee (SPC) is to ensure that every graduate of DCOM has the skills, knowledge, and judgment to assume the responsibilities of an osteopathic doctor. The Committee will monitor student progress and ensure that all

students meet the requirements necessary for graduation. The Committee, appointed by the Dean, is composed of faculty members and DCOM administration.

At the end of each grading period the committee reviews the academic progress of students assigned either an “F” or “I” in a course. After reviewing the student’s file the committee may recommend one of the following: to allow the student to take a remediation exam, to dismiss the student, to require the student to remediate an entire year of medical school or to otherwise alter the student’s course of study. The Committee’s recommendations are forwarded to the Academic Dean.

### *Committee Procedures*

At the end of every grading period, once the SPC chairman is given the final course grades the chairman sets the meeting date, provides an agenda to the members, informs the students of the meeting, and convenes the meeting. The meeting will be held as soon as possible following submission of the final course grades. Minutes will be kept by a recording secretary. All matters are submitted to a vote, with a simple majority ruling. The chair will be a non-voting member except in the instance of a tie.

The committee, or a portion of the committee, will meet with each student who has an academic deficiency. The goal of this meeting is to gain insight into why the student is having difficulty so that the committee can work with the student to redress the deficiencies. Other than the student, the recording secretary, and the committee members no one else will be present at the meeting.

In addition to students who failed a course, the committee may also interview students who have: scored below 75% for a final course grade, consistently received negative comments on clinical rotations or failed either COMLEX Level I or COMLEX Level II. Students accused of unethical behavior, such as dishonesty, theft, and violation of patient confidentiality, may also be referred to the SPC (See Disciplinary Procedures in the LMU DCOM Student Handbook).

### **Students in the Preclinical Years (1 and 2)**

For students who fail no more than two courses during the preclinical years the SPC may recommend the following:

1. The student must take the course, or courses, at an approved off-campus summer program designed for medical students.
2. The student must take the course, or courses, on-campus under the auspices of the DCOM faculty.
3. The student must take a remediation exam, or exams, given by the DCOM faculty.
4. The student must repeat the entire academic year.
5. The student may receive a letter of reprimand from the Dean.

6. The student may be dismissed from DCOM.

For students who fail three or more courses the SPC may recommend the following:

1. The student must repeat the entire academic year.
2. The student will be dismissed from the college.

#### **Students in the Clinical Years (3 and 4)**

Students who fail one or more rotations will appear before the SPC for evaluation. The SPC may recommend the following:

1. Repeat the rotation
2. Repeat the academic year
3. A letter of reprimand from the Dean.
4. Dismissal from DCOM.

Within five working days the committee's recommendation will be forwarded to the Dean.

#### ***The Dean's Actions***

The Dean of DCOM will review the SPC's recommendation and affirm, amend, or reverse the recommendation within five working days and notify the student and the SPC Chair in writing of the decision.

#### ***Appeal Process***

A student wishing to appeal the Dean's decision must submit a letter to the Appeals Board within 5 working days of receiving notification of that decision. The student's status will remain unchanged until the appeal process is finalized.

#### ***Appeals Board***

The Appeals Board will be composed of the Associate Dean for Clinical Sciences, the Assistant Dean of Basic Medical Sciences, and the LMU Vice President of Academic Affairs. The Appeals Board will review all written information pertaining to the case. The job of the Appeals Board is to determine if DCOM policies and procedures relating to the case were followed or that no gross misapplication of fact occurred. They will meet with the student but not with witnesses or complainants. The decision of the board will be forwarded in writing by the chair to the Dean who will forward it to the student by certified mail to his or her last official address or hand delivered with receipt. All decisions of the Appeals Board will be final and binding. No further option for appeal will be considered.

### ***Remediation***

Remediation exams are given to students in lieu of repeating the entire course. The exam (s) will cover the same material that was initially covered during the semester. The remediation exam format will be explained by the course director at the start of the remediation process. The exam format for the remediation will not necessarily follow the format of the exam(s) during the regularly scheduled course. Failure of a remediation may result in dismissal. When a student remediates a course during years 1 and 2 the highest grade a student may earn is a C (70%). When a student repeats a rotation during years 3 and 4 the highest grade the student may earn is a C (70%). Students needing to repeat a rotation may be required to do so during their vacation month. Remediation grades, repeated courses during years 1 and 2, and repeated rotations will all be noted on the student's transcript. Summer remediation exams must be completed one calendar week before the start of the fall semester.

Remediation exams will be held during the summer. One exception to this is for second-year students who fail a single course during the fall semester. These students will be allowed to remediate the failed course after the holiday break, typically the first day of the second semester. A second-year student who fails two courses during the fall semester will not be allowed to remediate during the holiday break. If they are given the chance to remediate, the exam or exams will be in the summer.

A second-year student who successfully remediates a course after the holiday break is not exempt from the rule that three or more failures in an academic year may result in dismissal or the need to repeat the year.

For a student who repeats an academic year or a portion of the year the original failed course grade will appear on the transcript along with the new course grade. For the purposes of GPA calculations, the new grade and not the original grade will be used. For class rank calculation the student will be included with the new class and not the original class.

### ***Dismissal and Withdrawal***

DCOM reserves the right to dismiss any medical student at any time prior to graduation. Circumstances warranting such action may be of an academic, legal or professional nature. It is imperative that any student who leaves DCOM for any reason goes through the check-out procedure before their dismissal, withdrawal, or Leave of Absence can be said to be final. Failure to complete this exit procedure will cause DCOM to withhold all records pertaining to the medical student's attendance. The check out procedure is as follows:

1. If the medical student is withdrawing, he or she must supply the Assistant Dean of Students with a letter of resignation.

2. If the medical student is being dismissed, the Senior Associate Academic Dean or the Chairperson of the Student Progress Committee should inform the Assistant Dean of Students of the dismissal as soon as possible and communicate with the medical student who is being dismissed that a check-out is in order.
3. As soon as the Office of Admissions and Student Advancement is formally notified of the medical student leaving school, it will produce a memorandum stating the change in the medical student's status to all DCOM offices and the appropriate professors. Before leaving campus, the medical student needs to undergo an exit interview with:
  - Admissions and Student Advancement Office;
  - Financial Services Office;
  - Security;
  - Library
4. When the medical student completes all of these obligations, DCOM will then release medical student records upon the proper request. Dismissal and check-out forms are available in the DCOM Office of Admissions and Student Advancement.

### ***Probation***

Probation shall be either academic probation or disciplinary probation. All students who fail a course will be placed on academic probation and will appear before the SPC or its designee at an officially convened meeting. Removal from academic probation is based on satisfactory academic progress. Removal from disciplinary probation requires a meeting with the SPC and resolution of disciplinary concerns. Students on probation may not hold any student government position, they may not attend any local or national medically related meetings, fundraisers, or any club activities, they must meet with their advisor twice a month, and they must submit a written plan to the Chair of the SPC summarizing how they plan to improve their performance.

## **DISCIPLINARY PROCEDURES**

### ***Initial Investigation by the Office of Admissions and Student Advancement***

When a report alleging student misconduct comes to the Office of Admissions and Student Advancement the student is immediately notified of the allegations. If the student does not respond within twenty-four hours he or she may be immediately suspended. The Assistant Dean of Students will conduct an initial investigation by taking written and oral statements from the complainant (person making the allegations) and any witnesses. The student who is charged with the misconduct will be given a summary of the allegations and the names of the complainant and witnesses. The student will also be given a chance to present his or her case to the Assistant Dean of Students. Once all sides have been heard, the Assistant Dean will make a determination about the

allegations. If the student is found guilty the Assistant Dean will outline an appropriate remediation. In cases of major ethical violations the Assistant Dean may opt out of making an initial determination about guilt or innocence and may instead send the matter directly to the SPC.

If the Assistant Dean makes a determination about the incident and the student accepts the findings, then he or she will sign a statement acknowledging acceptance of the findings and agreement to abide by the remediation. If the student is not satisfied with the findings then the student has the option of having the case heard by the SPC. If the student poses a threat to the college community, the Dean may temporarily suspend the student from attending classes until the issue is resolved.

### *Appeal to the Student Progress Committee*

If the student does not accept the findings of the Assistant Dean of Students then a written appeal must be made to the chairman of the SPC within three working days following receipt of the findings from the Assistant Dean. The appeal should include a summary of the events in question and reasons why the student believes the initial findings were unfair. The Chairman of the SPC will then convene a meeting to review the case.

### *Student Progress Committee Hearing*

As soon as possible the Chair of the SPC will convene a meeting. Because this is not a criminal court, the level of proof for a decision shall be “substantial evidence” and not the strict criminal law standard of “proof beyond a reasonable doubt.” If a student fails to appear before the SPC, the matter will be resolved in his/her absence.

1. All proceedings are confidential. The meetings are closed to anyone not in the University community. Only witnesses, the student’s advisor, the committee members, and the accused student will be allowed to attend the meeting.
2. At least three days prior to the start of the meeting the student will be shown any written documentation pertaining to the case. The student will not be allowed to make copies of the material.
3. If the student feels that one of the committee members is biased then the student may request to have this person removed and replaced with another faculty member. The request should be made to the chair three days prior to the start of the meeting. If one of the regular members of the SPC cannot attend the meeting then a temporary member will be appointed for the length of the hearing.
4. The Chair will remind committee members that the hearing is confidential. The proceedings will be recorded in writing by a secretary. Any previous disciplinary problems will not be raised at this point.
5. The complainant and any witnesses will present their statements to the committee. The committee may choose to ask questions at this point. The student will not be present for this portion of the hearing.



6. The student may then present his or her version of the events in question to the committee.
7. Following the presentation of the evidence, the Chair shall request that everyone, other than the committee members leave the room. The committee will deliberate, voice opinions, and a ballot will be taken to decide whether the student has violated standards of acceptable conduct. A majority vote will rule.
8. If the committee determines that a violation has occurred then the deliberations will move into the penalty phase. At this point, any prior disciplinary problems will be provided to the committee. After the Committee is finished deliberating it will notify the Dean within three working days of their conclusions.
9. Following receipt of the SPC's decision, the Dean will let the student know the final decision within three working days.

### ***Appeal of the Dean's Conclusion***

If the student is unsatisfied with the Dean's decision the student has three working days to submit an appeal to the DCOM Appeals Board (See the Appeals Board section above).

## **CLINICAL ACADEMICS**

### ***Criminal Record Report***

All medical students must have an updated criminal record report from a University approved vendor before starting medical school and prior to the start of clinical rotations. Failure to comply with this mandate will result in denial to matriculate or an enrolled student being withdrawn from his/her present program. The student will sign a disclosure and release form indicating knowledge of this policy and their belief that they do not have any criminal history that would disqualify them from clinical experience or patient contact. These reports are purchased at the expense of the medical student. The appropriate forms are available through the Office of Admissions and Student Advancement.

### ***Rotation Schedule***

Rotation schedules are determined five to six months prior to the end of Year 2 through a lottery with student input into the process and outcome. All rotations are four weeks unless otherwise specified.

### ***Rotations:***

#### ***Core Hospital Rotations***

This third year clerkship is served in a twenty-four week continuous experience. The facilities from the hospital core list are designated by affiliation agreements. Physicians at these core sites have received clinical/adjunct faculty appointment and participate in the education of medical students on required clerkships or

rotations. These are predominately hospital based clerkship experiences. Site evaluations are collected and reviewed. These rotations represent the foundational experience for broad training to prepare students to enter their fourth year and prepare for selection of residency training. Specific training includes General Internal Medicine (eight weeks), General Surgery, Community Mental Health, Obstetrics and Gynecology, and Pediatrics.

### ***Selectives Rotations***

Third and fourth year Selective physician rotations are sites designated by the Department of Clinical Medicine. Each student will be assigned to one physician/physician group to follow and work with faculty throughout their schedule of clinical activity. All physicians will be approved clinical/adjunct faculty of the DeBusk College of Osteopathic Medicine's Department of Clinical Medicine. The third-year offering of selective rotations will be anywhere within a maximum of approximately 60 mile radius of their particular hospital core site. The Office of Clinical Sciences will offer a pre-approved set of rotation sites from which the students may choose the required Selective Rotations. Site evaluations are collected and reviewed. Selective rotations will include: Surgical, general medical and all others.

### ***Electives***

Elective facilities and physicians may be selected by the medical students. All selections must be approved by the Department of Clinical Medicine, although there is no restriction on the location of such experiences. These experiences are meant to offer the opportunity to gain insight and experience into the vast array of personal medical education experiences particular to each student's interest. It may also be time used in exploring residency training opportunities. These preceptors may or may not hold a designated clinical/adjunct faculty appointment. Site and evaluations are collected and reviewed. An individual physician must be responsible for the student during this rotation.

### ***Vacation:***

Four weeks of vacation is allowed in each of the 3<sup>rd</sup> and 4<sup>th</sup> clinical years. These may not be used for clinical clerkship or preceptor experience unless specifically approved by the Office of Clinical Sciences. Vacation may be used as a requirement for remediation.

### ***Rotation Changes***

Rotation change requests are made to the Office of Clinical Education. Requests must be completed and returned to the Office of Clinical Education at least three months prior to beginning of the rotation in question.

### ***Training Hours***

No set training hours are mandated by DCOM. It is the philosophy of DCOM that medical students are in a period of training that mimics the practice as demonstrated by the supervising physician. **For guidance purposes only, as per national guidelines, the following may be considered:**

1. A typical work day should be considered to be 12-hours in duration.
2. A typical work week should be considered to be a maximum of 80 hours in duration.
3. The maximum duration on-duty should be no longer than 36 hours followed by a minimum of 12-hours off-duty.
4. Two days out of every 14 days should be provided as a weekend break.

### ***Report for Rotation***

Each rotation begins on a Monday and ends four weeks later on Friday. Requests for travel time must be made to Office of Clinical Education. It is the responsibility of each medical student to be present on the commencement of each rotation. In the event of an unavoidable tardiness to the rotation, it is the responsibility of the medical student to notify the supervising physician and the Office of Clinical Education.

### ***Student Evaluation (Grade)***

At the end of each rotation block, the designated supervising physician or preceptor completes an evaluation on the medical student's performance as it relates to knowledge, skills, and performance. These assessments cover the core competencies, Osteopathic Principles and OMM, Medical Knowledge, Patient Care, Professionalism, Interpersonal and Communications Skills, Practice Based Learning and Improvement, and Systems Based Practice. The final grade is given by fulltime faculty serving as coordinator of the rotation and is based on the following three components:

1. The score(s) on assignments and exams specific to the rotation
2. The preceptors evaluation of the student's clinical performance
3. The preceptors evaluation of the student's professionalism, or non-cognitive factors

The students must successfully pass all three components to receive a passing grade for the rotation. More information on the specifics of grading for clinical rotations is available in the DCOM Clinical Rotations Manual.

### ***Student Site Evaluation Form***

At the end of each rotation block, students are required to submit the site evaluation form as provided by the Office of Clinical Education. The evaluation will include information about the learning environment, accommodations, and training opportunities at the site. Honest and succinct feedback is requested as information collected over time at a

particular site is used as developmental feedback for the supervising physician or preceptor. The information is also available for future students wishing to rotate at the site.

### *Access to Technology*

Each core rotation site is equipped with a computer with Internet access for medical student use in completing distance learning assignments, access to the electronic medical library, and connection to campus e-mail. Students must comply with the rules and regulations set-forth by the rotation site as well as University policies.

### *Patient Confidentiality*

All medical students must complete the Health Information Portability and Accountability Act (HIPAA) training provided by DCOM. The training notification is provided to all affiliated clinical training facilities.

## **ACADEMIC INFORMATION**

### *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 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

Students receive their grades electronically through WebAdvisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Registrar's Office.

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 \$5.00. 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 or academic transcripts.

***Promotion and Matriculation***

Medical students will advance only after having met the academic, financial, and professional requirements of DCOM for the academic year.

***Student Grievances Regarding Grades***

***Exam Grade Appeal***

Students will have 48-hours to appeal a grade to the course/system director on an exam after the grade has been posted. No exam grade appeal can be made after the 48 hours.

***Academic Due Process – Final Grade Appeal***

If a student has a grievance about an academic issue, and the matter has not already been referred to the SPC, the student will first discuss the matter with the course/system director. If this does not resolve the issue satisfactorily, the student may then enter the appeals process. When making an appeal the student should present a written summary of the appeal to the appropriate Basic Medical Science or Clinical Science Dean, who will make a determination that day or as soon as possible thereafter, generally within five working days. If the student is still not satisfied with the decision, the next appeal will be to the Senior Associate Academic Dean who will make a final decision regarding the grievance.

***Student Grievances Regarding another Student***

A grievance concerning another student is made in written format to the Assistant Dean of Students. All parties in receipt of a student grievance should respond as soon as possible but should take no longer than five working days following receipt of the grievance.

***Leave of Absence***

A leave of absence may be granted from DCOM for one of the following reasons: 1) a medical emergency; 2) a financial emergency; 3) maternity; 4) a call to active military service; or 5) pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized teaching facility. Only the Dean can grant a leave of absence. Only students who are in good standing with DCOM can be granted a leave of absence without condition.

A leave of absence in good academic standing is one in which a student is granted a leave of absence having no failures at the time the leave of absence is granted. The student must meet personally with the Assistant Dean of Students to discuss the reasons for the

leave. The student must then submit a written request for a Leave of Absence to the Senior Associate Academic Dean who will review the request and make a recommendation to the Dean. The Dean is responsible for approving or not approving a request for a leave of absence. The student will receive a letter from DCOM outlining any requirements about the students return to campus. Leave of Absences are granted for one year. A student may petition the Assistant Dean of Students to extend the leave for an additional year.

A leave of absence, not in good academic standing, is one in which the leave of absence is granted to a student who has one or more failures on his or her transcript in any one term including the term in which the request for a leave of absence is made. A student who is granted a leave of absence not in good academic standing must meet with the Student Progress Committee before he or she is reinstated. The Committee will recommend to the Dean if the student should be readmitted to continue his or her osteopathic medical studies.

Before a student's leave of absence can begin, he or she must go through DCOM's prescribed check out procedure. The student must also meet with the Office of Financial Services to discuss how the leave will affect their financial aid eligibility. The official date of the Leave of Absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date. Forms for this check out are available from the Office of Admissions and Student Advancement.

Students seeking to return from a leave of absence must ensure that all approved terms and conditions of the leave are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted in writing to the DCOM by the preceding April 30<sup>th</sup> of the academic year the student wishes to be readmitted. The written request should be directed to the Assistant Dean of Students.

Students granted a medical leave of absence must have a licensed physician, approved by the Dean, certify in writing that the student's physical and/or mental health is sufficient to continue in their medical education, before they will be allowed to return to DCOM.

Students granted a financial leave of absence must, before their return to DCOM, prove to financial departments of DCOM that they have the financial capability to advance in their education.

Students who are enrolled in the LMU DCOM Student Health Plan may continue their coverage and the coverage for their dependents during leave of absence under State Continuation Coverage for the greater of:

- a) Three months; or
- b) If your coverage under the group would end while you are pregnant, six months after the pregnancy ends; or

- c) If you coverage under the group Agreement would end because of divorce or death of the Subscriber, fifteen months.

Students wishing to continue the health coverage under State Continuation must notify the Plan Administrator within 31 days of change in student status (i.e. start of leave of absence). Please notify:

Director of Risk Management, Contracts, & Grants  
Lincoln Memorial University  
6965 Cumberland Gap Parkway  
Harrogate, TN 37752  
423-869-6390

Upon returning from leave, the student may re-enroll in the student health plan regardless of whether or not they maintained coverage through-out leave. Please note: If you have a 63 day gap or more in coverage, your claim will be subject to pre-existing condition waiting period.

### ***Graduation Requirements***

A medical student who has fulfilled all the academic requirements may be granted the degree Doctor of Osteopathic Medicine provided the medical student:

1. Has complied with all the curricular, legal and financial requirements of DCOM;
2. Has successfully completed all coursework requirements in no more than six years.
3. Attends, in person, the ceremony at which time the degree is conferred;
4. Has taken and passed COMLEX Level 1, Level 2-CE, and Level 2-PE administered by the National Board of Osteopathic Medical Examiners (NBOME);
5. Has demonstrated the ethical, personal and professional qualities deemed necessary for the successful and continued study and practice of osteopathic medicine.\
6. Has fulfilled all financial obligations to LMU-DCOM.

### ***Student Transfers***

DCOM accepts transfer students. Applications for transferring will be evaluated by the Admissions Committee. Transfer credits must meet the following criteria:

1. Transfer credits are only given if the student is eligible for readmission to the previously attended COM or other Liaison Committee on Medical Education (LCME) medical school.
2. Credits may be transferred only from medical schools and colleges accredited either by the AOA COCA or by the LCME.
3. When a student transfers from one COM to another COM, the last two years of instruction must be completed within the COM granting the D.O. degree.

4. When students transfer from an LCME accredited medical school or college to a COM at least two years of instruction must be completed within the COM.
  - a. In the case of LCME transfers, the COM requirement for osteopathic manipulative medicine must be completed prior to graduation.
5. The curriculum of the school from which the student is transferring must be equivalent to the DCOM curriculum. Decisions about curriculum equivalence between institutions will be decided by the DCOM Curriculum Committee, regardless of individual student's qualifications. Because first year curriculums vary from school to school, it is sometimes not feasible to transfer between the first and second years of medical school. In general, transferring into the third year of medical school is more feasible. Students transferring into the third year must have passed COMLEX Level I.

### ***Student Consultation***

DCOM maintains an open-door policy with regard to the medical students. All faculty, advisors, and administrators are available for advice and counsel. The input and opinion of the medical student is important. As stated previously, there will be regular meetings with the faculty advisor; however, the medical student may meet with his/her advisor on an ad hoc basis as needed. Appointments are recommended, but, not required. Appointments can be made by e-mail or with the faculty administrative assistant. Any student who feels that they have a question or request that has not been addressed should see the Office of Admissions and Student Advancement. Like the faculty, the Assistant Dean of Students has an open-door policy.

### ***COMLEX EXAMS***

The COMLEX-USA series, administered by the National Board of Osteopathic Medical Examiners (NBOME), is an examination sequence with three Levels. While all examination Levels have the same two-dimensional content structure, the depth and emphasis of each Level parallels the educational experiences of the candidate. This progressive nature of the COMLEX-USA examinations ensures the consistency and continuity of the measurement objectives of the osteopathic medical licensing examinations (Taken from nbome.org).

All DCOM medical students are required to take and pass COMLEX Level I, Level 2-CE, and Level 2-PE prior to graduation. Examination dates will be provided to the students. Students are responsible for the fees associated with the COMLEX exams. DCOM does not pay for the COMLEX exams. A student who fails any one COMLEX level (either 1, 2-CE, or 2-PE) three times may be dismissed from the college.

### ***COMLEX Level One***

Students should take COMLEX Level 1 as soon as possible following completion of the second year and they must take it before the student starts third year rotations. Students who fail their first attempt at Level 1 are immediately placed on probation and referred to



the SPC committee. A student who fails Level 1 may be removed from rotations and not allowed to continue until they pass Level 1. Permission to retake the exam comes from the SPC. A student who fails Level 1 three times may be dismissed from the college.

### ***COMLEX Level 2-CE and Level 2-PE***

Students are required to take and pass Level 2-CE during the first three months of the fourth year and Level 2-PE prior to graduation. It is a graduation requirement that the student pass both of the Level II exams. Students who fail either part of the Level 2 exam will appear before the Student Progress Committee to develop an academic schedule to remediate COMLEX Part II. Because they will not be allowed to continue until they pass the exam they may request to take an Academic Leave of Absence to study for the exam.

## **OTHER POLICIES**

### ***Professional Appearance***

All DCOM students are expected to be dressed appropriately at all times with awareness to personal hygiene, cleanliness and especially a professional demeanor.

Students need to demonstrate that they have the proper judgment about what attire to wear for a given educational activity. Patients should feel comfortable in a student's presence. A student who wears revealing clothing that makes a patient feel uncomfortable is not showing good judgment in this area.

1. Students should not wear clothing that may be provocative or distracting to other members of the community. Students who come to school dressed unprofessionally will be asked to leave the campus, change clothes and return in appropriate attire. Any absence from class or an exam because of the student's lack of judgment will be considered an unexcused absence. The dress code is enforced between the hours of 7:30 am– 4:30 pm on Monday through Friday.
2. While not an exhaustive list, tube tops, hooded sweatshirts, tank tops, t-shirts, flip-flops, excessive body piercing, cutoff shorts, and jeans with holes in them are examples of inappropriate dress and are considered unacceptable. Dresses may be no more than three fingers above the knee. Scrubs are only allowed in the anatomy laboratory. When representing DCOM in any type of public forum, such as a conference or certain on-campus events, the dress code is, at the very least, business casual. At some public forums a higher standard is expected. Again, the student must display correct judgment and match the appropriate clothing with the event.
3. Courses with a laboratory component such as Osteopathic Medicine, Anatomy, and Clinical skills will require that students dress as directed for these courses. The syllabus for each course will explain in more detail the appropriate attire.
4. Students on clinical services are required to wear clean white jackets with appropriate dress. Men are required to wear shirts with ties and slacks, or

equivalent dress. Women are required to wear dresses, blouses with skirts or slacks, or equivalent.

### ***Identification Badges***

A picture identification card (ID) will be made for all students free of charge. A \$10.00 fee will be charged for replacing lost ID's. The card should be retained over all semesters that the student is enrolled at DCOM. All registered students must carry their ID and surrender their ID card if asked by a staff member of the institution (including Resident Assistants, Resident Directors, and Security). All valid IDs are used for identification, to check out library books, to obtain admission to most campus activities, entrance into DCOM facilities, and are useful as a form of identification in the surrounding community as well. It is the student's responsibility to have the ID validated each semester with the Office of Admissions and Student Advancement. A possible fine of \$25.00 will be assessed to any student not in possession of his/her DCOM student I.D. upon request by LMU personnel.

### ***E-Mail Accounts***

All students will be given an LMU e-mail address. This is the official means for DCOM representatives to communicate with medical students thus it is the student's responsibility to check e-mail accounts on a regular basis. During orientation representatives from the Information Technology department will make a presentation about the rules and policies of using the DCOM e-mail account.

### ***Student Health Insurance***

Medical students must have basic health insurance coverage. The clinical sites where the students will be completing the third and fourth year rotations require all staff and students to have health insurance.

All students must participate in the LMU-DCOM health and dental insurance plans. Students requesting a waiver of this requirement for either plan must submit adequate documentation supporting the fact that they are covered by equivalent or better insurance. At minimum, students will be required to submit a summary of benefits and proof of coverage including both the beginning and ending date of the coverage. In determining equivalent coverage, the following things will be reviewed: deductibles; out of pocket limits; life time maximum; office visit co-pay; specific coverage; exclusions; and network access. Do not assume you have equivalent coverage. It must be approved by our insurance committee.

The following policy will be in effect:

- Documentation submitted by July 15 will be reviewed prior to registration. If a waiver is granted, insurance will not be charged.

- All students not granted waivers prior to registration will be charged insurance for the semester. These charges must be paid at registration either by check or through financial aid.
- Documentation submitted after July 15 and by August 31 will be reviewed over the first few weeks of the semester. Charges will be reversed for those students granted waivers; however, no refunds will be made until 30 days after registration.
- Students must submit updated documentation each academic year if they are requesting waivers.

Students who do not have up-to-date health insurance will not be allowed to participate in any activity that involves patient contact. This may result in the student not being able to fulfill the requirements of certain courses and activities which could have a detrimental effect on the student's progress.

### ***Life and Disability Insurance***

All students must participate in the LMU-DCOM life/disability insurance plan. There are no exceptions.

### ***Health Requirements***

Applicants accepted for admission are required to submit a medical history and physical examination information form that has been completed and signed by a licensed physician prior to matriculation. Also, applicants must have their own health insurance policy and provide evidence of such at the start of each Academic Year. Students who do not fulfill this requirement will not be allowed to be involved in any activity that requires seeing patients, with no exceptions.

DCOM, in conjunction with requirements of all hospitals accredited by the Joint Commission on Accreditation of Healthcare (JCAHO) and/or Healthcare Facilities Accreditation Program

(HFAP) requires the following immunizations:

1. Annual TB test;
2. Chest radiography (every three years, if the TB test is considered positive);
3. Hepatitis B immunization (established by three reported dates of immunization or by documented testing of antibody titer);
4. Tetanus toxoid immunization (every 10 years); and
5. Rubella immunity (established by two reported dates of vaccination or documented antibody titer).

In order to assure our affiliated healthcare facilities that our students are appropriately immunized, the following DCOM policy is in effect:

1. All TB tests must be effective and current on June 1 of every year.

2. Failure to provide a current TB evaluation will prevent the student from participating in any clinical activities for the following year.
3. All students must provide evidence of Hepatitis B immunization by June 1. All Hepatitis B documentation must be completed on June 1 of the first-year rotation. This documentation must be delivered to the Administrative Assistant of the Department of Clinical Medicine. Failure to provide completed documentation will prevent the student from participating in any clinical rotations for the following year.

Prior to matriculation, the students must have all of the following records on file with the Office of Admissions and Student Advancement:

1. Immunization status report documenting immunity to diphtheria, tetanus, pertussis, chicken pox, polio, rubella, mumps, tuberculosis and hepatitis B.
2. Health History completed and signed by the student
3. Physical Exam completed and signed by a physician
4. Records Release Form authorizing DCOM to release health related information to DCOM affiliated training sites where the student will be rotating.

All the necessary paperwork will be mailed to the incoming students prior to matriculation.

#### ***Acquired Immunodeficiency Syndrome (AIDS)***

The following guidelines, recommended by the American College Health Association, are based on facts derived from the best currently available medical knowledge about Acquired Immunodeficiency Syndrome. The University reserves the right to revise this statement based on further advanced information on AIDS. Because Lincoln Memorial University is an educational institution, its main response to AIDS will be educational in nature. The LMU Health and Safety Committee will be responsible for disseminating the latest information on AIDS and AIDS prevention to the campus community. The Health and Safety Committee will serve as AIDS information and review committee to evaluate AIDS related situations on a case- by-case basis and continue to update the AIDS policy as necessary.

1. There is no medical justification for restricting the access of persons with AIDS, AIDS Related Complex (ARC), or a positive HIV antibody test to campus facilities or activities.
2. Most students, faculty, or staff who has AIDS, ARC, or a positive HIV antibody test will not have restricted access to facilities or activities.

3. Consideration of existence of AIDS, ARC, or a positive HIV antibody test will not be part of the initial admission decision to the institution.
4. Consideration of existence of AIDS, ARC, or a positive HIV antibody test will not be part of the decision regarding residence hall assignment except in the following situation: Immunocompromised students may require special (separate) housing accommodation for their own protection, and this will be provided when such housing is available and only with the permission and consent of the student involved. Although a good faith attempt will be made to provide such accommodations, the institution is under no obligation to create such an accommodation when one is not readily available.
5. Students, faculty, or staff are encouraged to inform campus authorities (i.e. students inform the Vice President for Enrollment Management and Student Services; faculty/staff inform the Vice President for Academic Affairs and Provost) if they have AIDS, ARC, or a positive HIV antibody test so the university can meet the needs of the individual. All medical information must be handled by Lincoln Memorial University authorities in a strictly confidential manner.
6. No specific or detailed information concerning complaints or diagnosis will be provided to faculty, administrators, or parents, without the expressed written permission of the individual. No recording of AIDS-related information will be entered in University records without the individual's consent.
7. An effort will be made by the Health and Safety Committee and other University personnel to provide educational measures whereby the Lincoln Memorial University population at large may learn the facts about AIDS and AIDS prevention.
8. While the above guidelines should prove applicable in almost all AIDS-related cases, Lincoln Memorial University reserves the right to apply or disregard these guidelines on a case-by-case basis.

### *Holidays*

Official LMU Holidays (Offices closed/no classes): In addition to the mid semester break which varies from year to year; DCOM is closed on the following days: Labor Day, Thanksgiving Day and the Day following Thanksgiving, December 23-30; January 2; Good Friday, Memorial Day, Fourth of July.

### *Vacations*

Vacation dates for the first- and second-year students can be found in the Academic Calendar. Third- and fourth-year medical students will have scheduled time off based on their rotation schedule set by the Associate Dean of Clinical Sciences – typically this is one month per year.

### *Inclement Weather*

Campus closure due to incremental weather is announced on local radio and TV stations and posted on the LMU website.

### *Parking*

All medical students, faculty, and staff vehicles must be registered with the University Office of Student Services during the completion of academic registration. Vehicle registration covers one academic year, ending on the last day of the summer session. A registration fee of \$30.00 is assessed per medical student. Parking hangtags are issued upon registration and indicate status as student or faculty / staff. Hangtags are transferable to other vehicles as approved by the Office of Student Services. Hangtags must be visible in the front windshield.

### *Security*

Lincoln Memorial University has an in house security service which provides supervision for the entire campus in conjunction with LMU standards and policies and State of Tennessee certification requirements. Security is administered and monitored through the LMU Office of Student Services. At least one security officer is on duty seven days per week, 24 hours per day to secure campus facilities, protect and assist campus medical students, personnel, visitors and to monitor traffic regulations. **The security office is located in the Grant Lee building on the campus of LMU.** All medical students, faculty, staff, and visitors are encouraged to report criminal activity and any other safety concern as soon as safely possible. Upon request, reports can be submitted through a "voluntary confidential reporting process."

In the event of an emergency or any other security need, look for an officer or phone the Security Office at (423) 526-7911 (Cell phone), or phone the Assistant Dean of Students at 423-869-7094 Monday through Friday 8:00 a.m. to 4:30 PM.

In accordance with Public Chapter 317, "College and University Security Information Act," enacted July 1, 1989, in the state of Tennessee, LMU submits monthly crime statistics to the Tennessee Bureau of Investigation (TBI). Specific policies and procedures are available upon request from the Dean of Students Office. In the event of an emergency or any other security need, look for an officer, call a security officer at (423) 526-6526 (dial in your phone number), phone the Security Office at 869-6338, or phone the Dean of Students at (423) 869-6433, Monday through Friday 8:00 a.m. to 4:30 PM. Warnings (crime, emergencies, or weather-related) particular to the University community are coordinated through all or a combination of the following: LMU Security,

the Office of the President, the Office of Student Services, and the LMU Health and Safety Committee (12/18/03). Resident Directors should be contacted Saturday and Sunday and after 4:30 p.m. Monday through Friday (see "Residence Halls" for RD telephone numbers).

Crime statistics are reported to the TBI according to TBI policies for Tennessee colleges and universities. The TBI requires all Tennessee colleges and universities to report specific crimes that have been reported to and investigated by Tennessee authorities. Crime Statistics at LMU for the past calendar years are listed in the general student handbook in accordance with Regulatory Citations 34 CFR 668.46(b)(1) & 34 CFR 668.46(c)(1)-(2).

### ***Public Relations and Marketing Guidelines***

The full formal name of the school is Lincoln Memorial University-DeBusk College of Osteopathic Medicine. When referring to the school in external communication, on first reference it should be "Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM)." Subsequent references should be "LMU-DCOM." ***Please note the dash in the full formal name and the full formal acronym.*** Please use the full proper name and acronym. If space constraints are an issue, the first reference may be shortened to "LMU-DeBusk College of Osteopathic Medicine." When referring to the school for an internal audience (i.e., the LMU campus community), the reference can be "DeBusk College of Osteopathic Medicine (DCOM)."

All media contact is handled through the Office of Marketing and Public Relations. Students and student clubs should not submit press releases, calendar items, photographs, advertisements or other submissions to any media outlet without expression permission from the Office of Marketing and Public Relations. If you wish to send something to the media, please forward all the information to the Associate Director of Marketing and Public Relations and they will submit on your behalf.

All media contact requires prior approval from the Office of Marketing and Public Relations. If you are contacted to provide comment to any media outlet, refer the inquiry to the Associate Director of Marketing and Public Relations for follow-up.

Any student or student club activity that requires public use of the LMU-DCOM name (both events and merchandise) requires approval from the Office of Marketing and Public Relations, among others. Consult the approval form, provided by the Office of Admissions and Student Advancement for more information.

Student clubs are prohibited from using the LMU-DCOM academic seal on any merchandise or publications.

All officially-sanctioned student club websites must be hosted through the LMU-DCOM site.

In the case of any adverse event, the Office of Marketing and Public Relations is the sole point of contact between LMU-DCOM and the public. In any crisis or emergency, refer all inquiries to the Associate Director of Marketing and Public Relations for follow-up.

This document may not cover all Marketing / PR situations that may arise. When in doubt, consult with Associate Director of Marketing and Public Relations.

## **BEHAVIOR POLICIES**

### *General Policy Guidelines*

1. The University does not accept responsibility for loss of personal property due to theft, fire or vandalism. Students are encouraged to research and purchase renter's insurance. Students should also be aware if their property is covered under their parents' or guardians' homeowner's policy. All students are encouraged by the Office of Safety and Security to properly secure their property while on campus.
2. All students are required to acquire an LMU Student ID Card. All students are required to have a valid form of photo ID on them at all times while on campus (including LMU ID and license). If a faculty member, staff member, security officer, Resident Director or Resident Assistant asks a student to present an ID, the student must present identification immediately. Failing to provide, or refusal to provide requested identification can result in disciplinary action, including a \$25.00 fine.
3. Students may not possess, consume, sell, use or be in the presence of alcoholic beverages or nonprescription narcotics on campus grounds, in University buildings or at University activities (see "Policy on Alcohol and Other Drugs").
4. Use of any tobacco product is prohibited in all University buildings.
5. Penalties related to violations of alcohol and narcotic prohibition can result in disciplinary actions including suspension or expulsion from the University (see "Policy on Alcohol and Other Drugs").
6. All types of guns, ammunition, explosives (including firecrackers and other fireworks and other flammable materials) or any other potentially dangerous weapons or paraphernalia, concealed or visible (including bladed items over three inches long), or potentially dangerous and unauthorized recreational equipment (such as archery equipment or paintball guns) are prohibited on



campus, and are finable offences. A fine of \$500.00 (possible arrest) will result from the discharge of firearms at any time on LMU property. The potentially dangerous weapons will be removed from LMU property. Anyone wishing to temporarily store weapons on campus must apply for such arrangements for storage with the Chief of Security before these items are brought on campus property. Hunting is not permitted on the campus or surrounding parklands or farmlands owned by the University.

7. Any form of abuse of any person or property on the campus will result in immediate action including payment of damages, fines, and possible removal from campus housing and/or suspension. Abuse / Harassment / Intimidation / Stalking / Vandalism of any person or property on campus will result in immediate action including but not limited to: prosecution by local authorities, payment of damages, fines, possible removal from campus housing, suspension, or expulsion. Sexual Harassment is addressed within "Sexual Harassment Policy." Definitions: "Harassment," according to Tennessee Code Annotated (TCA) 39-170308, occurs when someone "Threatens, by telephone or in writing, to take action known to be unlawful...and knowingly annoys or alarms the recipient," or "Place...telephone calls anonymously, or at...hours known to be inconvenient to the victim, or in an offensively repetitious manner, or without a legitimate purpose of communication, and...Knowingly annoys or alarms the recipient." "Intimidation," occurs when someone "injures or threatens to injure or coerces another person with the intent to unlawfully intimidate another from the free exercise or enjoyment of any (lawful) right or privilege," or "damages, destroys or defaces any real or personal property of another person with the intent to unlawfully intimidate another from the free exercise or enjoyment of any right or privilege..." "Stalking," occurs when someone "intentionally and repeatedly (two or more separate occasions) follows or harasses another person in such a manner as would cause that person to be in reasonable fear for being assaulted, suffering bodily injury or death." "Vandalism," occurs when someone "knowingly causes damage to or the destruction of any real or personal property of another..." "Assault," occurs when someone "Intentionally, knowingly or recklessly causes bodily injury to another...Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or...Intentionally or knowingly causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative." Students, faculty, and staff are encouraged to consult current TCA listings for more specific information on these laws and to report all incidents of these crimes immediately.
8. Falsely reporting fires, bomb threats or other emergencies (either to LMU personnel or local 911 / police force dispatch personnel), falsely setting fire alarms and the non-emergency use of emergency equipment will result in immediate administrative action leading to possible suspension from the University and prosecution through state and federal laws. Tampering or

damaging smoke detectors is subject to a \$250.00 fine and possible suspension.

9. Unauthorized entry into another student's room, faculty or staff offices, or any other campus facility is considered a serious violation and will result in immediate disciplinary action. This includes unauthorized entry into any facility outside of regular working hours.
10. Setting off, dismantling, tampering with, or disarming "Emergency Only" residence hall exits can result in a finable offense (up to \$250.00).
11. Theft of University property or of someone's personal property is against the law. Penalties may include campus sanctions as well as civil prosecution.
12. Giving false testimony to an investigating staff member or to a member of any of a judicial committee, attempting to intimidate or coerce witnesses, or seeking revenge against anyone due to their role in a disciplinary procedure will result in appropriate disciplinary action.
13. Giving false names or identification to any inquiring LMU staff person will result in disciplinary sanctions.
14. Harassment of another person, whether physical or verbal, is not tolerated and will be stopped, including possible removal of the offender from the University (see "Sexual Harassment Policy" and other definitions of harassment).
15. Littering the campus is offensive to everyone. Anyone found littering is subject to a \$25.00 fine and will be assigned appropriate community service.
16. A student's behavior is not only a reflection of his/her own choices, but is also a strong reflection upon the caliber of students enrolled within the University community. The University reserves the right to discipline students who commit certain off-campus violations of university policies.
17. The University reserves the right to require the withdrawal of a student due to physical or emotional reasons. The student may be considered for readmission / continued enrollment upon producing documented medical evidence satisfactory to a medical advisor selected by the University which proves that the condition requiring withdrawal has been corrected.
18. Any student who has not completed registration properly in an appropriate amount of time or who has not paid his/her account according to arrangements made with the Finance Office and Financial Aid Office is subject to administrative withdrawal from classes. A reasonable attempt will be made to contact the student before such action is taken.

19. The falsification of University documents of any kind is prohibited.
20. The University respects an individual's right to express themselves uniquely and strongly, however, when instances of complaints regarding reported or witnessed "foul" or "offensive" language or insinuations are filed with or by University administrators, the Office of Student Services will treat each case individually in order to address the appropriateness of the material in question and whether it contributes to or subtracts from the mission of the University.

All of the above stated offences may be dealt with on a case-by-case basis and according to the determinations of the seriousness of each incident may result with sanctions ranging from a simple warning to the ultimate expulsion of the student or students from the institution.

### ***Alcohol and Other Drugs***

In compliance with Section 1213 of the Higher Education Act of 1965, as added by Section 22 of the Drug Free Schools and Communities Amendments of 1989 (Public Law 101-226), Lincoln Memorial University offers a drug prevention program through the Office of Counseling and Lifestyle Management within the Office of Student Affairs. The program emphasizes campus policy on illicit drugs and alcohol, legal sanctions for illicit use within Tennessee and the United States and a description of health risks associated with the use of illicit drugs and alcohol, counseling and treatment available to the campus community, and LMU disciplinary sanctions for illicit use by the campus community.

1. Standards of conduct regarding unlawful possession, use, or distribution of illicit drugs and alcohol on LMU property or as part of any LMU activities (including off-campus activities):
  - a. Public drunkenness is not permitted on campus. Drunken persons who are violent, uncontrollable, or aggressive are subject to arrest. (Also see "Sanctions for underage drinking, possession, or intoxication")
  - b. All underage students apprehended for alcohol consumption, possession, or intoxication will be reported in numerical form to the Tennessee Bureau of Investigation (TBI) in LMU's monthly report to the agency. In addition, all students who are arrested for being intoxicated, regardless of age, will be reported numerically to the TBI.
  - c. Any LMU-DCOM recognized student organization that organizes or sponsors a sanctioned off-campus event where alcohol is served, used, or sold must use a third-party vendor, such as a hotel or restaurant, to serve the alcohol. The third party vendor must have a cash bar with individual students paying for their own alcohol. Monetary transactions will be between the individual

students and the third party; *there will be no monetary transaction between the LMU student organization and the third party vendor.* Student association funds will not be used to pay for alcohol; likewise, members of the club will not participate in serving the alcohol. Any student organization that violates this rule will be sanctioned.

- d. Students living in graduate student housing complexes (residents are aged 21 or older) may have alcohol in their apartments. Having alcohol in their apartment does not exempt them from the "Excessive Noise Policy." Students having a large party in an apartment which disrupts the other residents will be written up by the Residence Hall Director. Alcohol may not be consumed outside of their apartments in the common areas.
  - e. Graduate students (age 21 or older) who live in undergraduate housing may not have alcohol in their rooms.
2. Legal sanctions for the unlawful possession or distribution of illicit drugs and alcohol: Applicable Tennessee Law for the unlawful possession or distribution of illicit drugs and alcohol: "Definition of a minor: The 'age of majority' for purposes related to alcoholic beverages in Tennessee is defined as twenty-one years of age." [Tennessee Code Annotated - 1-3-105]. "Possession or consumption by a minor: It is unlawful for persons less than twenty-one years of age to purchase, possess, consume, or transport alcoholic beverages, including beer and wine" [T.C.A. - 1-3-13(b)]. "Finally, minors may not purchase, receive or possess alcoholic beverages in a public place" [T.C.A. - 57-4-203(b)(2)]. "Sale or gift to a minor: It is a misdemeanor for any adult to furnish or buy alcoholic beverages for a minor, [T.C.A. - 39-6-929(b) and 57-5-301(d)(2)]. "Miscellaneous: It is unlawful in Tennessee "for any person to buy another, any intoxicating liquor from any persons" [T.C.A. - 39-6- 9051].
- "Sale or gift to an intoxicated person: Licensed vendors and others are prohibited from selling or furnishing alcoholic beverages to 'visibly intoxicated' persons" [T.C.A. - 57-4-203(c)]. "Criminal offenses and penalties - Habitual drug offenders - Class X felonies:
- a. Except as authorized by - - 39- 6-401 - 39-6-419 and title 53, chapter 11, parts 3 and 4, it is unlawful for any person to manufacture, deliver, sell, or possess with intent to manufacture, deliver or sell, a controlled substance, or for two (2) or more persons to conspire to manufacture, deliver, sell, or possess with intent to manufacture, deliver or sell, a controlled substance; provided, however, that no agreement shall be deemed a conspiracy unless some act be done to effect the object thereof. Any person who violates this subsection with respect to a controlled substance is guilty of a felony in respect to most illicit drugs.

- b. It is unlawful for any person knowingly or intentionally to possess a controlled substance unless the substance was obtained directly from, or pursuant to, a valid prescription or order of a practitioner while acting in the course of his professional practice, or except as otherwise authorized by - - 39-6-401 - 39-6-419 and title 53, chapter 11, parts 3 and 4. ...(d)

It shall be unlawful and shall constitute a Class X felony for a person to be engaged as a habitual drug offender. As used in this subsection, a 'habitual drug offender' is defined as one who engages in the protracted and repeated manufacturing, delivering, selling, processing with intent to manufacture, deliver, sell or conspiring with another with intent to manufacture, deliver, sell or possess with intent to manufacture, deliver or sell any controlled substance under any schedule or combination of schedules, unless a person is otherwise permitted by law to engage in one or more of the activities included herein" (T.C.A. - 39-6-417(a)(b)(d)).

"Unlawful drug paraphernalia uses and activities. 'Except when used or possessed with the intent to use by a person authorized by - - 39-6-401 - 39-6-419, 53-11-301 - 53-11-414, to dispense, prescribe, manufacture or possess a controlled substance, it is unlawful for any person to use, or to possess with intent to use, drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance in violation of this part.'" [T.C.A. - 39-6-456]. T.C.A. (1987 Cum. Supp.)

3. The scope and impact of health risks from alcohol and drug abuse are both alarming and well- documented, ranging from mood-altering to life-threatening, with consequences that extend beyond the individual to family, organizations and society at large. There are physical, emotional, spiritual, social and occupational risks involved with the use of alcohol and drugs. Some of the physical health risks of drug use include, but are not limited to heart problems, infections, malnutrition, convulsions, respiratory paralysis, emphysema, high blood pressure, and possible death. Drug use can also lead to legal problems, financial hardships, and social and occupational difficulties. Some of the physical risks of using alcohol are chronic addiction, blood disorders, brain damage, cirrhosis, hepatitis, heart problems, lung infection and stomach ulcers. Mentally, there may be increased stress, depression, contemplation of suicide, impaired thought process, memory loss, and increased incidents of psychosis. Lincoln Memorial University, therefore, conducts regular programs to educate its students, faculty, and staff that consumption and/or abuse of alcohol and other drugs may alter behavior, distort perception, impair thinking, impede judgment, and lead to physical or psychological dependence.

4. A description of alcohol and drug counseling, treatment or rehabilitation to students: Lincoln Memorial University – DCOM in conjunction with Cherokee Mental Health provides a comprehensive alcohol and drug prevention program for students in need of assistance. Faculty, staff, students, and concerned family members may refer students for to Cherokee Mental Health directly or to the Office of Admissions and Student Service. Students receiving counseling on campus as a result of alcohol, drug, or personal concerns can do so with the assurance that strict counseling confidentiality will be observed. If dismissal from the university is made, assessment and rehabilitation at the student's expense may be required for reentry to the institution.
  
5. Disciplinary sanctions will result from standards of conduct violations regarding the unlawful possession, use, or distribution of illicit drugs and alcohol on LMU property or as a part of any LMU activities. Student consumption, possession, sale, distribution, or being in the presence of alcohol and other drugs on the LMU campus is prohibited. Sanctions include, but are not limited to:
  - a. Sale and/or distribution to a minor: Removal from the residence hall with no refund of housing fees and revocation of visitation privileges in any campus residence hall.
  - b. Public drunkenness: Those who are violent, uncontrollable, or aggressive are subject to arrest. Other offenses subject to second offense consequences "possession or consumption" above.
  - c. Alcohol served, used, or sold at campus activities on campus will result in the probation and/or suspension of the sponsoring organization. (See Student Organization Council Handbook)

Possession, consumption, sale, or use of illicit drugs is against local, state, and Federal law. Suspension and expulsion from the university and arrest will be consequences of these serious infractions

### ***Eating and Drinking in Classrooms***

To maintain a safe and clean environment, no eating, drinking or smoking will be permitted in any classroom, laboratory or auditorium. Student violators will be referred to the Assistant Dean of Admissions and Student Services for disciplinary action.

## **CONDUCT AND PROFESSIONALISM**

### ***Academic Integrity***

It is the aim of the faculty of DCOM to foster a spirit of complete honesty and a high standard of integrity. The attempt of any medical student to present as his/her own work that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension.

### *Cheating*

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

### *Plagiarism*

Offering the work of another as one's own without proper acknowledgement is plagiarism; therefore, any medical student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports, or other writings of a fellow medical student has committed plagiarism. Medical students should become familiar with any standing policies differing from these general expectations as per their academic department and / or school.

## **CODE OF STUDENT CONDUCT**

The principle guiding the university regulation of student conduct will be that of responsible student freedoms. Students will be given the greatest possible degree of self determination commensurate with their conduct and the consequences of their actions, in accordance with the stated purpose of Lincoln Memorial University.

Students are required at all times to maintain high standards of private and public conduct on campus and at university-sponsored events. To lie, cheat, steal or break one's honor under any circumstances is recognized as intolerable conduct. Violation of other accepted rules of behavior, whether or not covered by specific regulations, subjects a student to disciplinary actions. Claims of ignorance of commonly accepted rules or specific regulations will not be accepted as an excuse for violations.

Routine administrative regulations are enforceable by responsible university administrative units, i.e., LMU Finance Office, Office of Security, Director of Housing, Dean of Students, Resident Directors and Resident Assistants. University officials reserve the right to bring a charge against any student through the Dean of Students with due process observed. Any student who presents a clear and present danger to other members of the university community or who impedes the academic process will be subject to appropriate administrative action up to and including suspension on an interim basis pending a hearing by the appropriate judicial system, which may result in a permanent

suspension. Parents and/or legal guardians financially responsible for their LMU student will not necessarily be notified of any violations of the Code of Student Conduct.

Students have certain guaranteed rights as well as responsibilities as an enrolled student at LMU. Interestingly, the guarantee of these to all students is dependent upon all students' understanding and participation and promotion of these rights. The following list of rights and responsibilities of the typical full-time student constitutes the Code of Student Rights and Conduct. The rights of a student may vary according to the student's circumstances, individual status, residential, nonresidential, etc.). Each university student will have the following rights and responsibilities:

to enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to race, national origin, creed, culture, gender, age, sexual orientation, or religion.

to attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources.

to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the policies of LMU and the laws of Claiborne County, the State of Tennessee and the United States of America.

to have access to' one's financial, academic and/or disciplinary files while being cognizant of one's financial, academic and disciplinary status with the university.

to register early for the next academic term by meeting one's financial obligations to the university by paying tuition, fees and assessed fines in a timely manner.

to receive a catalog at the beginning of one's enrollment to better one's understanding of the university and of academic programs.

to participate in the structured evaluation of instructors each year by honestly completing evaluations during the designated times.

to interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.

to expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.

to receive a Student Handbook each academic year to better one's understanding of the rules and regulations of LMU.

to drive and park on the campus by registering one's vehicle and understanding traffic policies.



to receive proper notice and due process in judicial situations as designated in the judicial procedures by checking one's mail and answering all summonses.

to expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.

to be represented in Student Government Association by voicing opinions and ideas to SGA members and voting in campus wide elections.

to join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.

to participate in intramural and other student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities.

to benefit from all services provided by LMU to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.

to reside in a campus residence hall, if abiding by the policies of the hall and campus, upon availability by living on-campus if unmarried, under 21 years of age and not residing with a parent or legal guardian within a 65 mile radius of LMU.

to maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus.

to maintain and expect from all peers a constant high aiming standard of personal academic and social integrity.

## **ACADEMIC ENVIRONMENT**

The University considers both the in-class and the out of the classroom learning spaces to be equally important, therefore we strive to create in both cases environments conducive to optimal learning. The following are policies and encouragements designed to enhance and guarantee such a campus experience for our medical students:

Cell phones are to be turned off at all times while classes are in session so as not to interrupt the flow of instruction and learning. Additionally, children are not to be brought to class. Students who violate this policy may be asked to leave. We apologize for any

inconvenience this may cause but we must respect the rights of all students to concentrate without interruption.

### *Academic Freedom*

College and University students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens within the University mission enjoy; and as members of the academic community, students are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus. *(Adapted from the 1992 American Association of University Professor's statement on Student Rights and Freedom).*

### **Medical Student/Patient Relationships**

The relationship between the medical student and patient should always remain at a professional level. The student is not to engage in relationships with patients that is construed as unethical or illegal. Dating and intimate relationships with patients is never a consideration. Unprofessional conduct will be considered improper behavior and will be grounds for disciplinary action, including dismissal from DCOM.

### **SEXUAL AND OTHER DISCRIMINATORY HARASSMENT**

LMU is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, suspension, expulsion, termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

#### **Sexual harassment**

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical contact of a sexual nature.

This conduct constitutes unlawful sexual harassment when:

1. Submission to this conduct is explicitly or implicitly made a term or condition of an individual's employment or academic success;
2. Submission to or rejection of this conduct is used as the basis for an employment or academic decision; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work environment.

Sexual harassment refers to behavior that is not welcome, is personally offensive, is debilitating to morale and interferes with academic or work effectiveness. It frequently (though not necessarily) occurs as an abuse of authority where the parties are in an unequal power relationship. Sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment can include:

**Verbal:** Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, implied or explicit threats, and offensive or obscene language.

**Non-Verbal:** Sexually suggestive objects, graffiti, cartoons, posters, calendars, writings, pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, stalking, staring and making obscene gestures.

**Physical:** Unwanted or unwelcome physical contact, including touching, pinching, grabbing, holding, hugging, kissing, brushing the body, assault and rape.

While sexual harassment usually involves members of the opposite sex, it also includes "same sex harassment," (*i.e.*, males harassing males and females harassing females).

Sexual harassment may be subtle or overt. Some behavior that is appropriate in a social setting is not appropriate in the workplace or in an academic environment.

Regardless of the form it takes, verbal, non-verbal or physical, sexual harassment is inherently destructive, insulting and demeaning to the recipient and will not be tolerated at LMU.

### **Other Discriminatory Harassment**

Other discriminatory harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, national origin, pregnancy, age, military status, disability, or other protected discriminatory factor, when such conduct (1) has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's employment or academic opportunities.

Examples of discriminatory harassing conduct include, but are not limited to, using epithets, slurs, negative stereotyping, threatening, intimidating or hostile acts or words, or showing, exhibiting or creating written or graphic material that denigrates

or shows aversion or hostility toward an individual or group because of race, color, religion, national origin, pregnancy, age, military status, or disability.

**All students must avoid any action or conduct that might be viewed as discriminatory harassment (whether sexual or other). Approval of, participation in or acquiescence in conduct constituting such harassment is a violation of this policy. Note: Individuals may be disciplined for behavior which is not so severe as to independently constitute unlawful harassment, but which is nonetheless offensive.**

### **Hazing**

All forms of hazing on the part of any individual, group of individuals or organizations are subject to civil and University disciplinary action. No initiation or other activity shall be undertaken which endangers the health and safety of an individual, or demands an individual to engage in conduct of an unbecoming or humiliating nature, or in any way detracts from an individual's academic pursuits. For purposes of this policy and University disciplinary action, LMU defines *hazing* to include any action taken or situation created, wherever it occurs, which induces mental or physical discomfort, embarrassment, harassment, or ridicule. Such actions including paddling, creation of excessive fatigue, physical or psychological shock, wearing apparel which is conspicuous and not in good taste, public ridicule of students, buffoonery, morally degrading or humiliating games or events, work sessions which interfere with regulations or policies of LMU or the laws of the State of Tennessee. Tennessee law [T.C.A. §47-7-123] prohibits hazing and offers the following definitions: (1) "Hazing" means any intentional or reckless act in Tennessee on or off the property of any higher education institution by one (1) student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety. "Hazing" does not include customary athletic events or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization; and (2) "Higher education institution" means a public or private college, community college or university. (b) Each higher education institution shall adopt a written policy prohibiting hazing by any student or organization operating under the sanction of the institution. The policy shall be distributed or made available to each student at the beginning of each school year. Time shall be set aside during orientation to specifically discuss the policy and its ramifications as a criminal offense and the institutional penalties that may be imposed by the higher education institution.

### **Complaint and Reporting Procedure**

Students have the responsibility to bring any form of harassment or hazing that they experience or observe to the immediate attention of LMU. They need not complain

first to the offending person. All complaints or reports should be directed either to the DCOM Assistant Dean of Students or to the LMU Vice President for Enrollment Management and Student Services. A prompt, thorough, and fair investigation will be conducted based on the individual's statement of what has occurred. In an effort to protect the individual who reports or complains of harassment, to encourage prompt reporting, and to protect the accused's interests during the pending investigation, access to information related to the investigation will be maintained on a strict "need to know" basis and all individuals involved in an investigation will be instructed not to discuss the matters in question outside of the investigation. LMU will retain confidential documentation of all allegations and investigations and will take appropriate corrective action to remedy all violations of this policy.

Investigations will normally include conferring with the parties involved and any named or apparent witnesses. Signed statements from the parties and witnesses will usually be requested, though complainants are not required to make a written complaint. All complainants and witnesses will be protected from coercion, intimidation, retaliation, interference or discrimination for raising a bona fide complaint or properly assisting in an investigation. If the investigation reveals that the complaint is valid, prompt and appropriate corrective action designed to stop the harassment immediately and to prevent its recurrence will be taken.

Retaliation against any complaining individual, any witness, or anyone involved in a complaint is strictly prohibited. LMU will follow up any complaint or investigation as appropriate to insure that no retaliation occurs. Students should *immediately* report any perceived retaliation to the DCOM Assistant Dean of Students or to the LMU Vice President for Enrollment Management and Student Services. The University will not tolerate retaliation and will take prompt and immediate steps to eliminate it. Whether a particular act or incident produces a discriminatory employment or academic effect or amounts to harassment, or whether it otherwise violates this policy, requires a factual determination based on all the facts and circumstances. Given the nature of this type of discrimination, the University recognizes that false accusations of sexual or other discriminatory harassment can have serious effects on innocent individuals. Therefore, if after investigating any complaint or report, it determines the complaint or report is not bona fide and was made in bad faith or for an improper purpose, or that an individual has provided false information regarding a complaint or investigation, disciplinary action may be taken against the individual who filed the complaint or who gave false information.

LMU trusts and expects that all students will continue to act responsibly to establish and maintain a pleasant and respectful community environment, free of discrimination or harassment, for all. LMU has a zero tolerance policy for sexual or other discriminatory harassment. Thus, students are subject to discipline for any inappropriate behavior.

Questions or concerns about this policy or the complaint and reporting procedure should be directed to the Office of Admissions and Student Advancement.

### **Sex Offense Prevention Programs and Procedures**

#### ***Education and Information***

Sex offense prevention education is part of orientation. Prevention literature and contact information for local agencies is available in the Student Services lobby and at the Tagge Center for Academic Excellence, and students are encouraged to contact Student Services counselors (Duke 202) with any additional concerns or requests for information.

Students may access the TBI's Tennessee Internet Crime Information Center's Sexual Offender Registry (for Claiborne County) at:

[http://www.ticic.state.tn.us/SEX\\_ofndr/sor\\_short\\_county.asp](http://www.ticic.state.tn.us/SEX_ofndr/sor_short_county.asp). For Bell County, KY: <http://kspSOR.state.ky.us/>. For Lee County, VA: <http://sex-offender.vsp.state.va.us/>.

### ***Reporting Offenses***

Students who experience, witness or are otherwise informed that a sexual offense has occurred should, at the student's option, contact local law enforcement, a campus security officer, or university official as soon as possible (see Security Team contact information below). Prompt reporting is important in order to preserve available evidence, to obtain necessary treatment and support for the victim and to prevent further harm to others.

### ***Procedures***

LMU will cooperate with lawful investigatory processes related to criminal investigations. In addition, allegations of sexual offenses brought against a student will be handled pursuant to the University's Sexual Harassment policy and procedures. The University may impose disciplinary action against a student even in the absence of a criminal report, arrest or conviction. Sanctions may include, but are not limited to, disciplinary probation, suspension or expulsion. The DCOM Office of Admissions and Student Services may, upon request or out of concern for safety, make adjustments to a student's academic or living situation.

## **STUDENTS WITH DISABILITIES**

LMU does not discriminate, for purpose 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") and Section 504 of the Rehabilitation Act of 1973 (Section 504) he/she should contact the LMU-DCOM Assistant Dean of Students.

### ***Osteopathic Medical Students with Disabilities***

DCOM is committed to ensuring that otherwise qualified disabled students equally enjoy the benefits of an osteopathic professional education. Upon request by a student with a disability, the University will make every reasonable accommodation to enable the student to meet the standards as long as such accommodation does not unreasonably interfere with or substantially alter the DCOM curriculum or interfere with the rights of other students or with the student's ability to adequately care for the patient. Occasional surprise quizzes are administered in class, extra time will not be granted for these quizzes for students with disabilities.

The affiliate organizations, such as hospitals, that administer the clinical and practical portion of the DCOM curriculum, expect our students to perform their duties in a timely manner as such ability is a critical and essential part of the DCOM curriculum and of the practice of medicine in general. Therefore, extra time will generally not be granted to students in clinical scenarios including rotations and the clinical performance exam. Similarly, the use of trained intermediaries will generally not be approved in clinical situations. LMU will make a determination regarding whether or not to grant an accommodation based on the individual circumstances.

### ***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 DCOM Assistant Dean of Students (guidelines for proper documentation are set forth below);
- 2) The DCOM Assistant Dean of Students 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 DCOM Assistant Dean of Students 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 academics 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 and relevant to the student's learning environment, and show the student's current level of functioning. If documentation does not address the individual's current level of functioning a reevaluation may be required. Medical students must submit their evaluation and supporting documents thirty-days prior to matriculation.

**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 Assistant Dean of Students. Upon receipt of the documentation, the Assistant Dean of Students 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 Assistant Dean of Students. 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 Assistant Dean of Students (Ext. 7094).

#### ***Grievance Procedure for Student with Disabilities***

All grievances concerning any aspect of the services or accommodations provided to a student with a disability, or related to any issue related to Section 504 or the ADA, should be taken to the Assistant Dean of Students who will forward the matter to the LMU-DCOM accommodations grievance committee. The LMU-DCOM grievance committee consists of: the Assistant Dean of Basic Medical Sciences, the Dean of Clinical Affairs, and the Chair of the OMM department. The decision of the grievance committee is final.

## **LMU ACTIVITIES AND PROGRAMS**

All medical students have access to all LMU sponsored activities and programs by use of the issued student photo I.D. Privileges associated with fulltime enrollment and a validated medical student I.D. includes, but are not limited to, the following items:

Use of the library,  
Use of Mary E. Mars Gymnasium and pool  
Admission to athletic events (except tournaments)  
Admission to cultural events  
Participation in intramural sports  
Admission to the Lincoln Museum  
Membership in S.G.A.  
Utilization of counseling services  
Utilization of computer facilities

## **LMU ADMINISTRATION**

Warren Neel Ph.D., Interim President of the University  
Ray Stowers, D.O., Vice President and Dean DCOM  
Randy Eldridge, C.P.A., M.B.A., Vice President for Finance and  
Operations  
Sherilyn Emberton, Ed.D., Vice President for Academic Affairs  
Cindy Skaruppa, Ed.D., Vice President for Enrollment Management and  
Student Services  
Cynthia Whitt, M.Ed., Vice President for University Advancement

## **DCOM ADMINISTRATION**

Ray Stowers, D.O., Dean and Vice President  
Craig Lenz, D.O., Senior Associate Academic Dean/Associate Dean for Clinical Sciences  
Dennis Kiick, Ph.D., Assistant Dean of Basic Medical Sciences  
JooHee Kim, M.P.H., Executive Director of Academic Services  
Jonathan Leo, Ph.D. Assistant Dean of Students  
Howard Teitelbaum, M.P.H., D.O., Ph.D., Associate Dean of Research, Grants, and  
Sponsored Programs

## **DCOM FACULTY**

Tiffany Alley, Assistant Professor of Microbiology/Immunology; *Ph.D. University of  
Florida; B.S. University of Florida*

Marybeth Babos, Assistant Professor of Pharmacology; *PharmD., Albany College of  
Pharmacy; M.S., University of Florida; B.S., Duquesne University.*

Casey Bassett, Assistant Professor of Cell/Microbiology; *Ph.D., Vanderbilt University;  
B.S., Tennessee Technical College*

Alan Biel, Professor of Microbiology, Chair of Molecular Sciences; *Ph.D., Purdue  
University; B.S., University of Iowa.*

Robert Casady, Ph.D., Professor of Anatomy; *Ph.D., University of Central California; M.S., Colorado State University; B.A., Pomona College.*

Neal Cross, Associate Professor of Anatomy, Chair Department of Anatomy; *Ph.D., University of Oregon; M.S., University of Oregon; B.A., University of Maine.*

Gina DeFranco, Assistant Professor of Family Medicine: *D.O., University of Health Sciences College of Osteopathic Medicine, Kansas City; B.S., University of North Carolina at Chapel Hill*

James D. Foster, Associate Professor of Anatomy; *Ph.D., Temple University; M.S., Oakland University; B.S., Oakland University.*

Donna C. Hermev, Associate Professor of Anatomy; *Ph.D., Temple University; B.S., Muhlenberg College.*

Paul Jones, Assistant Professor of Pediatrics; *M.D., University of Tennessee; B.S., Tennessee Technological University.*

Dennis Kiick, Professor of Biochemistry, Assistant Dean of Basic Medical Sciences; *Ph.D., University of North Texas; M.S., Louisiana State University Medical Center; B.S., San Diego State University*

Stan C. Kunigelis, Associate Professor of Physiology; *B.S., M.S., and Ph.D., York University.*

Craig J. Lenz, Associate Professor of Clinical Medicine, Senior Associate Academic Dean; *D.O., Philadelphia College of Osteopathic Medicine; B.S., Princeton University.*

Jonathan Leo, Professor of Neuroanatomy, Assistant Dean of Students; *Ph.D., University of Iowa; B.A., Macalester College.*

James Lyons, Assistant Professor of Pathology/Family Medicine; *M.D., Indiana University School of Medicine; B.S. Cornell University.*

Stephen Miller, Assistant Professor of OMM and Family Medicine; *D.O., Philadelphia College of Osteopathic Medicine; M.P.H., Tufts University School of Medicine; B.S., St Joseph's University.*

Jared Madden, Assistant Professor of Family Medicine; *D.O., Pikeville College of Osteopathic Medicine; B.S. Centre College.*

Heath Parker, Assistant Professor of Pediatrics/Internal Medicine, *D.O., University of Health Sciences--College of Osteopathic Medicine; B.A., Northwest Missouri State University.*

**Burt Routman**, Professor of Family Medicine, Chair of Family Medicine; *D.O. Des Moines University; B.A., The Johns Hopkins University*

**Mike Seaman**, Assistant Professor of Emergency/Family Medicine; *D.O., New York College of Osteopathic Medicine; B.A., State University of New York at Binghamton.*

**Ray Stowers**, Associate Professor of Family Medicine, Dean and Vice-President; *D.O., University of Health Sciences College of Osteopathic Medicine in Kansas City; B.S., Phillips University.*

**Greg Thompson**, Assistant Professor of Family Medicine, Chair of Osteopathic Manipulative Medicine; *D.O., University of New England; B.S., University of Southern Maine.*

**Howard Teitelbaum**, Professor of Internal Medicine; *D.O., Michigan State University; M.P.H., Harvard School of Public Health; Ph.D., Michigan State University.*

**Michael Wieting**, Professor of Physical Medicine and Rehabilitation/Osteopathic Manipulative Medicine; *D.O., Oklahoma State University College of Osteopathic Medicine; M.Ed., Central State University; B.A., Centenary College of Louisiana.*

**John Williamson**, Assistant Professor and Department Chair of OB/GYN; *M.D., Indiana University School of Medicine.*

**Roy Christopher Yonts**, Assistant Professor of Family Medicine; *D.O., Pikeville College of Osteopathic Medicine; B.S., Lincoln Memorial University*