



Lincoln Memorial University – Caylor School of Nursing

# CATALOG 2025-2026

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This edition of the LMU-Tampa Off-Campus Instructional Site Catalog, is effective July 15th, 2025, and supersedes all others. Policies and information related to the Tampa Nursing programs are contained herein. The official Lincoln Memorial University (LMU) Catalog is the preeminent source of academic policies and information for LMU.

The policies, programs, curricula, and fees as set forth in this catalog are subject to change at any time at the discretion of LMU. 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 LMU policy that any established academic course within the curriculum which is not offered within a given three-year period is automatically removed from the curriculum and the LMU-Tampa Off-Campus Instructional Site Catalog.

In support of the mission statement and the principles on which it is based, LMU 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 LMU 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.

*\*Revised effective 10/15/2025.*

## General Information

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### University Accreditation

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Individual program accreditation has been granted by:

- [Accreditation Commission for Education in Nursing, Inc. \(ACEN\)](#)
- [Accreditation Council for Business Schools and Programs \(ACBSP\)](#)
- [Accreditation Council for Occupational Therapy Education \(ACOTE\)](#)
- [Accreditation Review Commission on Education for the Physician Assistant, Inc. \(ARC-PA\)](#)
- [Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association \(ABA\)](#)
- [American Osteopathic Association-Commission on Osteopathic College Accreditation \(AOA-COCA\)](#)
- [American Veterinary Medical Association – Committee on Veterinary Technician Education and Activities \(AVMA-CVTEA\)](#)
- [American Veterinary Medical Association – Council on Education \(AVMA-COE\)](#)
- [Commission on Accreditation in Physical Therapy Education \(CAPTE\)](#)
- [Commission on Dental Accreditation \(CODA\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
- [Council for the Accreditation of Educator Preparation \(CAEP\)](#)

- [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA-NAEP\)](#)
- [Council on Social Work Education \(CSWE\)](#)
- [National Accrediting Agency for Clinical Laboratory Sciences \(NAACLS\)](#)

Individual program approval has been granted by:

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

Lincoln Memorial University's off-campus instructional site in Tampa, Florida, located at: 636 Grand Regency Boulevard in Brandon, FL, 33510, is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.

## Message from the President

**Jason McConnell, DBA**

Founded in 1897, Lincoln Memorial University (LMU) embodies the vision of President Abraham Lincoln, creating a legacy of education that enriches and empowers. Our mission is to uplift and inspire students from the Appalachian region and beyond, providing a path to achieve their dreams through a variety of educational avenues, whether it be on our scenic campus, via our online offerings, or at one of our off-campus instructional sites. As you progress towards your degree, you'll gain more than just academic knowledge; you'll acquire the skills needed to thrive in your future career, laying down the foundations for enduring success.

I'm delighted to welcome you as you commence this significant chapter of your education at LMU. You are joining a caring community where each faculty and staff member is deeply invested in your journey, offering tailored support and a genuine interest in your well-being and success. Amidst today's unique challenges, we pledge to offer an innovative and supportive educational environment, where technology and personal growth opportunities abound. The effort and time you invest in your education here will significantly enhance your future, as the value of your degree is amplified by LMU's growing renown.

As you strive to achieve your goals, embracing the spirit of the Railsplitter, you are on the path to joining the distinguished ranks of LMU alumni. I have the utmost faith in your potential to excel and make the most of the opportunities presented within our nurturing learning environment. Your time at LMU is about more than academic achievement; it's about growing as a person and contributing positively to our community. Embracing the responsibilities that come with being part of our diverse and dynamic community is essential as you work towards your goals. Reflecting on President Lincoln's words about the paramount importance of education, I am thrilled to see you embark on this journey of discovery and success. Your path at LMU is paved with opportunities to achieve greatness, and I look forward to celebrating each step of your progress.

## Presidents of Lincoln Memorial University

Cyrus Kehr	1897-1898
John Hale Larry	1899-1904
William L. Stooksbury	1904-1910
George A. Hubbell	1910-1922

Robert O. Matthews	1923-1927
Hervin Roop	1929-1931
H. Robinson Shipherd	1931-1932
Stewart W. McClelland	1932-1947
Robert L. Kincaid	1947-1958
Robert C. Provine	1958-1963
H. LaMarr Rice	1963-1967
Herbert Y. Livesay	1967-1973
Charles West	1973
Frank W. Welch	1973-1981
Gary J. Burchett	1981-1991
Scott D. Miller	1991-1997
R. Martin Peters	1997-1998
Jerry C. Bishop	1998-2001
Nancy B. Moody	2002-2009
C. Warren Neel	2009-2010
B. James Dawson	2010-2017
E. Clayton Hess	2017-2023
Jason McConnell	2024-present

## University Memberships

- Abraham Lincoln Association\*
- American Association for Higher Education\*
- American Association of Colleges of Nursing\*
- American Association of Collegiate Registrars and Admissions Officers\*
- American Association of Museums
- American Association for State and Local History
- The American Council on Education
- American Library Association\*
- Appalachian College Association
- Appalachian Consortium
- Appalachian Osteopathic Postgraduate Training Institute Consortium
- Association of College and Research Libraries\*
- Association of College and University Museums and Galleries
- Association for Gerontology in Higher Education\*
- Association of Governing Boards of Universities and Colleges\*
- Association of Independent Liberal Arts Colleges for Teacher Education
- Association for Supervision and Curriculum Development
- Association of Veterinary Technician Educators Broadcast Education
- Association Civil War Courier College and University Professional Association for Human Resources (National)\*
- College and University Professional Association for Human Resources (Tennessee)
- The College Board\*
- Consortium for the Advancement of Private Higher Education\*
- Council for Adult and Experiential Learning\*
- The Council for the Advancement and Support of Education\*
- Council for Higher Education Accreditation\*
- Council of Graduate Schools\*
- Council of Independent Colleges\*

- Council on Undergraduate Research\*
- East Tennessee College Alliance
- East Tennessee Historical Society
- The Foundation for Independent Higher Education\*
- International Alliance for Higher Education\*
- International University and Business Consortium
- Interstate Career Fair
- Kentucky Civil War Roundtable
- Kentucky Association of Museums
- Kingsport Higher Education Consortium
- Knoxville Area Health Science Library Consortium The Lincoln Group\*
- LYRASIS\*
- Medical Library Association\*
- Museum Store Association National Association of College and University Business Officers\*
- National Association of Foreign Student Advisors\*
- National Association of Independent Colleges and Universities\*
- National Association of Student Financial Aid Administrators\*
- National Association of Student Personnel Administrators\*
- National Career Development Association\*
- National Collegiate Athletic Association National Collegiate Honors Council\*
- National Council of Educational Opportunity Associations National League for Nursing\*
- National Organization of Nurse Practitioner Faculties\*
- Oak Ridge Associated Universities
- Private College Consortium for International Studies
- Rural Health Association of Tennessee
- Society for Advancement of Management (SAM)
- South Atlantic Conference Southeastern Library Network\*
- Southern Association of Collegiate Registrars and Admissions Officers\*
- Southeastern Museums Conference
- TENN-SHARE
- Tennessee Association of Colleges and Employers
- Tennessee Association of Colleges for Teacher Education
- Tennessee Association of Collegiate Registrars and Admissions Officers
- Tennessee Association of Museums
- The Tennessee College Association
- Tennessee Career Development Association
- Tennessee Conference of Graduate Schools
- Tennessee Educational Association of Veterans Program Administrators
- Tennessee Hospital Association
- Tennessee Independent Colleges and Universities Association
- Tennessee Osteopathic Medical Association
- Veterinary Information Network
- Virginia Association of Museums

\*Indicates memberships applicable to the Tampa, Florida, off-campus site.

## Lincoln Memorial University Undergraduate Academic Calendar 2025-2026

**Official University Holidays** (Offices closed/no classes):

**2025:** September 1; November 26 - 28; December 24-31

**2026:** January 1; January 19; April 3; May 25 and July 3

**Faculty/Staff Kickoff:** August 11 – 14

<b>Fall Semester 2025</b>	
Final registration before classes begin	August 15
Welcome Weekend	August 14-17
Matriculation Ceremony	August 14
Residence halls open (8 a.m.)	August 17
Classes begin	August 18
Last day to complete registration/add classes	August 27
Labor Day (no classes, residence halls remain open)	September 1
<b>Last day to drop course without "WD"</b>	September 19
Homecoming (classes held as scheduled)	October 9-12
Mid-term	October 13-17
Fall Break (no classes)	October 23-24
<b>Last day to drop course without "F"</b>	October 24
Early registration begins	October 26
Thanksgiving holiday (no classes)	November 26 - 28
Residence halls open (1 p.m.)	November 30
Classes end	December 5
Final exams	December 8-12
Commencement (10 a.m.)	December 13
Residence halls close (2 p.m.)	December 13
<b>Spring Semester 2026</b>	
Final Registration before classes begin	January 9
Residence halls open (8 a.m.)	January 11
Classes begin	January 12
Martin Luther King Day (no classes)	January 19
Last day to complete registration/add classes	January 22
Lincoln Day/Founders Day (special activities)	February 12
<b>Last day to drop course without "WD"</b>	February 13
Mid-term	March 9-13
<b>Last day to drop course without "F"</b>	March 20
Early registration begins	March 22
Spring break (no classes)	March 30-April 3
Good Friday (no classes)	April 3
Classes end	May 1
Final exams	May 4-8
Commencement (10 a.m.)	May 9
Residence halls close (2 p.m.)	May 9
<b>Summer Term 2026 (May 11 – July 31)</b>	
Memorial Day (no classes)	May 25
Independence Day (no classes)	July 3

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

## Mission and Purpose of the University

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

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

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

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

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

*Reviewed and reaffirmed by LMU Board of Trustees on May 3, 2024.*

*Reviewed and reaffirmed by LMU Board of Trustees on April 25, 2025.*

## Institutional Goals

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

1. Make educational opportunities available to all without reference to social status.
2. Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
3. Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.
4. 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 society.
5. Advance Cumberland Gap, Appalachia, and the global community through public service and outreach activities in continuing education, health care, leadership development, recreation, and the fine and performing arts.
6. Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
7. Attract and retain a highly qualified faculty and staff, committed to teaching, research and service.
8. Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.
9. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
10. Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.
11. Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.
12. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community that encourages students to grow intellectually and personally to meet their academic and career goals.
13. Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

*Revised: April 25, 2025, by LMU Board of Trustees.*

## Lincoln Memorial University Heritage

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

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

Reverend A. A. Myers, a Congregationalist minister, came to the Cumberland Gap in 1888. He succeeded in opening the Harrow School, established for the purpose of providing elementary education to mountain children.

On a visit to the area to give a series of lectures at the Harrow School, General O. O. Howard remembered his commitment to fulfill Lincoln’s request, and he joined Reverend Myers, M. F. Overton, C. F. Eager, A. B. Kesterson and M. Arthur in establishing Lincoln Memorial University. That group, along with Robert F. Patterson, a Confederate veteran, became a board of directors and purchased The Four Seasons property. In commemoration of Lincoln’s birthday, the institution was chartered by the state of Tennessee on February 12, 1897, as Lincoln Memorial University.

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

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

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

## Main Campus Community and Climate

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

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

## Main Campus

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

LMU facilities are equipped with current technology and amenities that enhance the learning environment. The University’s Abraham Lincoln Library and Museum (ALLM) is a center for historical research and provides a number of educational programs for students, faculty, staff, and the general public. The ALLM is home to one of the nation’s largest and most

diverse collections of Lincoln and Civil War artifacts and supports an unmatched collection of fine and popular art, commemorating Abraham Lincoln reaching back over 150 years. Scholars from every region of the globe have visited the ALLM to study the life and thoughts of the nation's sixteenth president.

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

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

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

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

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

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

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

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

The Student Center is the hub for a variety of activities from eating meals to watching movies and playing games. This complex, which houses dining options such as Chick-fil-a, Starbucks, and the dining hall, is also home to the University bookstore, a workout facility, the campus post office, the campus print shop, and some administrative offices, including the Office of Residence Life.

The DeBusk College of Osteopathic Medicine (DCOM) facility houses the DeBusk College of Osteopathic Medicine and its programs, including the Doctor of Osteopathic Medicine (DO), Master of Science (MS) in Anatomical Sciences, MS in Biomedical Sciences, MS in Life Science Research, and Doctor of Philosophy (PhD) in Anatomical Education programs. The Master of Medical Science (MMS) in Physician Assistant (PA) Studies program in the School of Medical Sciences uses the fourth floor of the DCOM facility. The facility contains lecture halls, faculty and administrative offices, laboratories, examination rooms, and classroom space.

The Schenck Center for Allied Health Sciences was constructed in 1991 and underwent renovations in 2011-2012 to better cater to the needs of the Veterinary Health Science and Technology Department. In December 2023, it was officially transferred to the School of Engineering. This single-story building of 6,800 square feet comprises office space, a classroom with smart technology, a dedicated lab space tailored for civil engineering materials labs, two 3D print rooms, a student lounge, and various storage rooms. The building is equipped with smart boards, a MakerBot replicator z-18 3D printer, a Bambu labs x1 carbon 3D printer, and aggregate testing equipment for civil engineering materials labs. The School of Engineering faculty and staff occupy offices within the building.

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

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

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

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

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

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

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

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

## Off-Campus Instructional Sites

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

LMU's Nursing Program is offered at

- Knoxville, TN- Cedar Bluff  
421 Park 40 North Blvd  
Knoxville, TN 37923
- Corbin, KY -Tri-County Square Shopping Center  
14892 North U.S. Highway 25E Second Floor  
Corbin, KY 40701  
Licensed by the Kentucky Commission on Proprietary Education
- Tampa, FL -  
636 Grand Regency Boulevard,  
Brandon, FL 33510
- LMU-Chattanooga  
555 Walnut Street Building A South, Suite A and Suite B  
Chattanooga, TN 37402
- LMU-Lexington  
Saint Joseph Hospital 1451 Harrodsburg Road, 4th Floor  
Lexington, KY 40504  
Licensed by the Kentucky Council on Postsecondary Education

*Selected programs or courses are offered at*

- **DeBusk Veterinary Teaching Center (DVTC)**

203 DeBusk Farm Drive  
Ewing, VA 24248

The State Council of Higher Education for Virginia (SCHEV) has certified LMU to operate in Virginia. LMU offers the following programs at the DVTC:

[AS in Veterinary Medical Technology](#)

[BS in Veterinary Health Science](#)

[BS in Veterinary Health Industry](#)

Clinical Skills courses for the Doctor of Veterinary Medicine degree

- Duncan School of Law

601 West Summit Hill Drive  
Knoxville, TN 37920

- LMU-Knoxville

9737 Cogdill Road  
Knoxville, TN 37932

For more information about LMU's off-campus sites, contact the Office of Academic Affairs at 423.869.7000.

## Tampa, Florida Off-Campus Site

The LMU Caylor School of Nursing is housed in a recently renovated building located at 636 Grand Regency Blvd., Brandon FL, 33510\*. This 120,768 square foot facility was specifically designed with state-of-the art resources to promote 21st century nursing education. The building is fully equipped with classrooms, simulation labs, study areas, library resources, a computer lab, faculty offices, conference rooms, etc. and ample parking is available on the site. The Tampa off-campus site can be reached via phone at 813-331-4614.

*\*Revised effective 10-15-2025.*

## Nursing Program History

In response to the University's mission, Nursing was established as a major in 1974 with the Associate of Science in Nursing (ASN) Degree. Because of the growing health care needs of the region, Nursing expanded the ASN program to off-campus instructional sites and initiated the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program in 1987.

The Caylor School of Nursing's mission "seeks to respond to the needs of nursing education and health care in the surrounding communities by preparing nurses at multiple levels." Therefore, the Master of Science in Nursing (MSN) degree was established in 2006 to offer nurses further education options and provide surrounding communities with advanced practice nurses to meet identified health care needs. In fall 2010, the BSN generic option commenced in response to state and community needs. In 2015, CSON further expanded the Bachelor of Science (BSN) program to include an online option for the Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program. Also in 2015, in response to national demands of higher levels of preparation of nurse leaders who can design and assess care, CSON launched an online post-master's Doctor of Nursing Practice (DNP) program. Presently, the Caylor School of Nursing offers MSN concentrations as a Family Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner, and Nursing Administration and offers a DNP program with the following concentrations: post-master's DNP and post-baccalaureate DNP Nurse Anesthesia.

Caylor School of Nursing 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. For further information on the school's programs, please contact [kerri.courter@lmunet.edu](mailto:kerri.courter@lmunet.edu).

## Nursing Program Accreditation/Approvals

FLORIDA Programs:

The ASN and BSN programs offered in Florida are approved by the Florida Board of Nursing. The Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs at Lincoln Memorial University at the LMU-Tampa off-campus instructional site located in Tampa, Florida are accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate of Science in Nursing (ASN) and Bachelor of Science in Nursing (BSN) nursing programs is full continuing accreditation.

ACEN is officially recognized as a national accrediting agency for nursing education by the Council on Higher Education Accreditation (CHEA) and by the U.S. Department of Education. ACEN, may be contacted at 3390 Peachtree Rd NE, Suite 1400, Atlanta, GA 30326 or call 404-975-5000 or visit [www.acenursing.org](http://www.acenursing.org).

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](http://www.sacscoc.org) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Lincoln Memorial University's off-campus instructional site in Tampa, Florida, is located at: 636 Grand Regency Boulevard, Brandon, FL 33510. This site is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.

## University Services and Resources

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### WebAdvisor

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

The student's account with the Finance Office must be paid in full, and Perkins student loans must be in a current non-defaulted status in order for the student to gain access to WebAdvisor.

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

### Career Services

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

The University does not guarantee job placement upon program completion or graduation.

### Library Services

The Carnegie-Vincent Library maintains a website, <https://library.lmunet.edu/library>, that provides students with resource descriptions, search instructions, policies governing the delivery of books/journals, subject resource guides, electronic resources, electronic reference assistance, tutorials on library resources, contact information for the library and librarians, and web-based interlibrary forms to submit. Online tutorials are available at <https://library.lmunet.edu/tutorials>. The Reed

Health Sciences Library, which is housed within the Carnegie-Vincent Library, maintains a website, <https://library.lmunet.edu/medlib>, that provides students with access to the nursing, medicine, and health electronic resources. A librarian is available at the Tampa site library to serve students and faculty.

## Computer Services/Resources

(See the current [\*Railsplitter Community Standards Guide\*](#) On-Line for additional information)

### Student Technology Accounts

MyLMU is LMU's web portal for all students, faculty, and staff and offers a central location for all university information. Students should visit their MyLMU page frequently. Important functions include single sign-on access to E-mail, University announcements, grades, registration, and Canvas, LMU's learning management system.

Students are issued one account, which gives them access to all resources that they will need during their tenure at LMU. To log into MyLMU, enter your username and password. The username is your firstname.lastname or you may use the "Check your User ID" link from the MyLMU login page. The password scheme for new accounts is capital LMU, the first letter of your last name, and your 6 digit birthday. (For example, if your name was John Doe and you were born on February 12, 1999, your username would be john.doe and your password would be LMUd021299. Once you have completed the initial log on, you may change your password.

It is your responsibility to ensure that all of your LMU passwords remain confidential. LMU does not accept responsibility for any password-related breach of security. You have the option to decline the assignment of a user name and password to access any accounts at LMU and may do so by contacting Information Services.

The following services are available through MyLMU:

- WebAdvisor: You can register for classes, check grades, record address changes, check your financial aid and account balances, and make payments online. Logging into MyLMU gives you single sign-on access to WebAdvisor. Once in WebAdvisor, you can always return to MyLMU by clicking on the "Home" tab or on the "MyLMU" link.
- Canvas: Canvas is the web-based learning management system used at LMU. Canvas provides a mechanism for students to receive class resources, submit assignments, view individual class grades, communicate with their instructor, and more. When you click on the Canvas link, you will be automatically logged into the system through MyLMU's single sign-on process.
- Announcements, News, and Events: LMU announcements, news, and events will be posted in MyLMU on a regular basis. This will be the primary means of communicating important information on campus and replaces many of the email communications you have been used to receiving in the past.
- My Team Sites: Team Sites are web pages targeted for a specific group based on a department, official student organization, or an employee business function for collaboration and communication.

### LMU Student Email Policy

Electronic mail (email), like postal mail, is an official mechanism for administrators, faculty, staff, and students to communicate with each other. The University expects that email communications will be received and read in a timely manner. Students are expected to check email frequently and regularly to stay current with University-related communications, recognizing that certain communications may be time-critical. If a student receives an official email from a University faculty member, administrator, or staff member and does not read that email, any subsequent repercussions cannot be excused by "unread email messages."

Inappropriate emails, some examples of which are described below, are prohibited. Anyone receiving such an email should immediately report it to the Information Services Department via the Report Suspicious Email button found in most email clients or contact the University Helpdesk.

Material that is fraudulent, harassing, profane, obscene, intimidating, defamatory, or otherwise unlawful or inappropriate

may not be sent by email or other form of electronic communication. If a student engages in this type of behavior, it will be considered a violation of the policy and will result in disciplinary action. Examples of inappropriate uses of email are as follows:

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

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

In the event two students have the same first and last name, a sequential number is added to the end of the last name (ex. [randall.johnson1@lmunet.edu](mailto:randall.johnson1@lmunet.edu)). Students can access the web-based client from MyLMU under the section Office 365 Email or using <https://outlook.com/owa/lmunet.edu>. We encourage our students to use their LMU email accounts for all communication during their tenure at LMU. All LMU incoming and outgoing email is scanned for viruses. The computers (both desktops and laptops) located in the Library are available for student use to complete homework assignments and check their email.

Additional computer workstations are available in smaller computer labs in the Hamilton Math & Science Building and Business Education Building on the Harrogate Campus. University-owned computer labs are also available for students taking classes at any off-campus instructional sites in Corbin, Kentucky; Knoxville, Tennessee; Chattanooga, Tennessee; and Tampa, Florida.

## Help Desk

University's HelpDesk for Information Systems support. Students can access the HelpDesk by calling (423) 869-7411 or (800) 325-0900, ext. 7411, or the HelpDesk can be reached by logging onto <https://www.lmunet.edu/information-services/>. The regular "walk-in" and phone HelpDesk hours are from 7:00 am to 5:00 pm, Monday through Friday. Extended phone and web-based support are provided from 5:00 pm to 11:00 pm, Monday through Friday. Weekend coverage is also available by phone or web access on Saturdays and Sundays, 7:00 am to 11 pm.

## University Internet

Internet access is available in all residence halls on campus

## Personal Computer Repair

LMU does not provide personal computer repair services.

## Counseling

The LMU Office of Mental Health Counseling operates as the primary mental health service provider for the undergraduate, graduate, and professional students enrolled at the University. LMU counselors provide free professional, confidential services to assist students with overcoming the mental, emotional, and behavioral concerns that may stand in the way of their academic and personal success. A detailed list of the services provided by LMU mental health counselors can be found at <https://www.lmunet.edu/counseling/>.

## Other Opportunities and Services

Lincoln Memorial University affords many opportunities for student involvement in campus life, including social fraternities and sororities, honorary societies, religious organizations, academic groups, and other organizations supported through the Student Organization Council, athletic events, commencement exercises, Student Services activities, Student Government Association (SGA), intramural sports, and the yearbook publication are examples of events/services sponsored by the University. A complete listing of student privileges is provided in the [Railsplitter Community Standards Guide](#).

### Organizations

Lincoln Memorial University encourages participation in campus organizations. For information concerning membership or meeting times of the following organizations, contact the Office of Student Services. If your needs are not met by the existing organizations, you may form your own under guidelines provided by the Office of Student Services. For details, see the [Railsplitter Community Standards Guide](#).

## Oak Ridge Associated Universities

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

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

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, postgraduates, as well as faculty enjoy access to a multitude of opportunities for study and research.

Students can participate in programs covering a wide variety of disciplines including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry, and mathematics. Appointment and program length range from one month to four years.

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

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

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

### In Conclusion

The faculty, students, and administrative personnel work together at Lincoln Memorial University to build a supportive community that cares for people and fosters individual creativity and growth. Under dynamic, experienced administrative leadership and a committed, well-prepared faculty, LMU has an atmosphere of openness and concern for the needs of each individual and sets a premium on creating the best conditions for learning.

The University exists for students and shows genuine concern for the students' development of knowledge and skills for use in meeting the challenges of a rapidly changing and global society.

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

## Academic Support

Students at the Tampa site have access to tutoring support through some faculty as well as designated academic support staff. The nursing tutor for the Caylor School of Nursing offers virtual tutoring sessions that are available to all Tampa-based nursing students.

## Student Financial Services

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### Policies and Procedures

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

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

At LMU, more than \$100 million is awarded annually to qualified students under federal, state, and institutional financial aid programs. Except for academic, athletic, and certain talent-based scholarships, all financial assistance at LMU is based on financial need. Need is defined as the difference between the cost of attending LMU and the calculated expected family contribution. After the student submits the necessary application forms, the [Student Financial Services Office](#) will determine the student's eligibility for student financial assistance.

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

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

### Financial Aid: Satisfactory Academic Progress

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

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

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

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

### Qualitative: (GPA)

Hours Attempted	Cumulative GPA
0-29	1.50 GPA
30-45	1.75 GPA

46-59	1.90 GPA
60+ Hours	2.00 GPA

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

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

### Quantitative: Maximum Time Frame

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

### SAP Notification

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

### SAP Appeals

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

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

### Regaining Financial Aid Eligibility

#### Quantitative-Maximum Time Frame

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

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

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

#### Qualitative: Maintaining Financial Aid Academic Progress (GPA)

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

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

## Withdrawal from the University and Financial Aid

Any student withdrawing from the University and has received financial aid must make an appointment with the Student Financial Services office.

# University Policies

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## Communication from the University

Any communication from the University which is mailed to the name and address on record is considered to have been properly delivered. The student's LMU email address will be used for all electronic mail.

## Inclement Weather Policy

LMU offices generally will remain open and scheduled instruction will continue during periods of inclement weather, even though campus-based class may be canceled. Faculty and staff members should refer to the "University Closures and Delayed Openings: and "Instructional Continuity" policies in the *Employee Handbook* for additional information.

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

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

## Office of Accessible Education Services

LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Jason Davis, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Jason Davis. Contact information: [jason.davis@lmunet.edu](mailto:jason.davis@lmunet.edu) and/or 423-869-6587 (800-325- 0900, ext. 6587). Office: Carnegie-Vincent Library (Harrogate Campus), Room 105. Website: <https://www.lmunet.edu/student-life/accessible-education-services>.

## Harassment, Discrimination, and Sexual Misconduct

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

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

If you have experienced discrimination and would like to make a report to the University, contact: Rebekah Webb, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu). The Title IX Coordinator/Institutional Compliance Officer's office is located in Cumberland Gap Offices #3 at 609 Colwyn Ave., Cumberland Gap, TN. The Harassment, Discrimination, and Sexual Misconduct Policies are available on the [Office of Institutional Compliance website](#).

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

## Hazing

1. Hazing is defined as any reckless or intentional act, whether occurring on- or off-University-controlled property, by one (1) or more students, which is directed against any other student or groups (regardless of their willingness to participate), that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule, that is required or expected for affiliation or initiation into a group or organization. This includes any activity, whether presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.
2. Hazing is strictly prohibited by the University. Any individual or organization found responsible for hazing is subject to disciplinary action and/or criminal prosecution.
3. Retaliation against any person who reports or cooperates in the investigation of a hazing incident is strictly prohibited and will result in separate disciplinary action.

### Reporting Hazing:

- If you are aware of an incident of hazing, you are required to report the incident to the Office of Community Standards. Reports can be made confidentially or anonymously. Reports may be submitted by email to the Office of Community Standards ([conduct@lmunet.edu](mailto:conduct@lmunet.edu)), or through the University's online incident reporting [form](#).

### Public Disclosure of Hazing Incidents:

- In compliance with federal law, the University will publicly report incidents of hazing annually on its website in the [Annual Security Report](#), as well as, bi-annually in the [Campus Hazing Transparency Report](#). The report will include the student organization name, a description of each incident, including whether the violation included the abuse or illegal use of alcohol or drugs, the findings of responsibility of any institutional investigations, and any sanctions imposed.

The Annual Security Report (ASR) and the Campus Hazing Transparency Report serve distinct purposes in promoting campus safety and accountability, but they focus on different types of conduct and reporting requirements:

**Annual Security Report (ASR):** Required by the federal Clery Act, this report provides detailed information on campus crime statistics, safety policies, and procedures related to emergencies, crime prevention, and victim support. Its primary purpose is to inform current and prospective students, employees, and the public about campus safety and security.

**Campus Hazing Transparency Report:** Mandated by state laws like the Stop Campus Hazing Act (if applicable), this report specifically discloses incidents of hazing reported to the institution, including dates, types of hazing, investigations, and outcomes. Its purpose is to increase public awareness and accountability regarding hazing incidents at colleges and universities.

**Key Difference:** The ASR covers a broad range of campus crime and safety information, while the Campus Hazing Transparency Report focuses solely on hazing incidents and their resolution.

### **Campus Wide Hazing Prevention Program**

- In compliance with federal law, the University implements a campus-wide, comprehensive Hazing Prevention Program. An overview of the Hazing Prevention Program, in addition to a comprehensive overview of how Hazing Incidents are reported, investigated, and sanctioned, can be found [here](#).

**Note:** This policy complies with the requirements of the Stop Campus Hazing Act (P.L. 118-39).

## Acceptance of Facsimile and Scanned Signatures

The University and student agree that all documents to be signed in connection with the program of study may be delivered by facsimile transmission or by scanned image (e.g. .pdf or .tiff file extension name) as an attachment to electronic mail (email) sent from the student's university electronic mail account. Any signed document delivered via facsimile or scanned image shall be treated in all respects as having the same legal effect as an original signed document.

## Smoke-Free Campus Policy

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

## Alcohol and Drug Policy

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

For additional specific Caylor School of Nursing Alcohol and Drug Policy refer to the current *LMU CSON MSN Student Handbook* "Caylor School of Nursing Drug and Alcohol Policy".

## Criminal Background Check Policy

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

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

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

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

## Unauthorized Use of a Restroom or Changing Facility

Willfully entering a restroom or changing facility designated for use by the opposite sex is prohibited. Sex, for the purposes of this section of the catalog, is defined as the "classification of a person as either female or male based on the organization of the body of such person for a specific reproductive role, as indicated by the person's sex chromosomes, naturally occurring sex hormones, and external genitalia present at birth," as outlined under Fla. Stat. § 553.865.

Any person has the right to file a complaint with the Office of the Attorney General of the State of Florida regarding but not limited to alleged violations of this policy, allegedly non-compliant institutional policies related to restroom and changing facility use, and/or other matters related to restroom and changing facilities at the following link:

<https://www.myfloridalegal.com/how-to-contact-us/file-a-complaint>.

### **Non-Compliance - Unauthorized Use of a Restroom or Changing Facility**

Any person has the right to file a complaint with the Office of the Attorney General of the State of Florida regarding but not limited to alleged violations of this policy, allegedly non-compliant institutional policies related to restroom and changing facility use, and/or other matters related to restroom and changing facilities at the following link:

<https://www.myfloridalegal.com/how-to-contact-us/file-a-complaint>. Refusing to vacate a restroom or changing facility when asked to do so by any LMU administrative personnel, faculty member, security personnel, or law enforcement is also prohibited.

## Stand-Alone Certificate Candidates

Certificate candidates must apply for graduation for certificate awarding, but are not eligible to participate in the Commencement Ceremony.

# General Academic Information

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## Definition of a Credit Hour

Lincoln Memorial University's policy defining the credit hour is published here:

[Credit Hour Policy](#)

## Official Academic Records

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

- Name
- Social Security number (partial number since 1980) or numeric identifier
- Chronological summary of LMU coursework and final grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned Date(s) 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.

Electronic transcripts (including course grades) are retained permanently.

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

The student may obtain or have forwarded to designated parties copies of his/her academic transcript by submitting a written request to the Office of the Registrar. Electronic transcripts can be transmitted for a fee of \$6.75. The cost of each physical transcript is \$10.00.

## Change of Name or Address

A student who changes his/her name, residence, or mailing address is expected to immediately notify the Office of the Registrar regarding the change. Name changes must be submitted as a signed request. Documentation must accompany a name change: marriage certificate, divorce decree, or court order. Current students can change their address online through their WebAdvisor account. Former students must submit a signed request for an address change.

## Residency Requirement

There is no residency requirement. Tuition and fees are the same for in-state and out-of-state students.

## Family Educational Rights and Privacy Act (FERPA)

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

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

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202 For more information on FERPA see the University Registrar's website: <https://www.lmunet.edu/academics/registrar/ferpa>

## Early Registration and Late Registration

Early registration helps ensure each student a place in classes for the upcoming term, and helps the staff adjust offerings to meet student needs.

Students are urged to take advantage of the designated period each term to meet with his/her advisor, plan ahead, and register early. Early registration is confirmed at the ensuing registration period. Early registration refers to preregistration for classes and registration confirmation by arranging for payment for classes.

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

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

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

## Change of Schedule

Occasionally the student may determine after the first or second class meeting that he/she needs or wishes to change his/her schedule by adding (enrolling in) and/or dropping (withdrawing from) one or more classes. Such changes should not be made, however, without consulting the academic advisor. Also, such changes can be made only by using the official Change of Schedule Form and fully processing the change through the Office of the Registrar and the Finance Office.

The student may add courses to her/his schedule through the "last day to complete registration" as announced in the Academic Calendar, and after 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 on or before that date, the course will not appear on the transcript; if the course is dropped after that date, the course will appear on the transcript with a notation of WD (for "Withdrew").

### Last day to drop without "F"

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

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.

## Withdrawal from the University

### Official Withdrawal from the University

"Withdrawal from the University" refers to the official process in which the student withdraws from ALL classes, from the residence hall (if applicable), and from any current student relationship with the University. **This process is separate and distinct from a Student Leave of Absence. (See the Student Leave of Absence protocol.)** The Registrar uses the date the student communicates in writing as his or her intent to withdraw and begins the University's withdrawal process, as the official withdrawal date. The student initiates this process by filling out the [Undergrad/Graduate Withdrawal Form](#) and submitting it to the Registrar's Office.

The student must obtain the required signatures: Admissions (for international students or a recipient of veteran's benefits), appropriate School Dean, Dean of Students, Student Accounts, Financial Aid, and the Registrar.

The student must also return his/her student identification card, meal card (if applicable) and parking sticker to the Office of Student Services when withdrawing from the University. Further, any withdrawing student who has received a student loan must have an exit interview with a Financial Aid Counselor.

Courses for which the student is registered will appear on the transcript with a notation of "WD" or "F", depending on whether the withdrawal is processed by the close of "last day to drop without an F," as published in the [Undergraduate Academic Calendar](#). The notation of WD does not calculate in the GPA but does calculate in student completion rate. The notation of "F" will impact a student's GPA, as outlined in the [Grading System](#) policy in the Undergraduate Catalog.

The financial aid 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, meals, and Book Bundle fees are credited to the student's account according to the refund schedule.
3. A student's financial aid will be prorated to the student according to the Federal Return of Title IV Funds Policy. Withdrawal after the refund period means the student will have used an entire semester's eligibility of aid.
4. The balance of the student's account with the Student Accounts Office will be credited or billed to the student as appropriate.

5. Once the student has completed registration, i.e., turned in the registration form to the Student Accounts Office, the student is liable for all registration fees even though classes have not been attended, unless the student completed an official withdrawal form.
6. Students who are suspended or ineligible to continue in an academic program because of grade deficiencies and who are registered in advance for the subsequent semester, may be required to complete an official withdrawal form.

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

### Unofficial Withdrawals

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

### Administrative Withdrawals

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

### Summer Withdrawals

The official withdrawal process, as set forth by the Registrar's Office, is required for withdrawing from a summer semester. Upon receiving a Withdrawal Form for summer, the Student Financial Services Office would use the actual start and end dates of the enrolled classes in the R2T4 calculation. At the end of the summer semester, Student Financial Services reviews grades for Unofficial Withdrawals.

## Medical Withdrawal

The didactic portions of concentration classes provide the theoretical basis for evidence based nursing practices applied in a practice setting. The practice application of academic theory in a practice setting reinforces the theoretical knowledge base needed to make evidence based practice decisions. In order to master the academic theory and the practice competencies that are the learning outcomes in concentration classes, students must take practice and didactic courses simultaneously.

If at any time during the term a student is unable to perform all of the Student Essential Function listed in the LMU/CSON handbook for a period exceeding two weeks, the appropriate course of action is to medically withdraw from the class. As an alternative to withdrawal, within two weeks of becoming unable to perform the essential student functions, a student must provide documentation from a medical provider that the student is able to perform all of the Student Essential Functions listed in the LMU/CSON handbook.

## Student Leave of Absence Protocol

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

## Refund Policies

### Refund of Institutional Tuition, Room and Board Charges

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

A student must complete a Change of Schedule form for dropping one or more classes (found on MyLMU under Academics/Registrar/Forms).

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

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

Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule (this includes campus housing and meals):

- Through the first official day of classes 100%
- After the first official day of classes and during the first week of the semester 100%
- During the second week of the semester 75%
- During the third week of the semester 50%
- During the fourth week of the semester 25%
- After the fourth week of the semester 0%

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

Specific dates affecting the schedule of refunds can be found in the Office of Student Services, the [Office of the Registrar](#), and the [Office of Student Financial Services](#).

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

Should a student at the Tampa, Florida off-campus site choose to cancel an enrollment agreement, such cancellation must be given in writing or by e-mail. If registration has been completed at the time of cancellation, an official withdrawal form must also be completed, and the refund schedule above will apply.

## Refund of Credit Balance

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

All institutional aid must be applied toward tuition, fees, and on-campus room and board expenses. Institutional aid cannot be used to pay for student health insurance fees. All federal, state and institutional grants are credited to the student's account first, and any institutional grants or scholarships are applied to the balance of the student's aid eligibility for the semester. No cash refunds are made from institutional funds.

# Undergraduate Program Information

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## Admission and Cost

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

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

## Transfer Student

Transfer admission students who have completed 12 or more semester credit hours of potentially transferable coursework at an accredited/approved college or university will be considered for transfer admission.

Transfer student applicants must submit the following:

1. Application for Admission
2. Official transcripts from all colleges and universities attended.

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

Upon acceptance into Lincoln Memorial University Caylor School of Nursing, students are required to submit a deposit to ensure official enrollment status.

Students must pay a pre-registration deposit of \$100.

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

## International Students

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

### Test/ Exam/ Course Minimum Score Required for Admission

iBT (Internet-based TOEFL)	61
CBT (Computer-based TOEFL)	173
PBT (Paper-based TOEFL)	500
IELTS	5.5
ACT Composite	19
SAT Critical Reading	460
SAT Composite	780
TOEIC	600
Cambridge English	CAE-C, CPE-C, FCE-C
Cambridge/ GCE/IGCSE/Edexcel	A levels grade A-E
IB Credits	C or better in English
ITEPS	4.0
Michigan Test	80
ELTIS	227
SLEP	53
Pearson PTE	52
CEFR	B1

EIKEN Japan	2A grade (College or Junior College Level)
Ameson Scholastic Test (AST)	English 115

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

### ESL Program Level or Score required for admission to LMU

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

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

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

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

### International Baccalaureate Recognition Policy

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

The international student granted admission to Lincoln Memorial University will receive a letter of acceptance; the letter and the I-20 form furnished by the University must be presented to the Consular Officer of the United States to whom the student applies for a student visa. The University will not enroll any student not approved by the Immigration and Naturalization Service (INS) to attend Lincoln Memorial University; the University will not enroll students issued visas for enrollment at other colleges or universities.

## Tuition and Fees

The tuition cost to attend LMU is substantially below the national average for 4-year private universities. The amounts included in the cost of each semester's registration are placed on the student's account by Student Financial Services. 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 errors by applying additional charges or credits to individual student accounts. The following undergraduate rates are effective for Fall Semester 2025.

Bachelor & Associate of Science in Nursing Programs - Tampa Location

Cost of Attendance

COA Component		Full Time Off Campus
Tuition* (\$1,119 per credit hour)		\$26,856
Comprehensive Fee		\$350
Student Activity Fee		\$62
Program Fees	ASN	\$1,540
	BSN	\$970
Health Insurance		\$3,811
Food		\$5,454
Housing		\$7,200
Books, Course Materials, Supplies, & Equipment		\$1,500
Transportation		\$2,600
Miscellaneous Personal Expenses		\$495
Loan Fees		\$100
<b>Total COA</b>	ASN	\$49,968
	BSN	\$49,398
First Professional Credential (Applies to 2nd year AS & 4th year BS)		\$504
*Assumes full-time enrollment (12-17 credit hours per semester)		

## Other Fees

Change of Schedule Fee	\$15 per course
Late Registration Fee	see <a href="#">Registration Info/Policies</a>
Comprehensive fee	\$165 /semester for full time undergraduate students at extended sites
Student Activity Fee	\$30
Online Fee (all online courses)	\$20 per credit hour
Non-sufficient Funds (NSF)	\$30
NURS 115	\$510
NURS 124	\$510
NURS 125	\$250
NURS 241	\$250
NURS 242	\$540
NURS 320	\$535
NURS 375	\$275
NURS 430	\$275
NURS 480	\$565

Failure to pay tuition and fees may lead to an administrative withdrawal from the University and a professional collection agency may be brought in to enforce payment obligations. In such cases, the student is responsible for **ALL** collection costs up to 33 1/3% and expenses incurred by the University, including reasonable attorney fees.

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

## Annual and Endowed Scholarships

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

- A.E. York Memorial Scholarship Fund
- Ada Apperson Endowed Scholarship
- Afton Tara Sanders Memorial Endowed Scholarship
- Algernon Sydney Sullivan Endowed Scholarship
- Alisha Hicks Memorial PA Scholarship
- Alpha Lambda Zeta Annual Scholarship
- Ann Shumate Bowling Endowed Scholarship in Secondary Education
- Anna and Matt J. Modrcin, Jr. Memorial Endowed Scholarship
- Appalachian Children's Home Endowed Scholarship for Social Work
- Appalachian CVM Scholarship
- Arvilla Reproductive Memorial (ARM) Scholarship
- Athletics Annual Scholarship
- Baird Brown Memorial Scholarship
- Barnes and Noble Scholarship
- Bayer CVM Large Animal Award
- Ben and Nancy Sergent Endowed Scholarship for the J. Frank White Academy
- Bernice Cantwell Stevens Memorial Scholarship
- Bessie and Sanford Headley Scholarship
- Betty Mason Grubb Memorial Scholarship
- Bill Engle, Sr. Award of Academic Excellence in Medical Laboratory Science
- Bobby and Charlotte McConnell Endowed Scholarship
- Bobby Harber Annual Scholarship
- Bobby L. and James F. Collier Endowed Memorial
- Scholarship in memory of Ruth Longmire and in Honor of Katherine DePersio
- Bost Endowed Scholarship
- Brad Greer Memorial Endowed Scholarship
- Branstetter Endowed Scholarship
- Browning Endowed Scholarship
- Bruce and Lavenia Mitchell Endowed Scholarship
- C. Bascom Slep Endowed Scholarship
- C.A. Maxie Memorial Scholarship
- C.T. McDonald Scholarship Fund
- C.W. and Gladys T. Bradley Memorial Scholarship
- Carl W. Schaefer Endowed Scholarship
- Cecil L. Bellamy Endowed Scholarship
- Centennial Endowed Scholarship
- Chamberlain Endowed Scholarship
- Charles and Mary Covey Endowed Scholarship
- Charles M. Hubbard Endowed Scholarship in History
- Charles T. King and Professor Janet C. King Family Endowed Scholarship
- Chloe Madison Lamb Memorial Annual Scholarship
- Claiborne County Alumni Association Annual Scholarship
- Class of 1936 Endowed Scholarship
- Class of 1967 Annual Scholarship
- Cmdr. L. Robert Langley Endowed Scholarship
- Companion Animal CVM Scholarship
- Conard and Ruth Ritter Grabeel Endowed Scholarship
- Conrad Daniels Endowed Scholarship
- Cora A. Cupp Endowed Scholarship

- Cornie and Jerry Harber, Sr. Endowed Scholarship
- Cottrell Family Endowed Scholarship
- Courtney Beryl Owens Memorial Scholarship
- Criminal Justice Dean's Award
- Criminal Justice Department Award
- CVM Annual Scholarship
- Croushorn Business Scholarship
- D.A.R. Carpenter Mountain Endowed Scholarship
- Daisy and J.V. Carter Endowed Scholarship in Education
- Dames of Loyal Legion Endowed Scholarship
- David McDonald Memorial Fund
- DCOM Annual Award and Scholarship
- Dellinger-Aulton History Scholarship
- Delta Theta Sigma Endowed Scholarship
- Dennis Lee Peters Education Scholarship in Education
- Donald E. and Mary Lou Pope Endowed Scholarship
- Donald W. and George F. Parker Endowed Scholarship
- Dorothy G. Neely Endowed Scholarship
- Dorothy Roark Russ Endowed Scholarship
- Dorothy Teague Bruce Memorial Endowed Scholarship
- Dr. Charlotte A. Bauer and Nannine Clay Wallis History Award
- Dr. Edwin Robertson Memorial CVM Scholarship
- Dr. Estle Pershing Muncy and Dr. Jean Hayter Muncy Endowed Scholarship
- Dr. G.W. Stone Fund
- Dr. Gary Vroegindewey One Health Scholarship
- Dr. H.Y. Livesay Memorial Scholarship
- Dr. J. Frank Pierce and Dr. Joan U. Pierce Endowed Foundation Scholarship
- Dr. Jerry C. Bishop Endowed Education Scholarship for Athletes
- Dr. Jerry D. Westerfield Endowed Scholarship
- Dr. John Copeland and George Mears Wildlife and Fisheries Society Scholarship
- Dr. John Wesley Hill Endowed Scholarship
- Dr. Judy Edds RN-BSN Scholarship
- Dr. Louis Lutz Memorial Scholarship
- Dr. Nancy B. and Mr. Tom F. Moody Endowed Scholarship
- Dr. Orkin Garton Scholarship
- Dr. Owen S. Genevieve M. Hendren Science Scholarship
- Dr. Quinton Wacks Psychology Faculty Scholarship
- Dr. Ray Stowers Endowed DCOM Scholarship
- Dr. Robert Henry Veterinary Anatomy Scholarship
- Dr. Rober Lee Kincaid Endowed Scholarship
- Dr. Shermaine Lee Memorial Scholarship
- Dr. Thomas G. England Memorial Scholarship
- Dr. Warner S. and Ruth McIntosh Business Scholarship
- Drs. Jason W. and Jennifer Johnson Rural Appalachian Region Veterinary Scholarship
- Duncan School of Law Endowed Scholarship
- Duncan Legacy Endowed Scholarship
- E. Cecil Sumpter Endowed Scholarship
- E.L. Bullard Memorial Scholarship
- Earl Hobson Smith Endowed Scholarship
- Ed Baney Memorial Endowed Scholarship
- Edgar A. Anchors Trust
- Elery and Jamie Lay Endowed Scholarship
- Elizabeth B. Ridenour Endowed Scholarship
- Elizabeth Yearly Nursing Scholarship
- Enterprise Holdings Foundation Annual Scholarship

- Equine CVM Scholarship
- Erika Rains Annual Scholarship
- Erika Todd Memorial Scholarship
- Ernest W. Fields Endowed Nursing Scholarship
- Estate of Lelia M. Weaver Endowed Scholarship
- Ethos Veterinary Scholarship
- Evelyn and Harold Honious Memorial Endowed Nursing Scholarship
- F.W. Welch, Jr. Memorial Scholarship Fund
- Fay G. Keck Memorial Endowed Scholarship in Elementary Education
- Flora-Sargeant Schultis Scholarship
- Food Animal CVM Scholarship
- Fortner-Diffenderfer Endowed Scholarship
- Francis W. Upham Scholarship
- Frank Carter Annual Education Scholarship
- Frank Turner Endowed Nursing Scholarship
- Franklin A. Sr. and Loretto Gullede Memorial Endowed Scholarship
- Gail Davidson Pendleton Memorial Scholarship in Education
- Gary J. Burchett Endowed Scholarship in Business
- Gary R. Wade Endowed Scholarship for the Duncan School of Law
- George and Birdie Morton Endowed Scholarship
- George and Gloria Longmire Endowed Scholarship
- George I. Alden Trust Endowed Scholarship
- George W. Ogden Scholarship
- George White and Stanley Thompson Endowed Scholarship
- Georgia S. Baker Endowed Scholarship
- Geraldine (Jerre) McCulley Endowed Scholarship for a Girl from Campbell County, Tennessee
- Gertrude B. Shoun Endowed Scholarship
- Glen Hoffsis Annual CVM Scholarship
- Glenn M. Bowling Endowed Memorial Scholarship
- Glyn R. Phillips Scholarship
- Golden Scalpel Endowed Scholarship
- Grace Nettleton Foundation Endowed Scholarship
- Guy L. Taylor Scholarship
- H.A. Whiton Memorial Endowed Scholarship for Girls
- H.G. Loy Scholarship Fund
- Hanks Endowed Scholarship
- Harland B. Sanders Memorial Kentucky Colonels Scholarship
- Harley and Annie Headley Scholarship for the J. Frank White Academy
- Harold M. Finley Memorial Endowed Scholarship
- Harris Family Endowed Scholarship
- Harvey and Lois Schell Endowed Scholarship
- Henry Friend Davis Endowed Scholarship
- Henry Spencer Endowed Scholarship
- Herbert McCampbell Endowed Scholarship
- Herman Matthews Endowed Scholarship
- Hetty McEwen Endowed Scholarship
- Howard Peterson Endowed Scholarship
- Hugh Trent and Helen Ramsey Endowed Scholarship
- J. Frank White Academy Endowed Scholarship
- J. Kermit Bailey Award of Leadership in Medical Laboratory Science
- J.P. and M.G. Bradshaw Scholarship
- J. S. Fearing Memorial Scholarship
- Jack and Myrtle Ailor Endowed Scholarship

- Jack R. and Margaret Lomax Kirstein Endowed Scholarship
- James B. and Inez Stiner Endowed Scholarship in Memory of Mr. and Mrs. H. Clay Stiner and G.S. Stiner
- James H. McCune Endowed Vocal Scholarship
- Janet Barnard Memorial Scholarship
- James R. Niedergeses Memorial Endowed Scholarship
- James Simmons Annual Scholarship
- Janice E. and Kenneth W. Haley Annual Scholarship
- Jay Mujumdar Endowed Scholarship
- Jeffrey and Charles Woods Family Scholarship
- Jess and Rachel Edds Endowed Scholarship
- Jim and Janet Jordan Endowed Scholarship for Academically Gifted Athletes
- Jim Byrd Golf Scholarship
- Jim Whitt Annual CVM Scholarship
- Jim Whitt Scholarship for Spanish and Latin American Studies
- Jimmie Charles Whitt Memorial Scholarship at LMU-DCOM
- Jody and Ashley Goins Family Scholarship
- Joe Ed and Nell Carr Scholarship in Athletics
- John and Evelyn Bumbarner Endowed Scholarship in Memory of Professor LeRoy Johnson
- John and Sue Ivey Endowed Scholarship
- John Howard and Mary Bryan Payne Endowed Scholarship
- John Newell Endowed Scholarship
- John W. Laningham Memorial Endowed Scholarship
- John Youell Jr. Scholarship
- Joseph Stanifer Endowed Scholarship
- Joyce Cope Wyatt Annual Scholarship
- Juanita Collins Latiff Memorial Scholarship
- Judith Scholarship Fund
- Judy Baker Johnson Endowed Scholarship
- Juliaette and Jane Jones Scholarship
- Kaitlyn DeVries Endowed Memorial Scholarship for the LMU College of Veterinary Medicine Created by the Bluegrass Animal Hospital and Kaitlyn's Family and Friends
- Kappa Pi Omega and Gamma Lambda Sigma Alumni Scholarship
- Kathleen Burchett and Wandaleen McNeil Endowed Memorial Scholarship
- Kelli Atkins Memorial Scholarship
- Kenneth and Christine Edds Endowed Scholarship
- Kenneth and Constance Loftice Student Work Scholarship
- Kentucky 5th District Gateway Scholarship
- Kermit Bailey Scholarship Fund
- Knoxville Academy of Medicine Alliance Annual Scholarship
- Kristie Rae Surber Endowed Scholarship
- L.G. and Carroll Caylor Annual Nursing Scholarship
- L.N. Foster Scholarship Fund
- Lakeway Alumni Chapter Endowed Scholarship
- Lambdin Family Endowed Scholarship
- Larry and Linda Davis Endowed Scholarship
- Larry Stephen Rosenbalm Endowed Scholarship
- Leabow Family Endowed Memorial Scholarship
- LeConte Rural Medicine PA Scholarship
- LeRoy Johnson Endowed Scholarship
- Lillian A. Ralston Art Award
- Lillian Porterfield Scholarship
- Lillian Rowlette Fugate Memorial Scholarship
- LMU Alumni Association Endowed Scholarship
- Lorraine D. Peters Endowed Nursing Scholarship

- Lowell M. Bond Memorial Scholarship
- Lu Anne Ingersoll Music Scholarship
- Luke Copeland Annual Memorial Music Scholarship
- Lynn Hughes Memorial Scholarship
- M.O. and Lena Worthington Scholarship
- Mabel Dunkirk Smith Endowed Music Scholarship
- Madeline S. Brundage Endowed Scholarship
- Margaret Ann Nicholson Scholarship
- Margaret T. Leary Endowed Scholarship
- Marguerite Sundback Endowed Scholarship
- Marie Estes Houston Memorial Endowed Scholarship for the J. Frank White Academy
- Marion Stopinski Memorial Endowed Scholarship
- Married with College Annual Scholarship
- Martin and Lorraine Peters Endowed Scholarship
- Marty and Sheliah Cosby Annual Education Scholarships
- Mary Frances Gray Lundy Endowed Scholarship for the LMU
- DeBusk College of Osteopathic Medicine in memory of James Charles Gray, Sr.
- Mary Lee Brashears Memorial Endowed Scholarship
- Mary Logan Endowed Scholarship
- Mary Mildred Sullivan Endowed Scholarship
- Mary Wilcox Endowed Scholarship
- Maurine Allen Memorial Annual Scholarship
- Mayme Woodson Brown Music Scholarship
- Meyers Y. Cooper Endowed Scholarship
- Mike Reece Family Endowed Scholarship in Business
- Mildred A. Murray Endowed Scholarship
- Mildred H. and Bobbie E. Williamson Memorial Endowed Scholarship
- Mildred Headley and Jo DeLong Endowed Scholarship
- Milton and Vina Ray Endowed Scholarship
- Milton Ratner Endowed Scholarship
- Mission of Hope Endowed Scholarship in Memory of Dedrick Andrew Courtney
- Monte Vista-Scott Engle Memorial Scholarship
- Moore Endowed Scholarship
- Morris F. Wiener Endowed Scholarship
- Moses Kimball Memorial Scholarship
- Mrs. Gene Hessler Endowed Scholarship
- Myra S. Young Memorial Scholarship
- Nancy Rogers Leach Memorial Scholarship
- Naomi Ruth Welch Memorial Scholarship
- Nathan Hale Snider Memorial Scholarship
- National Society Daughters of the Union, 1861-1865, Inc. Endowed Scholarship
- National Society Daughters of the Union, 1861-1865, Inc. Endowed Scholarship in Memory of Carrie H. Crowell
- Neal Cross Award and Scholarship
- Nicely-Grainger Endowed Scholarship
- Nora Mullens Endowed Scholarship
- Onilee Wells Lawless Annual Scholarship
- Owenby Memorial Endowed Scholarship
- Patsy Ann Yates Robinette Endowed Scholarship
- Patsy Buckner Cruse and Max Cruse Scholarship in Business
- Paul F. Dishner Endowed Scholarship
- Paul Woodson and Family Annual Scholarship
- Pembroke Welsh Corgi Club of America (PWCCA) Charitable Trust
- Pete Vires Memorial Scholarship
- PetSmart CVM Scholarship
- Phil and Mary Comer Endowed Nursing Scholarship

- Philip Kingsland Tompkins Endowed Scholarship
- Pilot Corporation Annual Scholarship
- Powell Valley Bank Annual CVM Scholarship
- Professor LeRoy Johnson Endowed Scholarship
- Professor Roy F. Floyd Endowed Memorial Scholarship
- R.P. Chesney Memorial Scholarship
- R.R. Evans Endowed Scholarship for LMU-DCOM
- Ralph U. Butler Endowed Scholarship
- Ramsey Award of Clinical Excellence in Medical Laboratory Science
- Ramsey-Schemel /Class of 1960 Endowed Scholarship
- Ray Flanary Endowed Scholarship
- Rebecca Dagley Fersner Memorial Scholarship
- Rector Greene Memorial Endowed Scholarship
- Reggie Morton Memorial Scholarship
- Reginald K. and Lyndell S. Davis Endowed Scholarship
- Regional Education Center Annual Scholarship, in Cooperation with the LMU Women of Service Organization
- Research CVM Scholarship
- Richard M. Weaver Endowed Scholarship
- Roberson-Cannon Annual Scholarship
- Robert A. and Beryl Fox Sadler Endowed Scholarship
- Robertson Endowed Scholarship for the J. Frank White Academy
- Robert A. and Beryl Fox Sadler Endowed Scholarship
- Ronald J. and Elizabeth D. Chinnock Memorial Endowed Scholarship for Music
- Ronda Clayton LeBoeuf Scholarship Fund for Homeschoolers at LMU
- Roop Annual Scholarship
- Rosanna Goforth Cavin Endowed Scholarship
- Rosebud Stickley Smiddy Endowed Scholarship
- Ross Carter Achievement Award in Creative Writing
- Ross Carter Achievement Award in Literature
- Rowe Family CVM Anatomy Scholarship
- Rowland and Brantley Endowed Scholarship
- Roy and Anna Burchfield Annual Scholarship
- Roy F. Floyd Memorial Scholarship
- Ruby Miller Baker Memorial Scholarship
- Russell and Belinda Lloyd Endowed Scholarship
- Ruth Rogers O'Dell Endowed Scholarship
- Sam and Libby McCollough Annual Scholarship
- Sam and Mary Lou Spencer Endowed Scholarship
- Samuel David and Vergie Robinette Carter Memorial Scholarship
- Samuel P. Avery Endowed Scholarship
- Schadler Family Veterinary Scholarship
- Scoggins Family Endowed Scholarship in Chemistry in Memory of Wilson ('44) and Bob ('54) Scoggins
- Second Chance Annual Scholarship
- Shirley Garrett Fields Memorial Endowed Scholarship
- Simmons Education Fund CVM Scholarship
- Snider-Whitaker Endowed Scholarship
- Sonny Simerly Annual Scholarship
- Southwest Virginia Alumni Chapter Scholarship
- Staff Senate Annual Scholarship
- Stooksbury, Meredith, & Meredith Endowed Scholarship
- Stuart L. and Eric K. Watson Endowed Scholarship
- Stuart McClelland Endowed Scholarship
- Student Scholarship Fund
- Student Services Annual Scholarship
- Sumpter - Caylor Endowed Nursing Scholarship

- T.A. Frick/Class of 1957 Endowed Scholarship
- Ted and Avis Phillips Endowed Nursing Scholarship
- Tennessee Association of Broadcasters / Jill Green Memorial Scholarship
- Teri Siemen Coffey Annual Scholarship
- Timacuan Golf Club Scholarship in Honor of Sommy Simerly, LMU Class of 1975
- Tom and Carol Myers JFWA Annual Scholarship
- Tracy Gibson Posey Endowed Nursing Scholarship
- Turner-Jefferies Endowed Scholarship
- V. Clifford Lowdenback Endowed Scholarship
- Vernon and Nancy Roark Endowed Scholarship
- Virginia Hill Memorial Annual Scholarship
- Virginia Housholder Memorial Art Scholarship
- W.L. Spencer Endowed Scholarship
- Walter S. Hogg Endowed Scholarship
- Wayne Wells Memorial Communications Scholarship
- West Virginia Veterinary Medical Foundation Scholarship
- Whitaker Lawson and Margaret Chumley Orr Memorial Endowed Scholarship
- William and Anna Rhea Memorial Endowed Scholarship
- William C. Davis and Janet Dallwig Davis Endowed Scholarship for Social Work
- William O. Pointer Endowed Scholarship
- Williams Edward and Mary Covington Crane Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- Willie H. Cushman Scholarship
- Willie S. Gordon Scholarship
- Women of Service Annual Scholarship
- Women's Relief Corps Endowed Scholarship
- Woods-Jones Endowed Scholarship
- Zeta Tau Kappa Alumnae Endowed Scholarship

## Academic Policies and Information

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Undergraduate degree information, policies, and procedures detailed in the following pages provide a comprehensive view of the way academic life, the center of the Lincoln Memorial University experience, is governed. Please be aware that policies are subject to change. When such changes occur, students are advised by announcement and schedule updates, including updates on the LMU website.

## Summary of Degrees and Programs Offered

### **Undergraduate**

Associate of Science in Nursing (ASN)  
 Bachelor of Science in Nursing (BSN)

### **Graduate**

Doctor of Nursing Practice (DNP) - Nurse Anesthesia Concentration

# Basic Requirements for Undergraduate Degrees

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

Completing a minimum of 122 semester credit hours for the baccalaureate degree, comprised of courses in the major program, General Education Core Curriculum, and electives and/or minor field of study.

1. Completing a minimum of 60 semester credit hours for the associate degree. Some specific associate degree programs may require 65-75 semester credit hours.
2. Completing the Associate or General Education Core Curriculum requirements appropriate to the degree.
3. Completing all course requirements of the declared baccalaureate major or associate degree program.
4. Completing the last 16 semester credit hours for the associate degree and the last 32 semester credit hours for the baccalaureate degree at LMU.
5. Twenty-five percent (25%) of any undergraduate degree awarded by LMU must be earned through instruction at LMU.
6. Completing, for the baccalaureate degree, a minimum of 36 semester credit hours of 300/400-level courses. Lower division courses will not equate to 300/400 level (upper division) courses.
7. Baccalaureate degree requires completion of the junior and the senior level (SEWS) writing requirements. Completion is noted on the transcript.
8. Achieving a minimum 2.0 cumulative grade point average (GPA) for all coursework, a 2.0 cumulative GPA for General Education Program courses, and a 2.0 cumulative GPA for all courses earned at LMU.
9. Achieving a minimum 2.0 GPA for coursework within the declared baccalaureate major or associate degree program, unless more stringent requirements are stated in this catalog under the academic department head note or program notes in the sections "Undergraduate Academic Programs" and "Undergraduate Course Descriptions."
10. Obtaining official certification for graduation verified by the assigned academic advisor, chair of the appropriate academic department, and the University Registrar.
11. Participating in all outcomes assessment testing (e.g., general education assessment, major field assessment, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation. Unless required in a particular program, no minimum score or level of achievement is required for graduation or type of degree awarded. Participation may be required of all students, students in certain programs, or those selected on a sample basis. Additional requirements may appear explicitly or implicitly in policy, procedural, and program statements throughout this and other sections of the catalog and on the website.

## Writing Requirement:

### **Sequential Enhancement of Writing Skills (SEWS)**

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

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

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

- A. Students enrolled in a BA program will complete 2 semester-long courses (6 credits minimum) in the same foreign language or demonstrate equivalent proficiency.
- B. The courses currently offered that will be accepted in fulfillment of this requirement are Spanish 111 & 112 (Beginning Spanish I & II); Spanish 211 & 212 (Intermediate Spanish I & II); and French 111 & 112 (Beginning French I & II). Other foreign languages may be offered and approved by the EVPAA to fulfill this requirement.

- C. Students may demonstrate an equivalent proficiency to satisfy this requirement through the completion of an approved dual credit course, a passing grade on a CLEP exam, or an acceptable AP exam score (a score of three for exemption from three hours of the requirement, or a score of four for exemption of 6 hours of the requirement).
- D. Final approval of foreign language proficiency will be approved by the Chair of the Department of Literature and Language , and the Dean of the Paul V. Hamilton School of Arts, Humanities, and Social Sciences.

## Majors and Minors

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

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

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

Several majors and minors, especially those interdisciplinary in nature, include courses found in academic departments other than that which houses the field of study.

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

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

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

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

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

## Restricted Programs

Nursing is a restricted program. Students must seek and receive formal admission to the restricted program before enrolling in courses prefixed: NURS.

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

## Catalog Used to Meet Graduation Requirements

Traditionally, most baccalaureate degree programs are designed so that a full-time student may complete all requirements and graduate by the end of the fourth year following initial enrollment. Associate degree programs traditionally are designed for completion by the end of the second year. Most students graduate according to those time frames.

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

A student will seek to fulfill graduation requirements for the chosen degree program as outlined in the catalog published for the year in which he or she first enrolled.

However, degree and program requirements are subject to change from the publication of one catalog to the next. The LMU policy on "graduation catalog" is:

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

## Academic Advisement

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

## More Than One Major

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

## Personal Counseling and Advising

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

## Student Course Load

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

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

## Combined Degree Completion Pathways

The time to complete the combined degree pathways is accelerated because of "double-counted" courses. Students complete the "double-counted" courses at the higher degree level (or the equivalent degree level if students are pursuing a master's and master's combined degree pathway). This preserves the rigor of the higher-level coursework. In addition to restricting enrollment in combined degree completion pathways based on academic merit, LMU limits the total number of "double-counted" credits for each pathway, ensuring that no combined degree pathway falls far short of 150 total credit hours for an undergraduate-graduate pathway or 60 total credit hours for a graduate-graduate pathway.

For combined degree completion pathways with "double-counted" credits, faculty/program coordinators complete LMU's Transfer Credit Approval Form to accept transfer credit hours in the lower (or equivalent for master's-master's pathway) degree program after students complete the appropriate courses in the higher degree program. This ensures all LMU students complete the minimum required credit hours to earn degrees at all approved levels.

## Class Attendance

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

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

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the section 8.8 of the [Rail Splitter Community Standards Guide](#).

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

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

## Student Classifications

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

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

## The Grading System

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

The "C" grade is the instructor's certification that the student has demonstrated average mastery of the material. The grade of "B" signifies that the student has gained a significantly more effective command of the material. The grade of "A" is

interpreted to mean that the instructor recognizes exceptionally high performance. A student is graded “D” when a grasp of the course is minimal. The “F” grade indicates failure to achieve the minimal level required and the necessity for successful repeating of the course before credit will be awarded.

A quality point is the value assigned to a letter grade. LMU uses a plus/minus grading system for its undergraduate curriculum. The grading scale for each Nursing program may be found with the appropriate program specific information.

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

Other possible grades or transcript notations include:

I	Incomplete. If the request for an “I” grade is approved, the work must be completed within the first six weeks of the following semester (excluding summer terms); otherwise the grade automatically becomes “F.” The grade of I is calculated in the grade point average with zero points. A student may not repeat (re-enroll) in a course to resolve an Incomplete grade.
P	Passing. Given for credit hours but not for quality points. Not computed in grade-point average (GPA).
IP	In Progress. Work is progressing. The IP grade is restricted to specific courses in the curriculum.
NC	No Credit. No credit assigned for the course. Not computed in the GPA.
SC	Special credit. Not computed in the GPA.
CE	Credit by Examination. Not computed in the GPA.
AU	Audit. Denotes official audit of course; no credit awarded nor grade assigned. To be designated by the Drop/Add Deadline. For information on auditing courses, please review the Audit Form on the University Registrar's Office <a href="#">webpage</a> .
WD	Withdrew. Denotes official withdrawal from the course.

## Pass/Fail Grade Option

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

## Standards of Academic Progress

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

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

**Procedures:** The student will be required to meet with his/her Academic Advisor and an Academic Support counselor. During this meeting, a plan will be developed that will include academic counseling, referral to tutoring services, and

possible referral to other resources as needed. The Office of Academic Support will monitor the student's progress throughout the semester. A student who fails to achieve a minimum semester GPA of 2.0 for two consecutive semesters will be placed on Academic Probation.

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

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

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

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

Scale: GPA Required to Avoid Suspension	
Hours Attempted	Cumulative GPA
0-29	1.50 GPA
30-45	1.75 GPA
46-59	1.90 GPA
60+ Hours	2.00 GPA

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

## Academic Distinction: Dean's List and Latin Honors

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

Latin Honors denote three potential levels of academic distinction based on a student's cumulative GPA at graduation. These distinctions should not be confused with the [Honors Scholars Program](#), a by-application academic program requiring additional coursework. Upon completion of the undergraduate degree requirements, students receiving the associate degree who have earned 30 semester hours at LMU, as well as students receiving the baccalaureate degree with 60 semester hours earned at LMU, will be considered for graduation with the following Latin Honors:

Cumulative GPA	Latin Honors
3.50 through 3.74	<i>cum laude</i> ("with praise")
3.75 through 3.94	<i>magna cum laude</i> ("with great praise")
3.95 through 4.00	<i>summa cum laude</i> ("with highest praise")

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

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

For students in combined degree pathways such as the Advance to Master's, Guaranteed Professional Admission, and 3 + 3 pathway, only coursework used to fulfill the baccalaureate degree requirements is included in calculating Latin Honors, class rank, Dean's List eligibility, and valedictorian/salutatorian status.

## Diplomas

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

## Transfer Credits from Other Institutions

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

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

World Education Services  
P. O. Box 745  
Old Chelsea Station  
New York, NY 10113-0745  
212.966.6311  
[www.wes.org](http://www.wes.org)

Educational Credential Evaluators, Inc.  
PO Box 514070  
Milwaukee, WI 53203-3470  
[www.ece.org](http://www.ece.org)

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

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

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

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

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

1. Developmental or remedial courses are recorded but do not apply to the degree.
2. All other equated courses or approved elective credit courses and grades are recorded and calculated in attempted hours, hours earned and cumulative academic GPA.
3. Transfer courses with the grade of "D" cannot be used to complete a major course requirement. If the course is required for the major it must be repeated.
4. Transfer courses with the grade of "D" cannot be used to satisfy a General Education Core requirement. If the course is part of an earned Associate of Arts or Associate of Science from a Florida, Kentucky, Tennessee, or Virginia community college and awarded after January 1, 2010, the course will not have to be repeated. In all other cases the course must be repeated.
5. Transfer students who have earned an Associate of Arts (AA) or an Associate of Science (AS) degree awarded after January 1, 2010, intended for transfer to a four-year institution, and requiring 30 or more semester credit hours of general education coursework from a Florida, Kentucky, Tennessee, or Virginia community or technical college shall be deemed to have met LMU's General Education Core requirements, except for the mission specific courses LNCN 100 and CIVX 300. The student may be required to complete additional general education coursework in order to meet the University's expected learning outcomes, core licensure, or certification requirements in certain programs.
6. Transfer students must meet all degree or program requirements for graduation as outlined in this catalog.
7. Technical or non-university parallel courses are considered for transfer credit on a course by course basis.

## Transferring Coursework to Another Institution

In the event that a student chooses to withdraw and transfer credits from LMU to another institution, transferability of credit is at the discretion of the accepting institution. The student will be responsible for confirming whether or not credits will be accepted by another institution of the student's choice.

## Approval to Apply for Coursework at Another Institution

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

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

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

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

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

Evidence of documented college-level prior learning may be presented in portfolio format in pursuit of SC. The student seeking SC receives assistance from the office of the dean of the applicable school in the preparation of an application portfolio. The portfolio must include, among other documents, an expanded resume with detailed descriptions of academic goals, and verification of learning. The completed portfolio is evaluated for academic merit and credit by a faculty expert or an expert consultant in the field selected by the dean of the applicable school. The evaluation process measures the experiential learning through any or all of the following approaches: 1) product assessment, 2) oral interview, 3) written examination, and 4) skills assessment.

The University recognizes the value of college-level prior learning as documented by University challenge exams and standardized tests, both of which may result in Credit by Examination (CE).

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

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

AP Exam Title	Score	LMU Credit Awarded
Art History	4	ART 381
	5	ART 381, 382
Music Theory	3	MUSC 111
	4-5	MUSC 111,112
Studio Art: 2-D Design	3	ART elective
	4-5	ART 105
Studio Art: 3-D Design	3	ART elective
	4-5	ART 110
Studio Art: Drawing	3	ART elective
	4-5	ART 110
English Lang. & Comp.	4-5	ENGL 101
English Lit. & Comp.	4-5	ENGL 102
Comp. Gov. and Politics	3-5	POLS 320
European History	3-5	HIST elective
Human Geography	4-5	GEOG 211
Macroeconomics	4-5	ECON 211
Microeconomics	4-5	ECON 212
Psychology	4-5	PSYC 100
U. S. Gov. & Politics	4-5	POLS 211
U. S. History	3	HIST 131
	4-5	HIST 131, 132
World History	3	HIST 121

	4-5	HIST 121, 122
Calculus AB	4-5	MATH 150
Calculus BC	3	MATH 150
	4-5	MATH 150, 250
Statistics	4-5	MATH 270
Biology*	3	BIOL 111
	4-5	BIOL 111, 112
Chemistry*	3	CHEM 111
	4-5	CHEM 111, 112
Environmental Science*	3-5	ENVS 100
Physics I*	4	PHYS 211
Physics II	4	PHYS 212
Physics C: Elec. & Mag.*	3-5	PHYS 212
Physics C: Mechanics*	3-5	PHYS 211
French Lang. & Culture	3	FREN 111
	4-5	FREN 111, 112
Spanish Lang. & Culture	3	SPAN 111
	4-5	SPAN 111, 112
Spanish Lit. & Culture	3	SPAN 111
	4-5	SPAN 111, 112

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

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

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

The last 32 semester credit hours toward a baccalaureate degree or 16 semester credit hours toward an associate degree The last 32 semester credit hours toward a baccalaureate degree or 16 semester credit hours toward an associate degree.

The student considering graduate study elsewhere or undergraduate transfer to another institution should be aware that not all colleges and universities honor transcript credit designated SC or CE. Complete information regarding SC and CE, and related fees, is available in the office of the dean of the applicable school.

## Tuition Exchange

LMU has tuition exchange opportunities with several organizations including the Council of Independent Colleges ([www.cic.org](http://www.cic.org)) and The Tuition Exchange ([www.tuitionexchange.org](http://www.tuitionexchange.org)).

For more information, please contact the organization directly or contact the LMU Human Resources Office.

## Academic Integrity

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

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

**Plagiarism** - Plagiarism is regarded by the faculty and administration as a very serious offense. Plagiarism is to present the work of others as one's own, including AI generated material, without proper permission. Failure to give proper acknowledgment/citation to the original author of a statement, or statements, is the most common form of plagiarism. Plagiarism is also to present as new and original work that was completed and submitted previously by the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources (including AI text generators) or other reference works, or from the essays, research papers, or other writing of a fellow student has committed plagiarism.

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

**Academic Writing** - Generative AI software and other writing software may be useful in brainstorming ideas for writing papers (although not paper content), for generating practice questions for test preparation, and for other helpful purposes.

However, the instructor expects all student work submitted in class to be entirely the work of the student, unless otherwise stated. Student work is to be their own composition in their own words. Any undisclosed co-authorship, assisted research, or use of any generative artificial intelligence software is prohibited and will be considered academic dishonesty. Penalties will be the same as for plagiarism.

## Academic Grievance Procedure

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

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

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

## Complaint Process

### Formal Complaint Process

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

The Formal Student Complaint Form may be downloaded at: <https://www.lmunet.edu/office-of-institutional-compliance/student-complaint-process>.

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

For proper processing, all information must be completed and delivered to Office of Institutional Compliance, Cumberland Gap Offices #3 (Next-door to the Lincoln's Closet), 609 Colwyn St., Cumberland Gap, TN 37724.

### Off -Campus Authorities

#### All Locations

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

## Tampa, Florida Location

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

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

For students attending programs in Florida, who have a grievance that has not been resolved through other avenues, they can contact the Florida Department of Education - Commission on Independent Education either by sending a letter to: Commission for Independent Education 325 W. Gaines Street, Suite 1414, Tallahassee, FL. 32399-0400, or by email: [CIEINFO@fldoe.org](mailto:CIEINFO@fldoe.org), or Fax: 850-245-3238

### Complaint Policies and Procedures for Certain Distance Education Students

The below policies apply to students who are:

- non-Tennessee residents in State Authorization Reciprocity Agreement ("SARA") states and who are enrolled in a distance education program/course or
- who are attending an out-of-state learning placement in a SARA state.

The nature of complaints to be addressed through these policies include violations of SARA policies and dishonest or fraudulent activity. These policies do not apply to complaints concerning student grades or student conduct violations. For more information on complaint subject matter see SARA Policy Manual Sections 4.2 and 4.3.

## Title IX

### About Title IX

Title IX protects individuals from discrimination based on sex or gender in educational settings.

LMU employs a Title IX Coordinator responsible for:

- Providing notification and education of Title IX rights and responsibilities.
- Consultation, investigation, and disposition of all inquiries and complaints of alleged discrimination, harassment and/or sexual misconduct.
- Providing victim services as necessary.
- Providing institutional monitoring and compliance assurance.

The Title IX Coordinator is assisted by Deputy Title IX Coordinators including: the Dean of Students and the Associate Dean of Students (for student issues), the Director of Human Resources (for employee issues) and the LMU Sexual Misconduct Response Team (SMRT).

### Complaint or Reporting Procedures

Individuals who experience, witness or are otherwise informed that an incident of sexual misconduct has occurred should, with the victim's permission, contact local law enforcement, LMU Campus Police, an LMU security officer, or a University official as soon as possible. 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. If possible, a victim of sexual assault should not shower or change clothes before receiving medical treatment. Complaints of any kind of sexual misconduct will be investigated with regard for the confidentiality and protection of all persons involved in the case.

Complaints or reports should be directed to:

- Rebekah Webb, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu).

A person who believes they are a victim of sexual assault should notify the LMU Police Department (423) 869-6911 or the local sheriff's office (911). University personnel will arrange transportation to the emergency room for medical care and evidence collection. LMU employs a police officer certified in Advanced Domestic Violence, Child Abuse and Sexual Assault investigation.

## Anonymous Reporting

An anonymous report form is located here: <http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL>.

The LMU Campus Police have established a confidential tip line through which individuals can share information anonymously. Telephone calls received on the tip line are recorded on a voice message system, but callers will not be identified unless the caller leaves his/her identifying or contact information in the recorded message.

### Call:

LMU Tip Line: (423) 869-7159

### Livesafe:

You can also report anonymously on the **LIVESAFE** app.

## Application for Graduation

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

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

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

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

## Undergraduate Academic Programs

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This section includes important university undergraduate academic information and academic policies for nursing. Each section enumerates programs, including course and credit requirements, occasionally followed by important notes. The student is cautioned that the order in which the course requirements appear is **not necessarily the order in which the courses should or must be taken**; for assistance contact the appropriate academic advisor.

Descriptions of undergraduate courses are located in this catalog. It is Lincoln Memorial University's policy that any established academic course within the undergraduate curriculum which is not offered within a given three-year period may be removed from the curriculum and the *Catalog*.

For information on graduate degree programs refer to the Graduate Program Information section.

## Course Numbering System

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

First digit	1 = Freshman level 2 = Sophomore and capable Freshman level 3 = Junior and capable Sophomore level 4 = Senior and capable Junior level
Second digit	0-9 = specific areas within the discipline; perhaps, but not necessarily reflecting the comparative difficulty or sophistication
Third digit	0 = single semester course, not repeatable for additional credit 1 = first course of a <b>sequence</b> , <b>not</b> repeatable for additional credit 2 = second course of a <b>sequence</b> , <b>not</b> repeatable for additional credit 3 = course that <b>may</b> be repeated for additional (though limited) credit 4-8 = single semester course not repeatable for additional credit 9 = reserved for recording approved transfer credit from another institution; or for approved credit awarded for other prior learning
These three-digit numbers are <b>reserved</b> as indicated:	
195, 295, 395, 495	Special topic
496	Independent Study
497	Culminating Study/Project/Experience (e.g.: Senior Exhibition, Senior Research Project, Senior Seminar, Student Teaching, etc.)
498	Internship

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

### Special Topic

A Special Topic course (195, 295, 395, 495) is a limited time offering, by an Academic Department, of a course not listed in the undergraduate catalog. Special Topic courses are designed and offered by full-time faculty members and provide an opportunity to (a) offer a course that addresses a recently emerging issue, (b) pilot a course before submission for approval as a regular offering in the undergraduate programs course catalog, and/or (c) provide a limited offering of a topical course to enrich and expand offerings based on current student and faculty interest. Special Topic courses must be approved by (a) the department chair and (b) the school Dean. The Course Approval Form documenting departmental and school approval, as well as the course syllabus, will be archived in the Dean's Office. Special Topic courses cannot be used as course equivalent substitutions for satisfying LMU's General Education Core Curriculum requirements. The Department Chair can approve a Special Topic course as an elective toward a major. A Special Topic course can be taught as many as three times before it must be submitted to Academic Council for consideration as a regular course offering to be published in the Undergraduate Programs Catalog.

### Independent Study

Independent Study courses (196, 296, 396, 496) enable students to engage in focused research under the guidance of full-time faculty members, exploring topics not listed in the undergraduate catalog. To initiate an Independent Study course, students and faculty must complete an Independent Study Request Form detailing the objectives, resources, and evaluation criteria. This form requires approval from (a) the supervising faculty member, (b) the department chair, and (c) the Dean of the respective school before course registration. These courses are designed to supplement the university's standard offerings, allowing students to delve into areas of special interest with tailored academic guidance. Independent Study courses provide an avenue for academic exploration and innovation. The Department Chair may approve these courses as electives toward a major to offer flexibility in fulfilling degree requirements. The combination of Independent Study and Directed Study courses are limited to a total of 15 semester credit hours across a student's academic career.

### Directed Study

A Directed Study is a regular LMU course offering that is taught to a student on an individual faculty/student basis. A Directed Study course requires a Directed Study Contract that outlines the objectives, resources, and assessment methods. The course syllabus detailing meeting times, examinations, and readings must be included. This form requires approval from (a) the supervising faculty member, (b) the department chair, and (c) the Dean of the respective school before course registration. Directed Studies are offered contingent upon faculty availability and are typically not approved if the course is available in the same semester. The combination of Independent Study and Directed Study courses are limited to a total of 15 semester credit hours across a student's academic career.

## General Education Core Curriculum

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

The Nursing (ASN) and Nursing (BSN) programs at LMU require completion of general education/collateral courses as well as nursing courses. Undergraduate students attending the Tampa, Florida Off-Campus Site will be required to transfer the general education and collateral course components into LMU prior to admission to the nursing program. Students will submit transcripts for general education/collateral courses to LMU for review. Upon successful transfer and meeting all admissions criteria, the student will be considered for admission to the LMU Nursing (ASN) or Nursing (BSN) program. Transfer courses to be applied toward the Florida General Education State Core will be evaluated for equivalency, and credit will be given for courses in one of two categories: 1) those courses falling under the Florida rule regarding general education, and 2) those courses not falling under the Florida rule, but meeting LMU's general education requirements. (See sections on Transfer Credits from Another Institution and Florida General Education State Core for further information.)

## Core Curriculum

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

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

#### **All students:**

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

#### **Additional Student Learning Outcomes for graduates of Baccalaureate programs:**

- Students demonstrate understanding of American citizenship
- Students demonstrate the ability to critically read, analyze, and synthesize historical evidence

## General Education Policies

1. Students should carefully review **The Lincoln Liberal Arts Core Curriculum** requirements outlined and monitor their progress toward meeting them.
2. Students should meet with their academic advisors each semester to help ensure adequate progress toward completion of the Core Curriculum requirements.
3. As soon as possible after enrolling at the University, students who have completed general education coursework elsewhere should, with the help of their academic advisors, formally request appropriate substitutions for specific Core Curriculum requirements.
4. Some courses listed in the categories of **The Lincoln Liberal Arts Core Curriculum** may be prerequisites to more advanced coursework in specific major programs. Students can meet the Core Curriculum requirements by completing any of the courses listed in each category. However, students who choose courses other than those prerequisites must complete additional coursework to prepare for their major program requirements.
5. Some courses listed in the categories of **The Lincoln Liberal Arts Core Curriculum** may also satisfy licensure requirements in professional programs. Students can meet the Core Curriculum requirements by completing any of the courses listed in each category. However, students who choose courses other than their licensure requirements will be required to enroll in additional coursework in order to complete their professional programs.
6. A maximum of three courses may count concurrently toward **The Lincoln Liberal Arts Core Curriculum** and the student's major program of study.
7. LMU courses with a grade of "D-" may be counted for the University's general education requirement. A cumulative general education program GPA of 2.0 is required for graduation.
8. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of **The Lincoln Liberal Arts Core Curriculum** at both the Associate and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in CIVX 300. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on the Territorium E-Proficiency Profile (EPP) Assessment and any essay writing exam that may be given or pay an additional fee equal to the cost of the additional exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated the student will have a grade of No Credit (N.C.) assigned for CIVX 300.

To demonstrate achievement of **The Lincoln Liberal Arts Core Curriculum**, students must score above LMU's one standard deviation less than the three-year average on the EPP exam. Scores from repeated exams are not included in this average calculation.

## Florida General Education State Core

In accordance with Section 1007.25 of the Florida Statutes, Lincoln Memorial University recognizes the general education core course options adopted in the Florida State Board of Education Rule and Board of Governors Regulation. Beginning with students initially entering a Florida College System institution or state university in 2015-2016 and thereafter, each student must complete at least one identified core course in each subject area as part of the general education course requirements. The bill requires that 15 of the 36 general education credits for all State University System and Florida College System students be chosen from a determined set of courses (the General Education Core) in five categories: communication, mathematics, social sciences, humanities, and natural sciences. Transfer courses from accredited Florida institutions meeting the requirements of this policy will be accepted into Lincoln Memorial University in the appropriate subject area. The remainder of the general education component must meet Lincoln Memorial University guidelines.

To complete the Florida General Education Core, students must complete at least one identified course from each of the general education subject areas:

## Communication

Students will demonstrate the ability to communicate effectively. Students will demonstrate the ability to analyze communication critically.

Course: ENC X101 English Composition 1

**Policy for Advanced Courses:** Any student who completes a course with an ENC prefix for which ENC X101 is an immediate prerequisite shall be considered to have completed the communication core.

## Humanities

Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy. Students will acquire competence in reflecting critically upon the human condition.

Courses:

- ARH X000 Art Appreciation
- HUM X020 Introduction to Humanities
- LIT X000 Introduction to Literature
- MUL X010 Music Literature/Music Appreciation
- PHI X010 Introduction to Philosophy
- THE X000 Theatre Appreciation

## Mathematics

Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts. Students will apply appropriate mathematical and computational models and methods in problem solving.

Courses:

- MAC X105 College Algebra
- MAC X140 Precalculus Algebra
- MAC X147 Precalculus: Algebra and Trigonometry
- MAC X311 Calculus I
- MGF X106 Liberal Arts Mathematics I
- MGF X107 Liberal Arts Mathematics II
- STA X023 Statistical Methods

**Policy for Advanced Courses:** Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core.

## Natural Sciences

Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world. Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

Courses:

- AST X002 Descriptive Astronomy
- BSC X005 General Biology

- BSC X010 General Biology I
- BSC X085 Anatomy and Physiology I
- CHM X020 Chemistry for Liberal Studies
- CHM X045 General Chemistry I
- ESC X000 Introduction to Earth Science
- EVR X001 Introduction to Environmental Science
- PHY X020 Fundamentals of Physics
- PHY X048 General Physics with Calculus • PHY X053 General Physics I

Policy for Advanced Courses: Any student who successfully completes a natural science course for which one of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the natural science core.

## Social Sciences

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Courses:

- AMH X020 Introductory Survey Since 1877
- ANT X000 Introduction to Anthropology
- ECO X013 Principles of Macroeconomics
- POS X041 American Government
- PSY X012 Introduction to Psychology
- SYG X000 Principles of Sociology

# Caylor School of Nursing

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## Caylor School of Nursing Mission and Purpose

### CSON Mission Statement

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

### Purpose

Responding to the needs of nursing education and health care of the people of the region, Lincoln Memorial University established the Associate of Science in Nursing (ASN) degree program in 1974. As a reflection of the changing local health care needs and national trends in nursing, Lincoln Memorial University instituted the Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program in 1987. Both undergraduate programs are founded on the belief that nursing is a service which aims to assist individuals to attain, maintain, or regain optimum level of wellness through application of the nursing process. To further assist with regional healthcare needs and to enhance nursing service across the lifespan, the Master of Science in Nursing (MSN) program was initiated in 2006 to educate advanced practice nurses, the generic Bachelor of Science in Nursing (BSN) program commenced in 2010, and the Doctor of Nursing Practice (DNP) in 2015.

# Undergraduate Program Information: Nursing (ASN) Program

## Associate of Science in Nursing (ASN)

The end-of-program student learning outcomes state the graduate of the Associate of Science in Nursing program will:

- outline a plan of care for a person's ability to function within the individual's current environment,
- treat all persons, groups, and communities with dignity and respect to the individual's culture and belief system,
- apply the nursing process to plan and evaluate interventions that promote a person's adaptation to their maximum potential of health and well-being,
- apply the nursing process to prioritize safe, quality care for all persons within their care.
- establish professional relationships by communicating effectively via the spoken, written, and electronic mediums,
- establish professional relationships by employing the role of the nurse in relation to other members of the health care team,
- examine existing, evidence-based strategies to promote adaptation within the persons' present health state, and
- formulate a plan for success on the NCLEX-RN and for continued education in the nursing profession.

The ASN program at LMU requires 62 credits to graduate. Graduates of the ASN program are eligible to apply to write the NCLEX-RN through the State Board of Nursing in which they plan to practice. The Board of Nursing has the right to deny licensure to practice nursing to individuals guilty of crime, unprofessional conduct, or incompetence. Direct any questions regarding eligibility to take the licensing examination to the board of nursing in the state in which the student wishes to be registered. The specific rules related to eligibility for the Florida Board of Nursing may be found in Section 464.008, of the Florida Statutes.

**Please be aware that in certain academic programs requiring internship or placement, an additional criminal background check and chain of custody urine drug screen (in addition to the one required with the medical profile), may be required by affiliate agencies and organizations. If required, these tests would be obtained at the student's expense.**

### Nursing (ASN) Admission Requirements

Students must first be admitted to the University before formally applying for admission to the Nursing (ASN) program. Admission to the University, however, does not guarantee admission to the Nursing (ASN) program. Admission to the program is competitive. Factors considered include: cumulative grade point average, ACT/SAT scores, grades/grade point average in required Associate Degree Core Curriculum courses, completion of BIOL 261, BIOL 262, and MATH 105 or higher with grades no lower than "C", and number of repeated courses and withdrawals, and grade improvement over time.

The Nursing (ASN) program at LMU requires completion of general education courses as well as nursing courses. Students will submit transcripts for general education courses to LMU for review. Upon successful transfer and meeting all admissions criteria, the student will be considered for admission to the LMU Nursing (ASN) program.

Admission is based on the following:

- Admission to Lincoln Memorial University
- Formal application for admission to the program
- Submission of official transcripts from all postsecondary schools attended.
- Cumulative grade point average (GPA) of 2.50 or higher
- Completed medical profile form.
- All general education/collateral courses, with the exception of LNCN 100, must be transferred in from accredited institutions

Requirements for LPNs desiring to be in the LPN-ASN program:

- Be a graduate of a practical nursing program
- Show proof of a valid non-restricted LPN license
- Have validation of one year of current working experience as an LPN

- Complete a minimum of 20 hours of General Education courses which will include o BIOL 261 Human Anatomy & Physiology I
  - BIOL 262 Human Anatomy & Physiology II
  - Math 105 or higher
- Apply and be accepted to Lincoln Memorial University
- Apply and be accepted into the Nursing (ASN) Program [see aforementioned Nursing (ASN) Admission requirements]

Prior to beginning the ASN program the student must submit:

- A completed physical examination form
- Evidence of a negative chain of custody urine drug screen and background check
- Current negative two-step TST or blood assay for Mycobacterium Tuberculosis. with a completed TB Risk Assessment form; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer or immunization with Varicella vaccine; Flu immunization; COVID immunization; Hepatitis B immunization series; and proof of Tdap booster within the past 10 years.
- Current CPR certification (must be Healthcare Provider and include adult, child and infant training)
- Proof of medical insurance coverage
- Completed and signed Student Essential Functions Form

The Admissions Committee will review all applicants' materials. Applicants will be considered based on admission criteria; admission is competitive.

Any omission, false or misleading information on the application related to prior admission to a nursing school will preclude the student from being considered for admission or will result in the student being dismissed from the program.

## Transfer of Credit for the Nursing (ASN) Program

Up to 29 hours of general education/collateral coursework will be considered for transfer into the Nursing (ASN) program from accredited institutions. All general education/collateral coursework, with the exception of LNCN 100, must be transferred in from another institution. All transferred coursework must carry a grade of "C" or better. Credit for Anatomy and Physiology (including labs for these courses) earned more than eight years ago must be approved by the ASN Program Chair.

Transfer work for NURS 115 credit may be considered based on the following criteria: Course content comparable to LMU's NURS 115 (validated by syllabus of transferred coursework provided by the petitioner); coursework no more than 18 months old from completion of course; skills comparable to LMU's NURS 115; grade of a B or better; 6 hour credit course. \*Please note: A minimum of 25% of the program must be completed at LMU; therefore, the remaining 30 hours of NURS courses (which comprises 45% of the program total) must be completed through the LMU Caylor School of Nursing.

## Nursing (ASN) Program Progression & Readmission

Attendance at a nursing orientation session prior to beginning the Nursing (ASN) program is mandatory. In addition, attendance is mandatory on the first day of all NURS courses. If a student fails to attend the first day of a NURS course, they may forfeit their space in the program.

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means to continue in the Nursing (ASN) program, students are required to earn a letter grade of "B" or better (which means a cumulative number score of 80% or better) in each NURS course and a satisfactory in the clinical component of the course. An unsatisfactory grade in clinical will result in an "F" for the NURS course. The student will not be allowed to remain in the NURS course for the remainder of the semester once an unsatisfactory grade is received in the clinical area.

If a student earns below a grade of "B" in a NURS course or chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. This means, the student cannot progress in the program until they are readmitted to said nursing course and successfully complete that course. Students re-entering the nursing program for any reason may not have a lapse of more than 18 months. Readmission to the Nursing (ASN) program is NOT guaranteed. If

readmitted, the student must successfully remediate a specified course/s to continue in the ASN program. If a student is readmitted, it is with the understanding that they will not be allowed to continue in the nursing program if another grade below a "B" is earned in a NURS course.

If two grades below a "B" are earned in NURS courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the Nursing (ASN) program.

Any student with an Incomplete "I" in any nursing course (s) will not be allowed to enroll in subsequent nursing courses until the Incomplete "I" has been removed from the transcript.

### **Nursing (ASN) Grading Scale**

The LMU Grading System is based on a 4.0 scale.

The grading scale for the Nursing (ASN) Program is as follows:

A	90-100	4.00 quality points
B+	87-89	3.33 quality points
B	80-86	3.00 quality points
C+	77-79	2.33 quality points
C	70-76	2.00 quality points
D+	67-69	1.33 quality points
D	60-66	1.00 quality points
F	Below 60	0 quality points

## **Undergraduate Program Information: Nursing (BSN) Program**

The end-of-program student learning outcomes state the graduate of the Bachelor of Science in Nursing Program will:

- incorporate knowledge from the humanities, arts, social, and natural sciences into nursing as a basis for decision making in the delivery of care,
- apply a variety of leadership concepts such as quality improvement, nursing skills, and decision making to provide, coordinate, and oversee safe, quality nursing care,
- apply evidence-based practice and participate in the evaluation of the most current research,
- assimilate data from relevant sources which include technology and patient information systems to plan and document care and adhere to the ethical standards related to data security and confidentiality,
- demonstrate basic knowledge of health care policy including financial and regulatory environments to manage resources and time to achieve patient and organizational outcomes,
- use effective communication and collaboration as a member of the interprofessional health care team to advocate for and provide high quality and safe patient care,
- promote health adaptation and disease prevention for individuals, families, groups, and communities,
- adhere to standards of professional practice and be accountable for his/her own actions and behaviors and provide culturally competent nursing care within legal, ethical, and regulatory bodies,
- be prepared to deliver safe, effective, and efficient nursing care to individuals, families, support systems, groups, communities, and populations across the lifespan in today's complex health care environment.

A student must successfully complete a minimum of 122 credit hours to be eligible for graduation: 36 general education core credit hours, 3 institution specific credit hours, 18 collateral course credit hours, 5 elective hours, and 60 nursing credit hours. Graduates of the BSN Option are eligible to apply to write the NCLEX-RN through the state Board of Nursing in their primary state of residence. The Board of Nursing has the right to deny licensure to practice nursing to individuals guilty of crime, unprofessional conduct, or incompetence. Direct any questions regarding eligibility to take the licensing examination to the Board of Nursing in the state in which the student resides. The specific rules related to eligibility for the for the Florida Board of Nursing may be found in Section 464.008 of the Florida Statutes.

**Please be aware that in certain academic programs requiring internship or placement, a criminal background check, and an additional chain of custody urine drug screen (in addition to the one required with the medical profile), may be required by affiliate agencies and organizations. If required, these tests would be at the student's expense**

## Nursing (BSN) Admission Requirements

Students must first be admitted to the University before formally applying for admission to the Nursing (BSN) program. Admission to the University, however, does not guarantee admission to the Nursing (BSN) program. Admission to the program is competitive. Factors considered include: cumulative grade point average, ACT/SAT scores, grades/grade point average in required BSN Degree Core Curriculum courses, number of repeated courses and withdrawals, and grade improvement over time.

The Nursing (BSN) program at LMU requires completion of general education courses as well as nursing courses. Students will submit transcripts for general education courses to LMU for review. Upon successful transfer and meeting all admissions criteria, the student will be considered for admission to the LMU Nursing (BSN) program.

Admission criteria for the Nursing (BSN) Program include:

- Admission to Lincoln Memorial University.
- Formal application for admission to the CSON BSN Option Program.
- Satisfactory completion of general education and program course requirements (non-Bachelor's degree holding transfer students may take LNCN 100 and CIVX 300 at any time during the nursing program, or prior to matriculation). All general education courses, with the exception of LNCN 100 and CIVX 300, must be transferred in from accredited institutions.
- Submission of official academic transcripts from all postsecondary schools attended.
- Cumulative grade point average (GPA) of 2.75 or higher for college-level general education courses.
- Completed medical profile form.

Prior to beginning the BSN program the student must submit:

- A completed physical examination form.
- Evidence of a negative chain of custody urine drug screen and background check.
- Current negative two-step TST or blood assay for Mycobacterium Tuberculosis with a completed TB Risk Assessment form; Rubella, Rubeola & Mumps titer or documentation of 2 MMR vaccines; Varicella titer or immunization with Varicella vaccine; Flu immunization; COVID immunization, Hepatitis B immunization series; and proof of Tdap booster within the past 10 years. • Current CPR certification (must be Healthcare Provider and include adult, child and infant training).
- Proof of medical insurance coverage.
- Completed and signed Student Essential Functions Form.

The Admissions Committee will review all applicants' materials. Applicants will be considered based on admission criteria; admission is competitive.

Any omission, false or misleading information on the application related to prior admission to a nursing school will preclude the student from being considered for admission or will result in the student being dismissed from the program.

## Transfer of Credit for the Nursing (BSN) Program

Up to 60 credit hours of non-nursing coursework may be transferred into the Nursing (BSN) program from accredited institutions. All general education/collateral coursework, with the exception of LNCN 100 and CIVX 300, must be transferred in from another institution. All transferred coursework must carry a grade of "C" or better. Credit for Biology, Chemistry, Anatomy, Physiology, and/or Microbiology (including labs for these courses) earned more than eight years ago must be approved by the BSN Program Chair.

\*Please note: A minimum of 25% of the program must be completed at LMU; therefore, the remaining 62 hours of institution-specific and NURS courses (which comprises over 50% of the program total) must be completed through the LMU Caylor School of Nursing.

All transfer credit into the Nursing (BSN) program must be approved by both the BSN Program Chair, and the Dean of the Caylor School of Nursing. No nursing courses will be transferred into the Nursing (BSN) Program.

### **Nursing (BSN) Progression & Readmission Requirements**

Attendance at a nursing orientation session prior to beginning the Nursing (BSN) Program is mandatory. Attendance is mandatory on the first day of all nursing courses. Any student who fails to attend the first day of class may forfeit their space in the program.

Students must successfully complete both theoretical and clinical components of any course bearing the NURS prefix. This means to continue in the Nursing (BSN) program, students are required to earn a letter grade of "B" or better (which means a cumulative number score of 80% or better) in each NURS course and a satisfactory in the clinical component of the course. An unsatisfactory grade in clinical will result in an "F" for the NURS course. The student will not be allowed to remain in the NURS course for the remainder of the semester once an unsatisfactory grade is received in the clinical area.

If a student earns below a grade of "B" in a NURS course or chooses to interrupt their NURS course sequence for any reason, a readmission application must be submitted to nursing. Readmission to the Nursing (BSN) program is NOT guaranteed. This means, the student cannot progress in the program until they are readmitted to said nursing course, remediate the previous semester med-surg course, and then successfully complete the failed nursing course. Students re-entering the nursing program for any reason may not have a lapse of more than 18 months. If a student is readmitted, it is with the understanding that they will not be allowed to continue in the nursing program if another grade below a "B" is earned in a NURS course.

If two grades below a "B" are earned in NURS courses, whether in the same semester or different semesters, the student will not be eligible for admission, readmission, and/or progression in the Nursing (BSN) program.

Any student with an Incomplete "I" in any nursing course(s) will not be allowed to enroll in subsequent nursing courses until the Incomplete "I" has been removed from the transcript.

A comprehensive ATI exam will be administered in the last semester and must be passed in order to graduate. See appropriate syllabi for ATI course policy.

### **Nursing (BSN) Grading Scale**

Students must earn a letter grade of "B" or 80% on exam averages for a course in order to be successful in that course. If the student does not achieve a "B" average or 80% on exam averages for the course, other coursework will not be considered.

The LMU Grading System is based on a 4.0 scale.

The grading scale for the Nursing (BSN) Program is as follows:

A	90-100	4.00 quality points
B+	87-89	3.33 quality points
B	80-86	3.00 quality points
C+	77-79	2.33 quality points
C	70-76	2.00 quality points
D+	67-69	1.33 quality points
D	60-66	1.00 quality points
F	Below 60	0 quality points

# Graduate Program Information: Doctor of Nursing Practice (DNP) Nurse Anesthesia Concentration

The DNP program's Nurse Anesthesia concentration at LMU can only be completed as a full-time option and consists of nine semesters. Each student in the DNP program's Nurse Anesthesia concentration will be assigned a nurse anesthesia faculty as their academic advisor to oversee his or her program of study.

The DNP will prepare graduates as visionary leaders in the practice of nursing and delivery of healthcare locally, regionally, and nationally in all settings. The program prepares graduates to demonstrate advanced competencies in areas including advanced practice skills, prevention and population health, organizational and systems leadership, practice scholarship and analytical methods, information systems/technology for transformation of healthcare, leadership in healthcare policy, and inter-professional collaboration and population outcomes. The DNP program will prepare graduates to fully implement emerging science and practice innovation in healthcare.

## Goal

The DNP program provides the opportunity for nurses to earn a practice doctorate as practice scholars and expert clinicians in innovative healthcare that translates research into evidence in practice, measures patient outcomes, advances nursing roles in practice and nursing leadership, and transforms policy at all levels in healthcare systems to ensure quality and safety.

## DNP End-of-Program Student Learning Outcomes

The outcomes of the DNP program are to prepare students as practice scholars in practice-oriented, community-based roles that reflect translation of research into practice by incorporation of health policy, principles of epidemiology, information technology, evidence-based practice, business principles, collaboration, and health systems.

Upon completion of the DNP program students will be able to:

1. Synthesize knowledge from nursing science and related disciplines and apply principles of evidenced-based practice to improve health outcomes.
2. Apply knowledge of systems and organizational theories to lead the development of initiatives to improve quality, manage risks, and provide cost-effective patient care.
3. Demonstrate advanced analytic techniques in the appraisal of the quality of existing evidence to determine best clinical practices, design and implement plans to evaluate clinical outcomes, analyze data from practice in order to identify gaps in nursing science, and contribute to the generation and dissemination of nursing knowledge.
4. Evaluate data management systems, healthcare information systems, consumer health information sources and patient care technology to improve the ethical and effective use of information to improve health outcomes.
5. Advocate for ethical health care policies that ensure equity, stewardship of resources, and improvement of health outcomes at local, regional, federal and or international levels.
6. Demonstrate interprofessional collaboration, employing consultative and leadership skills to effectively improve health outcomes.
7. Analyze and apply scientific data to develop and implement interventions to promote health, address disparities, reduce risk, and manage disease trajectory to improve health outcomes of individuals, communities, populations, and systems.
8. Apply advanced nursing practice knowledge and competencies to assess health and illness parameters, design, implement, and evaluate interventions to improve health outcomes and serve as a leader, life-long learner, and mentor in the promotion of practice excellence.

## Doctor of Nursing Practice: Nurse Anesthesia Concentration Post Bachelor's Admission Criteria/ Requirements

1. Graduation from an accredited baccalaureate nursing program.
2. An overall academic record with a cumulative grade point average (GPA) of "B" (3.0) or better.
3. All applicants must have understanding of basic computer skills and completion of an undergraduate statistics course. Graduate Record Exam (GRE) scores for applicants with cumulative grade point average less than 3.4. If the GRE is required, competitive GRE scores on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing are required.

4. Minimum of three recommendations including one from faculty of the candidate's baccalaureate nursing program or immediate supervisor in a critical care setting and one from another professional in a related healthcare field (examples may include: Clinical Nurse Specialist, RN, CRNA, Anesthesiologist, Surgeon, or Intensivist).
5. The application must complete undergraduate basic chemistry course and an organic chemistry course, at least one of which has a laboratory component.
6. A statement of professional goals.
7. An unencumbered license to practice as a registered nurse in the state of Tennessee is required for enrollment; clinical practicum will require licensure in additional states including Kentucky, Georgia, Virginia, West Virginia, and any other states where students might obtain clinical experience.
8. A minimum of one-year experience as a Registered Nurse in critical care (Level I or Level II trauma center preferred); adult critical care experience preferred.
9. The Nurse Anesthesia concentration is a full-time program. Students may only request full-time status.
10. Basic Life Support, Advanced Cardiac Life Support, and Pediatric Life Support must be current through December of the year in which the application is submitted.
11. Medical profile including immunizations record and urine drug screen completed no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
12. A criminal background check and drug screen will be completed prior to enrollment no more than 60 days prior to enrollment in the Nurse Anesthesia concentration.
13. Proof of health insurance at all times when enrolled in the program.
14. An in-person or Zoom interview as part of the admission process.
15. Students from outside the United States must demonstrate sufficient ability to read, write and speak English with a minimum score of 550 on the TOEFL.
16. Students from outside the United States must submit official transcripts for evaluation to one of the following services: World Education Services ([www.wes.org](http://www.wes.org)) or Josef Silny & Associates ([www.jsilny.com](http://www.jsilny.com)).
17. Critical care registered nurse certification (CCRN) preferred.

Students dismissed from a nurse anesthesia or other advanced practice nurse program for academic, clinical, or behavioral reasons will not be admitted to the DNP in Nurse Anesthesia program. Students who have been enrolled in another program and withdrew in good standing or are still enrolled in good standing must have a letter from the program director stating that they are or withdrew when they were in good standing. Students who are in good standing or who left a program in good standing will be considered for admission.

### Additional Information for the Post-Bachelor's DNP:

**DNP Program: Nurse Anesthesia Concentration** – No nursing credit may be transferred into the DNP Program: Nurse Anesthesia Concentration.

Applicants are reviewed for the graduate program upon completion of all admission requirements. If a student chooses to interrupt the NURS course sequence for any reason an admission application must Graduate Nursing Office. Readmission to the DNP program is not guaranteed.

### Immunization Information/Requirements

Immunizations must be completed prior to matriculation into the DNP program. The exception is a documented contraindication or precaution to the vaccine. The student will need a written statement from the health care provider that identifies the immunization and the reason for exclusion. The student will not be allowed to attend class or practice experience if immunizations are not current, or proof of immunizations are not provided. The appropriate information must be provided and maintained during the nursing program by the students' primary care provider (physician, nurse practitioner, or physician assistant). The following information/guidelines may be changed to reflect the Centers for Disease Control and Prevention's (CDC) most current guidelines. These guidelines are found on [www.cdc.gov](http://www.cdc.gov).

Accepted students must submit a completed medical profile form, immunization record, background check and urine screen prior to matriculation. Students must have and maintain for the duration of the program: unencumbered RN license, current infant, children, and adult CPR certification, health insurance, and current immunization according to the CDC guidelines. See DNP student handbook for details.

## Graduate Course Numbers

Graduate courses are 500-level and above.

## Florida Rule 6E

Lincoln Memorial University or “institution” will comply with all standards pursuant to Rule 6E- 2.0041 F.A.C. Delivery of Programs Through Nontraditional Assessments, Modes, and Methods in addition to the Standards set forth by the Commission for Independent Education (“CIE”) in its application for licensure standards.

The following pages will detail by section (as applicable) that Lincoln Memorial University or “institution” has researched, developed, and is in compliance with the Standards of Compliance, listed in **BOLD** print, for its students pursuant to rule 6E-2.0041 F.A.C.

- a. **Institutions offering nontraditional programs of study shall document that the instructional methods used will lead to the achievement of stated learning objectives and that all nontraditional instruction shall be consistent with the abilities, educational skills, experience, and needs of the students enrolled in the programs.**

The Doctor of Nursing Practice (DNP): Nurse Anesthesia (NA) Concentration at Lincoln Memorial University (LMU) is offered in an online synchronous and asynchronous format with intensive lab experiences and clinical experiences within the greater Tampa, Florida area.

The didactic courses have:

100% of content, instruction, and assessment delivered online, and online courses must be designated as ONL with the Registrar prior to the start date of the semester.

These courses utilize Canvas as the Learning Management System (LMS). Canvas is a digital solution that enables the highest quality of learning and student management capabilities to correspond with the way education best serves learners. It is used to deliver all online courses across programs at Lincoln Memorial University. Canvas builds targeted communities that engage students via social learning, expand the online classroom experience, and optimize true learning.

The CSON's offering of online courses supports the University's mission, the LMU strategic goals, and the LMU institutional goals. The CSON's Philosophy (excerpted as follows) directly reflects this relationship: “The faculty believe 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.”

DNP NA faculty members believe this option can be successfully completed in an online format and all learning objectives can be met. Previous DNP NA students have been successful in mastering learning objectives in selected online courses in previous semesters. The difference is now the entire DNP NA concentration will be offered in an online format. This option continues to require a tremendous amount of face-to-face clinicals, labs, and simulation. The faculty members believe offering these courses online will save students travel time to a campus.

- b. **Institutions offering nontraditional programs of study that employ innovative delivery systems or innovative methods, or that carry on research and teaching in emerging fields of study, shall demonstrate that they will achieve the intent of each of the standards contained in Rule 6E-2.004, F.A.C., for the appropriate level of licensure and for annual reviews.**

The DNP NA option consists of 109 credit hours. The program goals and student learning outcomes are assessed through the annual collection of outcomes data and assessments, respectively. The yearly collection of findings of these outcomes measures is the responsibility of the Program Director and the Assistant Dean for Graduate Nursing and is reported to the CSON Dean. The outcomes data are collected through exit and alumni surveys, unit and final exams, simulation observations and quizzes, and clinical evaluations. Course evaluations are administered at the end of each semester. Outcomes data are reviewed by the Program Director, Assistant Dean for Graduate Nursing, and the CSON Dean and are used to improve the operations, curriculum, and educational program. The programs also track

performance on the NCE exam by cohort. The LMU DNP program's NA concentration is dedicated to achieving the intent of each of the standards contained in Rule 6E-2.004, F.A.C., for the appropriate level of licensure and for annual reviews.

- c. **In addition to providing to the Commission the documentation required for each standard contained in Rule 6E-2.004, F.A.C., showing how the intent of each standard will be met in the nontraditional program or delivery system, the institution shall also furnish for each course to be offered:**

1. **A detailed inventory of equipment and supplies to be provided to each student;**  
Students will complete labs/intensives/simulations at the LMU-Tampa site. The equipment needed for completion of these labs will be provided at the LMU-Tampa site.  
Students are expected to have their own computers to complete the didactic courses.
2. **A detailed description of how each program will be conducted, including submission of detailed course outlines, procedures for distribution of materials, examination and evaluation of student work, timely response to students' questions and comments, record keeping, appropriate student services, and technical support.**

**Detailed course outlines:** Nationally, professionally recognized standards and guidelines are used as the organizing framework for curriculum development within the DNP NA option at LMU. The curriculum is distinct and consistent with established standards. Please see the [curriculum digest](#) for more details.

**DNP in Nurse Anesthesia Post-Bachelor's Course Descriptions:** Please see the [courses](#) section of the catalog for more details.

### **The distribution of materials:**

#### **Learning Management System**

Canvas is the electronic curriculum management system of choice at LMU and the LMU Caylor School of Nursing. Canvas allows faculty to organize course information, handouts, lectures, communications, and assessments in a web-based environment accessible to students at any location with an internet connection. Students will be able to locate, download, review, and submit all materials through the Canvas Learning Management System (LMS). Posting of course content, exam grades, evaluations, and surveys will be administered through Canvas. Any required textbooks for these courses can be purchased through the LMU online bookstore and shipped directly to the student's residence.

#### **Zoom Meeting**

Zoom is a web-based meeting platform that allows easy-to-connect meetings between administration, faculty, and students. This multifunctional platform is scheduled with or without video and can include up to 50 participants.

#### **Library Resources**

The Carnegie-Vincent Library and the Reed Health Sciences Library maintain websites that provide students with access to approximately 260 databases both on-campus and off-campus, tutorials on library resources and search processes, resource guides, contact information for the library and librarians, access to the Piper Online Catalog, information regarding library services, and web-based forms to submit requests for resources to be borrowed through Interlibrary Loan.

#### **Online study material:**

The DNP NA option at LMU will provide lecture supportive documents for student to utilize.

1. PowerPoint presentations will be used by faculty during lectures and will be posted to the Canvas course site for students to download.
2. Supplemental material such as handouts and case studies will be posted to the course Canvas site.

#### **Examination and evaluation of student work:**

The evaluation methods used to evaluate didactic content include teacher made exams, presentations, community or facility presentations, discussion boards, as well as written papers. Presentations, papers, and discussion board posts are graded through the use of a rubric which includes grading of appropriate and accurate content, organization of presentation, professionalism, appropriate peer reviewed sources, visual aids, spelling, grammar, and use of correct APA format.

The writing of exams is a group effort by all faculty who teach in a specific course. Exams are blueprinted to the unit content prior to administration and then analyzed after the exam is taken. Exams are scored and analyzed through use of Canvas software for online exams. All exams in the DNP NA option are administered through Canvas, and students must have the Respondus LockDown browser installed. To enhance faculty development, the CSON Dean has presented multiple faculty workshops related to test writing and exam analysis. During these workshops, faculty were taught best practices for writing exam questions and how to interpret the difficulty and discrimination of exam questions. Faculty were also given a list of best practices to follow when determining when a question should be thrown out or more than one answer accepted. Handouts and PowerPoints of these faculty development workshops have been given to new faculty as they are hired.

All courses, with the exception of clinical courses, utilize discussion boards through Canvas as evaluation methods. There is a standardized rubric that faculty use to grade all discussion boards. A copy of the grading rubric will be in each course syllabus.

**The DNP NA grading scale is as follows:**

The LMU grading system is based on a four-point scale. The grading scale for the DNP NA option is as follows:

Points*	Four-Point Scale
93-100	4.00 quality points per credit hour
89-92	3.33 quality points per credit hour
83-88	3.00 quality points per credit hour
79-82	2.33 quality points per credit hour
73-78	2.00 quality points per credit hour
69-72	1.33 quality points per credit hour
63-68	1.00 quality points per credit hour
Below 63	0.00 quality points per credit hour

\*Partial points will be rounded to the nearest full point, (e.g., 88.49=88 leads to a grade of B; and 88.50=89 leads to a grade of B+.

**PROGRESSION POLICIES**

In order to progress in the DNP program in the CSON, the student must:

1. Make a grade of "B" or better in each course of the DNP NA curriculum. Note: a grade of "C", "C+", "D", "D+" or "F" constitutes a failure in the course.
2. Have completed and maintained all health requirements (with all required immunizations updated and on file with CSON).
3. Provide current documentation of BLS certification.
4. Adhere to the code of ethical and professional conduct outlined in this handbook and in the LMU-Tampa Caylor School of Nursing Off-Campus Instructional Site Catalog.
5. Possess a current unencumbered RN license in any state where practice experiences are obtained.
6. Maintain licensure and certification including advanced practice certification, if applicable.
7. Submit to random background checks and random drug screenings.
8. Maintain a cumulative GPA of 3.0 to progress in the curriculum.

No courses can be repeated.

Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from CSON.

There are several evaluation methods used in the practice area for DNP NA students. Students and faculty maintain ongoing dialog regarding practice experiences and performances. The dialog may occur in virtual class, through email, via phone calls, via practice logs or journals, via web-based communication, or in individual meetings as appropriate. Furthermore,

practice evaluation tools for the student, faculty, and practice facilitator are used to structure the formal evaluation of the practice experience. The practice facilitator is asked to voice any concerns regarding the student's performance. If concerns are voiced, the student is counseled with specific instructions for improved behavior and a follow-up meeting with the faculty will occur. As noted, the practice facilitator is asked to complete an evaluation at the end of the practicum rotation; however, final evaluation of the practice experience is the responsibility of the assigned faculty member.

Practice experiences will be planned by DNP NA faculty. Students are required to maintain logs of practice hours, activities completed, and documentation related to individual student practice goals through Typhon. Faculty review the documents for meeting required practice hour/cases and content requirements.

Faculty and students can maintain communication through phone calls, emails, and Canvas.

### **Record Keeping:**

Lincoln Memorial University will make use of the Canvas Learning Management System, which has functionality to keep track of attendance and for record keeping. As the DNP NA courses will be synchronous, attendance can be tracked.

To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. All absences, excused or unexcused, must be brought to the attention of the instructor as soon as possible. All missed coursework, tests/assignments/information are the student's responsibility.

### **Student Services & Tech Support:**

#### **1. Student Services**

All graduate LMU Caylor School of Nursing students have access to a variety of student support services through LMU. Information about these services is found on the LMU website and the LMU-Tampa Caylor School of Nursing Catalog. Qualified personnel within their respective offices administer all these services.

##### Academic Support Services

Academic support for writing and presentations is available through personnel on the main campus. Additionally, students can contact the faculty for further assistance in navigating needed academic support. Support with the DNP Project is available through the student's committee.

##### Mental Health Counseling Policies and Procedures

Students have access to confidential mental health counseling and care. The LMU Office of Mental Health Counseling staff helps current students overcome the personal, career, and academic concerns that often stand in the way of them reaching their full potential. The office operates as the primary mental health service for undergraduate, graduate, and professional students enrolled at the University. Counseling services are available through Zoom to the Florida students. Counselors provide free, short-term treatment typically lasting between five to eight sessions per semester; however, treatment may extend beyond eight sessions when appropriate. Counseling provides students with an opportunity to explore their unique problems, difficulties, and concerns with a licensed mental health professional in a safe and confidential environment. LMU Counseling Office Contact: Jason Kishpugh, LPC- MHSP, Director of Counseling, Duke 202, (423) 869-6277.

Also, the office offers crisis intervention and psychoeducation/ training for the campus community. If students require long-term counseling or treatment needs exceed the scope of practice, the counselors will work with students to find appropriate off-campus treatment options. Students who secure services in the community are responsible for paying for those services. Most community providers accept insurance. Some have a sliding scale fee schedule for students who do not have insurance covering mental health services. Information regarding counseling services is presented during student orientation and available on the LMU website.

A mental health representative will be accessible 24 hours a day, 365 days a year, from wherever students are located through contracted services with Empathia. Empathia links students with licensed counselors for up to five confidential sessions per semester. Services include free, 24/7 counseling, even on holidays, provided in the way most convenient

for the student: chat, telephone, text, or live video. Empathia, through its website or app, can provide referrals for local resources, daily living needs, utilities, and childcare, as well as expert consultations for finances, legal needs, and life. Articles, assessments, calculators, videos and other resources are also available to help students with their daily well-being. Instructions on utilizing Empathia are published on the LMU website, including a toll-free phone number students can call.

On an annual basis, LMU provides opportunities for faculty to engage in developmental sessions related to dealing with troubled or difficult students and training related to suicide prevention.

#### Physical Health Services

All full-time nursing students are required to have health insurance. Those students not covered by their parents' insurance or another insurance plan must obtain coverage through the University. Students must sign a form confirming their health care coverage. Students will have access to non-emergent medical care based on their private health insurance plans.

#### Career Services

The LMU Office of Career Services provides career counseling, career exploration, interest assessments, and other resources such as resume construction, cover letters, and interview preparation. The University does not guarantee job placement upon program completion or graduation.

#### Financial Aid and Debt Management Counseling Opportunities

The nursing programs are served by the Department of Student Financial Services for all Bursar and Financial Aid functions. The Financial Aid Department is a centralized service that houses 10 team members. A Financial Aid Counselor is assigned to counsel students and administer entrance and exit counseling for those students who choose to borrow for their education, providing an emphasis on responsible borrowing. The Counselor provides information to potential students as well as continuing students on deadlines and financial aid procedures, all of which are published on the LMU website.

#### Center for Teaching and Learning Excellence (CTLE)

In its mission to promote quality educational opportunities both inside and outside the classroom for faculty and students, the CTLE supports the University in its mission to provide instructional and learning supports that ensure graduates are equipped with the skills necessary to "communicate clearly and effectively in an era of rapidly and continuously expanding communication technology." The CTLE provides faculty, staff, and students with resources, training, workshops, documents, videos, links, and other types of effective teaching and learning tools, techniques, and practices.

Comprised of a Director of Online Learning, Chief Instructional Technologist, and an Assistant Instructional Technologist, the CTLE staff support faculty directly by providing a course development and review process to ensure quality, consistency, and effectiveness across all course offerings. This support includes regularly scheduled one-on-one and group training workshops in course design, online instructional pedagogy, and focused aide in ensuring programs and courses meet the diverse needs of learners in a modern classroom. The CTLE serves students across all program levels (undergraduate and graduate) and at all locations. The CTLE Student webpage (<https://www.lmunet.edu/ctle/students/>) on the University website provides students access to resources, study tips, tutorials, research, educational apps, and other supports. Similarly, the CTLE Faculty webpage (<https://www.lmunet.edu/ctle/faculty/>) provides instructional resources, teaching tips, tutorials, research, educational apps, and other supports. To further support LMU faculty, the CTLE staff publishes the annual Online and Hybrid Instructor Guidebook. This guidebook contains requirements and best practices for teaching online and hybrid courses at LMU.

A primary function of the CTLE is to support faculty and students in the navigation and effective use of Canvas - the University's web-based learning management system. As all courses within the University employ Canvas, the CTLE is dedicated to providing aid to faculty and students to ensure their confidence in and grow their ability to effectively utilize all aspects of the platform. Both groups are provided with a self-paced step-by-step training course designed to familiarize them to the resource and its features as it relates to each respective group. Faculty have access to further training on the integration of various instructional tools within the Canvas platform to maximize the student

experience and create a more engaging learning environment.

#### Accessible Education Services

The Office of Accessible Education Services at Lincoln Memorial University is dedicated to ensuring equal educational opportunities for students with disabilities. The primary purpose of this office is to provide supportive measures to help achieve an inclusive learning environment. By offering a range of services and accommodations tailored to individual needs, students can be equipped with the tools needed for success. The office collaborates with faculty, staff, and students to implement and coordinate accommodations, fostering an inclusive campus community. Additionally, the Office of Accessible Education serves as a resource for students with disabilities, offering guidance on available services, advocacy, and promoting awareness of disability-related issues across the University. The ultimate goal is to create an educational environment where all students can thrive and participate fully in academic and extracurricular activities, regardless of their abilities. Contact information for LMU's Office of Accessible Education Services is located in course syllabi under the "Students With Disabilities Policy" heading.

#### Title IX & Institutional Compliance

The Office of Title IX & Institutional Compliance at Lincoln Memorial University is dedicated to upholding the University's mission and values by ensuring compliance with equal opportunity, affirmative action, and nondiscrimination policies. This office investigates allegations of prohibited discrimination, harassment, and retaliation within the academic community and provides appropriate training to ensure compliance with state and federal laws. Additionally, it oversees the University's compliance with federal law, including Title IX, and coordinates responses to allegations of discrimination on the basis of sex. Through its efforts, the office promotes an environment conducive to growth and learning for all members of the LMU community.

## 2. **Technology Support**

There is an IS technician at the LMU-Tampa site Monday through Friday from 8:00am – 4:30 pm. The technician is available to troubleshoot any issues the student may be having.

In addition, the main IS office is located on the main campus to ensure that technology and technological support is readily available to students and faculty. A University HelpDesk for IS support is available when the LMU-Tampa Computer Support Technician is not in the office.

At the beginning of the nursing program, students are oriented to the University's HelpDesk for IS support. Students can access the HelpDesk by calling (423) 869-7411 or (800) 325-0900, ext. 7411, or the HelpDesk can be reached by logging onto <https://www.lmunet.edu/information-services/>. The regular "walk-in" and phone HelpDesk hours are from 7:00 am to 5:00 pm, Monday through Friday. Extended phone and web-based support are provided from 5:00 pm to 11:00 pm, Monday through Friday. Weekend coverage is also available by phone or web access on Saturdays and Sundays, 7:00 am to 11 pm.

### d. **Institutions holding license by means of accreditation as defined in subsection 6E- 2.002(3), F.A.C., may substitute proof of such accreditation, in good standing, for the requirements of Rule 6E-2.0041, F.A.C.**

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The LMU Caylor School of Nursing DNP program which will be offered at the LMU-Tampa site is accredited by the Accreditation Commission for Education in Nursing (ACEN). This accreditation was awarded in Spring 2020 and is valid for eight years.

Lincoln Memorial University received its initial License by Means of Accreditation (LBMA) for LMU-Tampa on June 7, 2023. The University continues to submit reports annually and strives to remain in good standing with all CIE requirements including Rule 6E-2.0041, F.A.C.

2. **Awarding of credit**

a. **Units or credits applied toward the award of a credential in nontraditional programs may be derived from a combination of any or all of the following:**

1. **Units or credits earned at and transferred from other postsecondary institutions, when congruent and applicable to the receiving institution's program and when validated and confirmed by the receiving institution.**

No nursing courses will be transferred into the DNP NA option.

2. **Successful completion of challenge examinations or standardized tests demonstrating learning at the credential level in specific subject matter areas.**

This rule is non-applicable as the DNP NA option does not award credit for challenge examinations.

3. **Prior learning, as validated, evaluated, and confirmed by qualified instructors at the receiving institution.**

This rule is non-applicable as the DNP NA option does not award credit for prior or experiential learning.

b. **Graduation requirements for nontraditional degree programs shall include provisions for general education appropriate to the type of degree, as specified in Rule 6E-2.004, F.A.C. The Doctor of Philosophy degree, commonly abbreviated Ph.D., shall not be offered or awarded through distance or nontraditional learning without appropriate accreditation by an accrediting agency recognized by the U.S. Department of Education.**

The DNP NA curriculum plan does not require general education courses. A Ph.D will not be offered at the LMU-Tampa site.

c. **At least 25 percent of the units required in a nontraditional degree program shall be given by the institution awarding the degree, and shall not be derived from any combination of transfer, examination, or experiential learning; however, credits earned by active U.S. military members are excluded from this requirement due to the transient nature of the service. Credit awarded for prior experiential learning shall follow the requirements of subsection (5) of this rule, and shall not exceed 25 percent of the units required for completion of the program.**

The DNP NA option requires 109 credit hours. All 109 credit hours must be taken through the CSON at LMU.

3. **Direct contact instruction. Institutions licensed to operate in Florida and wishing to offer programs or courses through directed individual and group study using direct contact instruction shall describe the teaching-learning methodology to be used, and shall submit illustrative course outlines and competencies and all other documentation as required in Rule 6E-2.004, F.A.C., for the appropriate level of licensure or for subsequent annual reviews.** This rule is non-applicable to the institution as it will offer indirect contact instruction as detailed in the next rule.

4. **Indirect contact instruction.**

a. **Institutions licensed to operate in Florida and wishing to offer programs or courses through individual and group study mediated and assisted by telecommunications, computer augmented educational services, facsimile transmission, the postal service, or another technological method, shall describe the teaching-learning methodology to be used, and shall submit illustrative course outlines, competencies and all other documentation as required in Rule 6E-2.004, F.A.C., for the appropriate level of licensure or for subsequent annual reviews.**

The institution will offer indirect contact instruction for all of its students via the Canvas LMS system. The program catalog and syllabi provide the required information pertaining to course objectives, descriptions, competencies, and other documentation as required in Rule 6E-2.004, F.A.C., and based on this information, the institution will be in compliance with this Rule.

- b. **In addition to the other requirements of Rule 6E-2.004, F.A.C., an institution offering instruction by correspondence shall employ a sufficient number of qualified instructors to assure that:**
1. **The academic content is designed by qualified faculty; and**
  2. **Each student lesson, project, examination, or paper is evaluated by qualified instructors, and the instructor's response to or evaluation of each is sent to the student within a reasonable time as disclosed to the student.**

All academic content has been designed by qualified faculty and academic administration, as evidenced by each faculty member's CIE Personnel Data Forms (Instructional and Admin forms), which were submitted as part of the institution's Application for Provisional Licensure. The content will be reviewed for accuracy by the faculty on a regular basis. A policy of academic freedom encourages faculty to provide material relevant to the course that will challenge a student's thinking and prepare them for occupational challenges and scenarios that may arise during their career.

The CSON has sufficient faculty to teach, support, and evaluate students in their coursework and graded assignments. All faculty members are given and required to read and sign the faculty handbook.

Online course faculty receive support and guidance from University staff, which include the LMU Director of Online Learning as well as the Chief Instructional Technologist. These individuals ensure that CSON faculty are trained in online pedagogies and follow established LMU policies for online learning. Dr. Elizabeth Stewart serves as the LMU Director of Online Learning. Dr. Stewart has earned a PhD in Computer Technology in Education, an EdS in Computer Technology in Education, a MS in Computer Technology in Education, and a BS in Computer Information Systems from Nova Southeastern University. The LMU Chief Instructional Technologist who assists Dr. Stewart is Ms. Erika Eschberger. She has earned a Master of Library and Information Studies (MLIS) from Florida State University, as well as a BS in Psychology from Lynn University. Other instructional technologists are employed by LMU to assist students and faculty with online issues they may experience.

All LMU-Tampa faculty members are trained in utilization of Canvas and online teaching and learning methodologies as appropriate. Any LMU Caylor School of Nursing faculty member who teaches online, or desires online teaching and learning methodologies, works closely with the University Director of Online Learning and the University Chief Instructional Technologist, to design and develop each online course using industry- standard instructional design techniques.

#### **Student Access to Faculty**

Students will have access to faculty during synchronous class times on a weekly basis. Faculty are also available through regularly scheduled office hours each week as needed. Students can attend meetings with faculty through Canvas, Internet chat, web conferencing, or via telephone. In instances where faculty and students cannot connect in real-time, the policy at LMU-CSON is to return communications via email, telephone, or in- person within 24 hours (48 hours on the weekend). Faculty will also aim to grade or submit feedback to students within seven days after the due date for an assignment.

- c. **For programs that require the development of a manual or technical skill, such as the use of equipment or tools, the institution must ensure that the student has the opportunity to gain practical hands-on experience appropriate to master the skill. This experience, wherever gained, shall be documented in the student's file and shall be done under proper supervision and with meaningful evaluation of the competency outcomes. The technical aspects must be designed by qualified technicians.**

The DNP NA option teaches the student to administer anesthesia to various types of patients. This skill is learned throughout the 36 month, 109 credit hour curriculum. Students also learn how to operate and maintain an anesthesia machine.

5. **Credit for prior learning. An institution may grant credit to a student for prior experiential learning only if all of the following apply:**

The DNP NA option at LMU does not accept credit for prior learning, thereby making this section non-applicable.

- a. **The prior learning is equivalent to the level of learning in which the student is enrolling.**

- b. **The prior learning is demonstrated to provide a balance between theory and practice, for academic programs; or a verifiable mastery of appropriate skills, for vocational courses or programs. For courses or programs requiring a combination of theory and skills, the prior learning is demonstrated to provide the appropriate combination.**
  - c. **The credit awarded for the prior learning directly relates to the student's course or program and is applied in satisfaction of some of the credential requirements.**
  - d. **College and Institution level learning for which credit is sought shall be documented by the student in writing, and validated, confirmed, and evaluated by faculty qualified in that specific subject area, who shall ascertain to what college or Institution level learning the student's prior learning is equivalent, and how many credits toward a degree may be granted for that prior learning. The faculty evaluating the prior learning shall prepare a written report indicating all of the following, which report shall be retained by the college or Institution for review by visiting Commission representatives upon request:**
    - 1. **The documents in the student's file on which the faculty relied in determining and confirming the nature of the student's prior learning;**
    - 2. **The basis for determining that the prior learning is equivalent to college or Institution level learning, and demonstrates a balance between theory and practice; and**
    - 3. **The basis for determining to what college or Institution level the prior learning is equivalent, and the proper number of credits to be awarded toward the degree, based upon that prior learning.**
  - e. **No more than 25 percent of the units required and validated through the institution's internal review process for a degree shall be awarded for prior experiential learning.**
6. **Credits earned in a compressed time period. Institutions licensed in Florida and wishing to offer courses or programs in a compressed time period shall show evidence to the Commission that the intent of all standards for licensure, as set forth in Rule 6E- 2.004, F.A.C., shall be met.**  
This rule is non-applicable to the DNP NA option within the CSON at LMU.
7. **Instructors. Institutions licensed to operate in Florida and wishing to offer nontraditional programs or courses shall employ or contract with appropriately qualified instructors sufficient in number to provide the instruction, student interaction, and learning outcomes evaluation necessary for the institution to document the achievement of its stated purpose, and for students to achieve the specific learning objectives and competencies required for each program so offered. It shall be the responsibility of the licensed institution to validate each instructor's competence to use the interactive electronic media program or distance learning program effectively and to provide training in the use of the delivery system if needed.**

Faculty members working in the DNP NA option meet all academic requirements as stated by the Florida Board of Nursing (FLBON), the Florida Department of Education Commission for Independent Education (FLDOE CIE), Lincoln Memorial University (LMU), and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Faculty are listed on the [faculty page](#) of the LMU-Tampa Caylor School of Nursing Off-Campus Instructional Site Catalog.

8. **Library and other learning resources.**
- a. **Institutions licensed to operate in Florida and wishing to offer nontraditional programs or courses shall document to the Commission how they provide, ensure, and maintain access for all students to the information resources and services appropriate to support each program or course.**

The building that houses the DNP NA is equipped with a library that maintains a collection of over 200 print items with room for 3,500 more. Students and faculty have access to more than 434,000 eBooks and 73,000 print books. Also available are 85,000 full-text journals, which are provided through approximately 260 databases and 52 nursing-specific journal titles. In addition, there is access to an extensive online media collection (music and videos) of 92,280 items. A dedicated Health Sciences Librarian & Library Systems Coordinator staffs the location for 40 hours per week.

The librarians and CSON faculty collaborate to secure appropriate library resources for the nursing programs. Librarians regularly utilize Doody's Review Service, Choice Reviews, Resources for College Libraries, and the CSON

faculty and students as additional resources to assist with collection development. In this way, librarians, nursing faculty, and nursing students work together in a collaborative effort to constantly maintain up-to-date resources developed from CSON requests and collection development initiatives. The library regularly monitors and refreshes nursing collections/holdings as needed. Historical materials, such as titles with content by nursing theorists, are included in the library holdings and are labeled as such.

#### Tutorials and Other Learning Resources Available to Students

The Carnegie-Vincent Library and the Reed Health Sciences Library maintain websites that provide students with access to approximately 260 databases both on-campus and off-campus, tutorials on library resources and search processes, resource guides, contact information for the library and librarians, access to the Piper Online Catalog, information regarding library services, and web-based forms to submit requests for resources to be borrowed through Interlibrary Loan.

**b. Institutions shall document how they provide, ensure, and maintain the security of examinations and papers.**

All student files are maintained in a locked room or office. At the LMU-Tampa site, these rooms and offices are located in the Nursing Suite. These records are not accessible to students.

Student files may include (but are not limited to) health information, copies of transcripts, recommendation letters, application to the nursing program, and classroom and/or clinical counseling records. Password-protected student information available through WebAdvisor includes student profiles, class schedules, grades, student accounts, and financial aid information. Records accessed through WebAdvisor are not available to the public, but only to the student, administration, and faculty.

Exams are kept by the faculty in a locked file cabinet. When exams are given, they are loaded into Canvas by faculty, and the student must have the Lockdown Browser installed on their computer when taking the exam.

**c. Institutions shall collect and use student evaluations of content, delivery, and services.**

Students in each nursing course will complete course evaluations at the end of each semester. Course evaluations at LMU are completed online through the University to ensure anonymity. The LMU Office of Institutional Effectiveness facilitates the course evaluation process and assists faculty members as they use their evaluation data to make improvements.

In addition to course evaluations, the CSON sends out surveys to all graduating students, employers, and alumni. This data is collected and utilized in the annual Outcomes Assessment Report (OAR) that nursing submits to the Office of Institutional Effectiveness each June. Anonymity is ensured with each of these surveys.

**9. Laboratory experiences. In the case of courses in the experimental or clinical sciences, or other courses requiring hands-on experience, each licensed institution wishing to offer nontraditional programs shall document to the Commission prior to program approval; that arrangements have been made to ensure that the requisite laboratory, field, or equivalent experience is available to and used consistently by every enrolled student. Such experience shall be documented in the student's file, and shall occur under appropriate supervision and meaningful evaluation of the competency outcomes.**

Each DNP NA student will be required to complete lab experiences at the LMU-Tampa site. The lab will be equipped with necessary equipment and supplies to complete the required hours.

There are 29 credit hours of clinical required in the DNP NA option so that students can obtain the mandatory number and types of anesthesia cases. The CSON has obtained written confirmation from AdventHealth hospitals in the Tampa area that they will provide clinical opportunities for the CSON DNP NA students to complete this clinical.

**10. Catalog. Each institution licensed in Florida and wishing to offer nontraditional programs or courses shall comply with all requirements of Rules 6E-1.0032 and 6E-2.004, F.A.C., and in addition shall publish information in the catalog, whether printed or electronic, pertaining to each of the following:**

**a. The institution's policies and procedures for the award of credit for prior learning, including confirmation and validation, assessment policies and procedures, provisions for appeal of decisions, limitations on the number of credits that may be awarded in this manner, and all fees that a student may be required to pay.**

The CSON at LMU does not award any credit hours for prior learning for DNP NA students as stated in the LMU-Tampa Caylor School of Nursing Off-Campus Instructional Site Catalog.

- b. **The institution's policies regarding the acceptance of credits earned by the student through successful completion of challenge examinations or standardized tests, acceptable scores for each, whether and how many times examinations may be repeated to achieve an acceptable score, limitations on the number of credits that may be awarded in this manner, and all fees that a student may be required to pay.**

The CSON at LMU does not accept any credit hours earned through challenge exams or standardized tests for DNP NA students as stated in the LMU-Tampa Caylor School of Nursing Off-Campus Instructional Site Catalog.

- c. **If the institution offers instruction by correspondence, schedules for normal progress or completion of the course or program, and all fees that a student may be required to pay.**

The CSON at LMU does not offer instruction by correspondence for the DNP NA option as stated in the LMU-Tampa Caylor School of Nursing Off-Campus Instructional Site Catalog.

## 11. Student Records

- a. **Institutions wishing to offer nontraditional programs or courses shall maintain a file for each student and shall be available to the Commission upon request at each location and translated into English and; conforming to the general requirements of Rule 6E- 2.004, F.A.C., and contain the following:**

1. **All documents evidencing a student's prior learning upon which the instructors and the institution base the award of any credit or credential.**

For admission into the DNP program NA concentration, the student must have graduated from an accredited baccalaureate nursing program. The student's transcript from the baccalaureate nursing program will be on file in the Registrar's Office.

For admission into the DNP program NA concentration, the student must have an unencumbered license to practice as a registered nurse. This documentation will be housed in the student's advising file in the CSON office.

2. **For directed individual or group contact instruction, copies of the learning agreements or learning contracts signed by the instructors and administrators who evaluated the agreements and contracts.**

This Rule is non-applicable as the courses offered in the CSON DNP NA do not require directed instruction.

- b. **An academic transcript shall be maintained, kept current, and retained permanently for each student. Institutions offering nontraditional courses and programs shall adopt a policy requiring that credits awarded for prior learning, including internal credit by challenging examination, shall be so identified on the student's academic transcript. Institutions shall adopt a policy regarding the length of time for retention of records documenting evaluation, assessment and awarding of nontraditional credit. Retention time shall be sufficient for reasonable future review and confirmation of student work.**

At LMU, the Office of the Registrar houses official student academic records. Records of all students enrolled for credit coursework are computerized. The Office of the Registrar backs up all computer files on a daily basis.

The Registrar maintains each student's permanent record. The record may contain the following information:

- Personal data (e.g., name address, social security number or numeric identifier)
- A chronological summary of Lincoln Memorial University coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)

According to the Registrar at LMU, retention and disposal policies and procedures for student records

comply with recommendations of the American Association of Registrars and Admissions Officers. These policies and procedures are deemed in the best interest of the student and the Institution.

Any physical documents are maintained on campus in a secure, fireproof area. Transcripts may be requested through the website (<https://www.lmunet.edu/registrar/transcript-requests>) or by contacting the Registrar's Office.

As previously stated, the CSON DNP NA option does not award credit hours for prior learning including internal credit by challenge examination.

**12. Fair consumer practices, as described by Sections 1005.04 and 1005.34, F.S., and Rule 6E- 1.0032, F.A.C., shall be followed by the institution in all aspects of its operation.**

The institution shall follow all Fair Consumer Practices outlined by the F.A.C. and the CIE as described in all applicable sections as it pertains to obtaining and maintaining licensure. The institution administration has read and understands all information required of the institution as described by Sections 1005.04 and 1005.34, F.S., and Rule 6E-1.0032, F.A.C. and will continually abide by these regulations on an ethical and ongoing basis during operations once approval has been granted to the institution by the CIE.

## Veterans

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

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

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

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment.

After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

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

## Board of Trustees and Administration

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### Board of Trustees

Lincoln Memorial University is a private, non-profit institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of Lincoln Memorial University. Board members receive no remuneration but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to carry out their guidelines.

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Jerome (Jerry) E. Burnette	Knoxville, TN
Autry O.V. (Pete) DeBusk	Knoxville, TN
Brian C. DeBusk	Knoxville, TN
Nicole L. DeBusk	Knoxville, TN
Frederick S. Fields	San Francisco, CA
Robert W. Finley, Sr.	Lockport, IL
Richard A. Gillespie	Knoxville, TN
Charles W. Holland	Knoxville, TN
James A. Jordan	Lauderdale by the Sea, FL
Terry L. Lee	Harrogate, TN
Sam A. Mars, III	Harrogate, TN
Timothy B. Matthews	Knoxville, TN
Alan C. Neely	New Tazewell, TN
Dorothy G. Neely	Tazewell, TN
(Joseph) Mark Padgett	Sarasota, FL
Noah Patton*	Tazewell, TN
Todd E. Pillion	Abingdon, VA
Kenneth O. Rankin	Dublin, OH
Carroll E. Rose	Tazewell, TN
James Jay Shoffner	Middlesboro, KY
Joseph F. Smiddy	Church Hill, TN
E. Steven (Steve) Ward	Knoxville, TN
Michele Wilson-Jones	Stearns, KY
Jerry W. Zillion	Germantown, MD
*Alumni Representative	

## Administration

<b>President's Cabinet</b>	<b>Academic Administrators</b>
Jason McConnell, DBA President of the University	Chessica Cave, EdD Interim Dean, Carter and Moyers School of Education
Stacy Anderson, PhD, DVM, MS Executive Dean, Richard A. Gillespie College of Veterinary Medicine	Tammy Dean, DNP Dean, Caylor School of Nursing
Ryan Brown, JD General Counsel, President's Office	Kelsey Metz, PhD Dean, School of Business
Jody Goins, EdD Executive Vice President for Administration	Paula Miksa, DMS Dean, School of Medical Sciences
David Laws Vice President of Facilities Planning, Management, & Safety Services	Ryan Overton, PhD, PE Dean, School of Engineering
Christopher J. Loyke, DO, FACOFP Dean and Chief Academic Officer, DeBusk College of Osteopathic Medicine	Adam Rollins, PhD Executive Dean, College of Mathematics, Sciences, and Health Professions

Matthew Lyon, JD, MPA Vice President and Dean, Duncan School of Law	Martin Sellers, PhD Dean, Paul V. Hamilton School of Arts, Humanities, and Social Sciences
Debra Moyers, DBA Executive Vice President for Finance	
Jay Stubblefield, PhD Executive Vice President for Academic Affairs	
Frank Woodward, DPA Vice President for University Advancement	
Qi Wang, DDS Dean, College of Dental Medicine	

## LMU-Tampa Off-Campus Instructional Site Administrators

Jason McConnell, DBA  
President of the University

Jay Stubblefield, PhD  
Executive Vice President for Academic Affairs

Tammy Dean, DNP, MSN, RN  
Dean CSON  
Professor of Nursing

Lynda Browning, DNP, APRN, ANP-BC  
BSN Program Chair  
Assistant Professor of Nursing

Amy Pettit, DNP, MSN, RN  
Assistant Dean Undergraduate Programs, ASN Program Chair  
Assistant Professor of Nursing

Jennifer Stocks, DNP, APRN, ANP-BC  
Assistant Dean Graduate Programs, FNP Director  
Associate Professor of Nursing

Teresa Ousley, DNP, MSN-Ed, RN  
Program Director, Tampa Site  
Assistant Professor of Nursing

Raleigh Todd, DNP, CRNA-BC  
Director Nurse Anesthesia

## Faculty

While part-time and adjunct faculty make valuable contributions to the teaching at LMU, only full-time employees holding faculty rank in academic schools offering undergraduate degrees are listed below. The date following each name indicates the year of initial LMU faculty appointment.

### **Stephanie Conder, 2016**

Assistant Professor  
BSN UT, Knoxville  
MSN University of Alabama  
DNP University of Alabama

### **Lynda Browning, 2014**

Chair, BSN Program

Assistant Professor of Nursing  
ADN, Western Oklahoma State College  
BSN, Chamberlin College  
MSN, University Alabama Birmingham  
DNP, Lincoln Memorial University

**Tammy Dean, 1988**

Dean CSON  
Professor of Nursing  
BSN, University of Tennessee-Knoxville  
MSN, University of Tennessee-Knoxville  
DNP, Samford University

**Jami England, 2017**

Assistant Professor  
BSN UT, Knoxville  
MSN Vanderbilt  
DNP Frontier Nursing University

**Angie Heatherly, 2022**

Assistant Professor  
BSN King College  
MSN King College  
DNP UT Chattanooga

**Carrie Lingerfelt**

Assistant Professor  
BSN ETSU  
MSN Vanderbilt University  
PhD in Nursing UT, Knoxville

**Tina Malone, 2019**

Assistant Professor  
ASN, (Nursing), Manatee Community College  
BSN, (Nursing), University of West Florida  
MSN, (Nursing-FNP), University of South Florida  
DNP, (Nursing), University of South Florida

**Jerica Mason, 2023**

Assistant Professor  
BSN University of Memphis  
MSN NA LMU  
DNP LMU

**Virginia O'Bourke, 2023**

Instructor of Nursing  
BSN, (Nursing), East Tennessee State University  
MSN, (Nursing Education), East Tennessee State University

**Teresa Ousley, 2023**

Tampa Program Director  
Assistant Professor of Nursing  
ASN, (Nursing), Saint Francis University  
BSN, (Nursing), Indiana Wesleyan University  
MSN, (Nursing Education), Indiana Wesleyan University

DNP, (Nursing), Indiana Wesleyan University

**Meghan Nesselroade, 2025**

Instructor of Nursing  
ASN, (Nursing), Oklahoma City Community College  
BSN, (Nursing), University of Texas at Arlington  
MSN, (Nursing), Aspen University

**Michelle Palmer, 2025**

Instructor  
BSN University of South Alabama  
MSN NA Samford University

**Amy Pettit, 2007**

Assistant Dean Undergraduate Programs  
Chair ASN Program  
Assistant Professor of Nursing  
BSN, (Nursing), University of Tennessee Knoxville  
MSN, (Nursing), Vanderbilt  
DNP, Samford University

**Lisa Pullen, 2001**

Professor  
BSN Jacksonville State University  
MSN Mississippi University for Women  
PhD in Ed Psych Mississippi State University

**Carrie Skaggs, 2021**

Instructor of Nursing  
ASN, Harrisburg Area Community College  
BSN, Albright College  
MSN, Widener University

**Jennifer Stewart-Glenn, 2013**

Assistant Professor  
BSN Radford University  
MSN George Mason University  
PhD in Nursing UT, Knoxville

**Jennifer Stocks, 2009**

Assistant Dean of Graduate Nursing  
Associate Professor  
BSN ETSU  
MSN LMU  
DNP Frontier Nursing University

**Raleigh Todd, 2022**

Instructor  
MSN NA LMU  
DNP LMU

# Degrees

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## Nursing

### Associate of Science in Nursing

#### Degree Type

Associate of Science

Students enrolled in the Nursing (ASN) Program must complete 24 credit hours of general education/collateral course work. All students admitted to the program will be required to meet the general education requirements and collateral course program requirements below if not obtained already.

#### I. LMU Specific Courses

Item #	Title	Credits
LNCN-100	Lincoln's Life and Legacy	1

#### II. Communication

Item #	Title	Credits
COMM-200	Fundamentals of Speech Communication	3
ENGL-101	Composition I	3

#### III. Ethics, Fine Arts, or Humanities

Choose **one** course from the following:

Item #	Title	Credits
ART-100	Art Appreciation	3
ART-381	Survey of Art History I	3
ART-382	Surv Art Hist II	3
BUSN-250	Social & Ethical Environment of Business	3
THEA-100	Intro to Theatre	3
MCOM-410	Media Law and Ethics	3
ENGL-102	Composition II	3
MUSC-100	Music Appreciation	3
MUSC-468	Survey of World Music	3
PHIL-100	The Meaning of Life	3
PHIL-200	Introduction to Philosophy	3
PHIL-430	Medical Ethics	3
REL-210	Surv Old Testament	3
REL-220	Surv New Testament	3
REL-310	Comparative Religions	3
REL-315	Comparative Christianity	3

#### IV. Behavioral/Social Science\*

Choose **one** of the following courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
CRIM-105	Intro Criminal Justice	3
ECON-213	Principles of Macroeconomics	3
ECON-212	Principles of Microeconomics	3
GEOG-100	Introduction to Geography	3
GEOG-110	World Regional Geography	3
GEOG-211	Intro to Human Geography	3
GEOG-300	Environmental Geography	3
POLS-240	Introduction to Political Ideas	3
POLS-250	Introduction to International Relations	3
PSYC-100	Introduction to Psychology	3
PSYC-222	Adult Development	3
SOCI-100	Introduction to Sociology	3
SOCI-330	Cultural Diversity	3

#### V. Mathematics

Choose **one** of the following courses

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
MATH-105	Transition College Mathematics	3
MATH-110	Reasoning and Problem Solving	3
MATH-115	College Algebra	3
MATH-120	Trigonometry	3
MATH-150	Calculus I	4
MATH-270	Probability, Statistics	3

#### VI. Natural/Physical Sciences\*

[BIOL-261](#), [BIOL-262](#) are nursing licensure requirements and will count concurrently toward general education and the nursing program requirements.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
BIOL-261	Human Anatomy and Physiology I	3
BIOL-261L	Human Anat & Phys I Lab	1
BIOL-262	Human Anatomy and Physiology II	3
BIOL-262L	Human Anatomy and Physiology II Lab	1

#### VII. Elective Credit

BIOL-230 Microbiology is highly recommended.

\*BIOL 261 and BIOL 262 are nursing requirements. Any laboratory science course in Biology, Chemistry, Environmental Science, or Physics meets LMU's natural science general education requirement for associate degrees. However, students who have completed one of these courses for their social science requirement would still be required to take BIOL 261 and BIOL 262 as a nursing requirement.

#### VIII. General Education Proficiency

Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Core Curriculum at the Associates level. Students graduating from an Associates degree program are tested in the semester of graduation.

## Generic ASN Nursing Component

Item #	Title	Credits
NURS-105	Fundamentals of Pharmacology in Nursing	2
NURS-115	Foundations Nursing	6
NURS-125	Physiological	6
NURS-126	Psychosocial	3
NURS-241	Prom Adapt Adults I	7
NURS-242	Prom Adapt Adults II	6
NURS-245	Prom Adapt Children	3
NURS-246	Prom Adapt Childbearing Fam	3
NURS-290	Nursing Seminar	2

## LPN-ASN Nursing Component

Item #	Title	Credits
NURS-124	Prom Adapt Physiologic Mode	5
NURS-126	Psychosocial	3
NURS-241	Prom Adapt Adults I	7
NURS-244	Prom Adapt Adults II	5
NURS-245	Prom Adapt Children	3
NURS-246	Prom Adapt Childbearing Fam	3
NURS-290	Nursing Seminar	2

\*LPN-ASN students: This includes eight (8) credits for LPN Mobility. Six (6) credit hours are awarded once the LPN has submitted proof of a valid non-restricted LPN license. The two (2) additional credit hours are awarded after the LPN has submitted validation of one year of current working experience as an LPN.

Generic ASN students and/or LPN-ASN students must successfully complete a total of 62 credit hours to be eligible for graduation; 24 general education/collateral course credit hours (transferred in) and 38 nursing credit hours.

**Note:** Student will be responsible for Special Credit (SC) fees the semester these credits are awarded, as stated in the current *Catalog*.

**Note:** For courses with an NURS prefix, 1 clock hour of lecture per week for 15 weeks earns 1 credit hour; 3 clock hours of clinical/lab time per week for 15 weeks earns 1 credit hour. In addition, students may only register for a NURS course with the signature of a nursing advisor or the ASN Program Chair on their registration form.

[NURS-310](#) will also fulfill the ASN Pharmacology ([NURS-105](#)) requirement. Students who successfully complete [NURS-310](#) will fulfill the ASN and RN-BSN Pharmacology requirements concurrently.

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Total Credits

62

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## Bachelor of Science in Nursing

### Degree Type

Bachelor of Science

Students enrolled in the BSN Option of the Nursing (BSN) Program must complete general education core credit hours. All students admitted to the program, including those who have earned a bachelor's degree (or higher), will be required to meet the eight collateral course program requirements below if not obtained already. These include: BIOL 100, PSYC 221, CHEM 100, MATH 270, BIOL 230, BIOL 261, BIOL 262, and HLTH 210. An additional 5 hours of elective credit is required. Students must graduate with 122 credit hours for the BSN Option.

No student may begin the BSN Option until all general education and program requirements are met. However, students who do not have a bachelor's degree may take LNCN 100 and CIVX 300 courses at any time during the Nursing (BSN) Program.

### Institution Specific Courses

Item #	Title	Credits
LNCN-100	Lincoln's Life and Legacy	1
CIVX-300	American Civics	2

### General Education Core Courses

#### English Communication

Item #	Title	Credits
ENGL-101	Composition I	3
ENGL-102	Composition II	3
COMM-200	Fundamentals of Speech Communication	3

#### Fine Arts, Humanities, and Ethics

Choose any two of the following. Chosen courses must have two different prefixes (e.g. ART, ENGL, etc.).

Item #	Title	Credits
ART-100	Art Appreciation	3
ART-381	Survey of Art History I	3
ART-382	Surv Art Hist II	3
MUSC-100	Music Appreciation	3
MUSC-468	Survey of World Music	3
THEA-100	Intro to Theatre	3
THEA-340	Survey of Dramatic Literature	3
MCOM-410	Media Law and Ethics	3
BUSN-250	Social & Ethical Environment of Business	3
GEOG-350	Geography of Religion	3
PHIL-100	The Meaning of Life	3
PHIL-200	Introduction to Philosophy	3
PHIL-430	Medical Ethics	3
REL-210	Surv Old Testament	3
REL-220	Surv New Testament	3
REL-310	Comparative Religions	3
REL-315	Comparative Christianity	3
ENGL-240	Literary Forms	3
ENGL-250	Literary History and Culture	3

## Social/Behavioral Sciences

Choose one of the following:

Item #	Title	Credits
CRIM-105	Intro Criminal Justice	3
ECON-213	Principles of Macroeconomics	3
ECON-212	Principles of Microeconomics	3
GEOG-100	Introduction to Geography	3
GEOG-110	World Regional Geography	3
GEOG-211	Intro to Human Geography	3
GEOG-300	Environmental Geography	3
POLS-212	American Gvmnt: State & Local	3
POLS-320	Comparative Politics	3
PSYC-100	Introduction to Psychology	3
PSYC-222	Adult Development	3
SOCI-100	Introduction to Sociology	3
SOCI-330	Cultural Diversity	3

## Mathematics

Choose two of the following (MATH-270 is a Nursing requirement and must be taken in addition to one other math course):

Item #	Title	Credits
MATH-110	Reasoning and Problem Solving	3
MATH-115	College Algebra	3
MATH-120	Trigonometry	3
MATH-150	Calculus I	4
MATH-270	Probability, Statistics	3

## History

Choose 2 of the following. They do not have to complete a sequence.

Item #	Title	Credits
HIST-121	World History to 1500	3
HIST-122	World Hist Since 1500	3
HIST-131	American History to 1877	3
HIST-132	American Hist Since 1877	3

## Natural Sciences and Collateral Courses

\*MATH-270, BIOL-100, CHEM-100, BIOL-230 Microbiology, BIOL-261 Anatomy & Physiology I, BIOL 262 Anatomy & Physiology II, PSYC-221 Child and Adolescent Development, and HLTH-210 Nutrition) are collateral courses required for the Nursing (BSN) Program.

Any laboratory science course listed meets LMU's natural science general education requirement. However, students who have completed one of these courses for their science requirement will still be required to take BIOL-261 and BIOL-262 (with labs) as a nursing requirement.

Natural Sciences  
 Select A&B or Select C  
 A. Life Sciences\*

Choose one of the following.

Item #	Title	Credits
BIOL-100	Introduction to Biology	3
BIOL-111	General Biology I	3
ENVS-100	Intro Environmental Science	4

B. Physical Sciences \*

Choose one of the following:

Item #	Title	Credits
CHEM-100	Introduction to Chemistry	3
CHEM-111	General Chemistry I	3
GEOG-120	Int Phy Geog: Planet Earth	3
PHYS-100	Intro to Physics	3
PHYS-211	General Physics I	3

C. Life/Physical Sciences\*

Choose one sequence from the following:

Item #	Title	Credits
	BIOL 111-112	8
	BIOL 261-262	8
	CHEM 111-112	8
	PHYS 211-212	8

Collateral Courses required for BSN Program

Item #	Title	Credits
HLTH-210	Nutrition	3
PSYC-221	Child, Adolsc Development	3
BIOL-230	Microbiology & Lab	4
BIOL-261	Human Anatomy and Physiology I	3
BIOL-261L	Human Anat & Phys I Lab	1
BIOL-262	Human Anatomy and Physiology II	3
BIOL-262L	Human Anatomy and Physiology II Lab	1
	Electives (5 credits)	5

## VI. General Education Proficiency

Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Core Curriculum at the baccalaureate level. Students pursuing a baccalaureate degree are tested when enrolled in CIVX 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated the student will have a No Credit ("NC") grade assigned for CIVX 300. The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

Essay Writing - greater than a rating of 2

ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

## Nursing (BSN) Program-BSN Option

The first two years of curriculum consist of general education courses which provide a broad science and liberal arts foundation for nursing theory and clinical practice. Once the general education requirements have been met, the full time BSN student could complete the program in four sequential semesters: Fall I, Spring, Summer, and Fall II (17 months) at the Tampa, Florida site.

### BSN Option Core Curriculum

Item #	Title	Credits
NURS-310	Pharmacology to Prom Adapt	3
NURS-320	Concepts/Fund Prof Nurs	7
NURS-330	Health Assessment	3
NURS-340	Found Nurs Informatics	3
NURS-350	Pathophys Ineffect Human Resp	3
NURS-360	Promotion of Adaptation: Young, Middle and Elderly Adults I	8
NURS-375	Prom Adapt Groups, Commun, Soc	5
NURS-415	Adapt in Newborns & Women	5
NURS-425	Adapt Infants, Child & Adolsc	5
NURS-430	Nursing Research	3
NURS-435	Prom of Psychosocial Adapt	5
NURS-460	Prom Adapt: Adults II	5
NURS-470	Prof Nurs Role Dev/Preceptrshp	4
NURS-480	Senior Nursing Seminar	1

**Note:** For courses with an NURS prefix, 1 clock hour of lecture per week for 15 weeks earns 1 credit hour; 3 clock hours of clinical/lab time per week for 15 weeks earns 1 credit hour. In addition, students may only register for a NURS course with the signature of a nursing advisor or the BSN Program Chair on their registration form.

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Total Credits

122

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## Doctor of Nursing Practice - Nurse Anesthesia

### Degree Type

Doctor of Nursing Practice

### Sample DNP in Nurse Anesthesia Post-Bachelor's Curriculum

#### Spring I

Item #	Title	Credits
NURS-702	Theoretical Foundations and Research Methods	4
NURS-731	Advanced Pharmacology & Therapeutics	4
NURS-740	Interprofessional Collaboration, Health Policy, and Organizational Systems	4

#### Summer I

Item #	Title	Credits
NURS-705	Information Systems and Technology Application	2
NURS-710	Biostatistics	3
NURS-721	Advanced Health Assessment	3
NURS-732	Advanced Anesthesia Pharmacology I	3

#### Fall I

Item #	Title	Credits
NURS-701	Advanced Anesthesia Anatomy and Physiology	4
NURS-733	Advanced Anesthesia Pharmacology II	3
NURS-741	Adaptive Leadership	4
NURS-753	Principles & Practice of Anesthesia I	3
NURS-753A	Principles & Practice of Anesthesia I Lab	1

#### Spring II

Item #	Title	Credits
NURS-700	Knowledge Development in Nursing Science	3
NURS-711	Advanced Anesthesia Pathophysiology I	4
NURS-754	Principles & Practice of Anesthesia II	3
NURS-754A	Principles & Practice of Anesthesia II Lab	1

#### Summer II

Item #	Title	Credits
NURS-712	Advanced Anesthesia Pathophysiology II	2
NURS-720	Translational Research	4
NURS-771	DNP Anesthesia Clinical Practicum I	6

#### Fall II

Item #	Title	Credits
NURS-730	Epidemiology & Population Health	3
NURS-755	Principles & Practice of Anesthesia III	3
NURS-755A	Principles & Practice of Anesthesia III Lab	1
NURS-772	DNP Anesthesia Clinical Practicum II	6
NURS-781	DNP Project I	2

### Spring III

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NURS-756	Principles & Practice of Anesthesia IV	2
NURS-773	DNP Anesthesia Clinical Practicum III	6
NURS-782	DNP Project II	2

### Summer III

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NURS-757	Principles & Practice of Anesthesia V	2
NURS-777	DNP Anesthesia Clinical Practicum IV	6
NURS-742	Strategic Systems Thinking	4

### Fall III

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
NURS-778	DNP Anesthesia Clinical Practicum V	6
NURS-783	DNP Project III	2
NURS-789	Advanced Anesthesia Synthesis	3
	<b>Total Credits</b>	<b>109</b>

# Courses

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## Art

### ART-100 : Art Appreciation

A broad introduction to the visual arts, elements of visual form and major principles of visual organization, a survey of art media, and a brief historical survey. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

**Credits** 3

### ART-381 : Survey of Art History I

The major styles and achievements in the visual art of Western civilization from the prehistoric era to the Renaissance. *This course meets a General Education Core Curriculum requirement.* Fall

**Credits** 3

### ART-382 : Surv Art Hist II

The major styles and achievements in the visual art of Western civilization from the Renaissance to the present. This course meets a General Education Core Curriculum requirement. Spring.

**Credits** 3

## Biology

### BIOL-100 : Introduction to Biology

Elementary principles of biology: cell composition, basic genetics, life processes of living organisms, ecological relationships among organisms. Includes plants and animals. Prerequisites: ACT reading score of at least 18 or ACT English score of at least 18 (SAT verbal or writing score of at least 470). If ACT/SAT scores do not satisfy prerequisites then students must successfully complete (C- or better) ENGL 099 before enrolling. Corequisite: BIOL 100L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

**Credits** 3

### BIOL-100L : Intro to Biology Lab

This is a laboratory-based course designed to reinforce topics presented in the Biology 100 lecture course. Students will use graphing software, analytical instruments, and laptop computers to perform a variety of experiments and exercises. Corequisite: BIOL 100 lecture, 3 credit hours. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

**Credits** 1

### BIOL-111 : General Biology I

The first part of a two-course sequence covering topics of biological chemistry, biomolecule structure and function, cell organelles, metabolism, Mendelian and molecular genetics. Prerequisites: ACT reading score of 23 (or analogous SAT verbal score), placement in ENG 101 or higher, OR successful completion (C- or better) of BIOL 100. Corequisite: BIOL 111L lab, 1 credit hour. *This course meets a General Education Core Curriculum Requirement.* Fall and Spring

**Credits** 3

### BIOL-111L : General Biology I Lab

This is a hands-on, interactive course designed to provide students with a basic understanding of fundamental biological concepts and techniques. Students will engage in a variety of laboratory exercises that explore topics such as the scientific method, microscopy, and various molecular and cellular processes. Corequisite: BIOL 111 lecture, 3 credit hours. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

**Credits** 1

### **BIOL-112 : General Biology II**

The second part of a two-course sequence covering principles of taxonomy and classification, evolution, comparative survey of major phyla, general anatomy and physiology of plants and animals, and ecology. Prerequisites: Successful completion (C- or better) of BIOL 111 with lab. Corequisite: BIOL 112L lab, 1 credit hour. *When taken in sequence with BIOL 111, BIOL 111-112 meet a General Education Core Curriculum requirement.* Fall and Spring.

**Credits 3**

### **BIOL-112L : General Biology II Lab**

This lab provides students with hands-on activities exploring life diversity, ecology and evolution concepts, microscopes and microbiological techniques, dissection and anatomy, and basic physiological measurements. Students will gain a deeper understanding of these topics and develop basic laboratory techniques. Prerequisites: Successful completion (C- or better) of BIOL 111 with lab. Corequisite: BIOL 112 lecture, 3 credit hour. *When taken in sequence with BIOL 111, BIOL 111/L-112/L meet a General Education Core Curriculum requirement.* Fall and Spring.

**Credits 1**

### **BIOL-261 : Human Anatomy and Physiology I**

This course is the first of a two-semester sequence of courses addressing the structure and function of the human body and mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The first semester will focus on anatomical terminology and the anatomy and physiology of cells with relevant biochemistry, tissues, and the integumentary, skeletal, muscular, and nervous systems. Corequisite: BIOL 261L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall.

**Credits 3**

### **BIOL-261L : Human Anat & Phys I Lab**

This course is the first of a two-semester sequence of courses addressing the structure and function of the human body and mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The first semester will utilize mammalian dissections, physiological experiments, histological preparations, skeletal and muscular models, and physiological experiments to understand human anatomy. Corequisite: BIOL 261 lecture, 3 credit hours. *This course meets a General Education Core Curriculum requirement.* Fall.

**Credits 1**

### **BIOL-262 : Human Anatomy and Physiology II**

This course is the second of a two-semester sequence of courses addressing the structure and function of the human body and mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The second semester will focus on endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems. The final topic will be discussion of the application of both semesters' topics in the context of human disease. Prerequisite: Successful completion (C- or better) of BIOL 261 and BIOL 261L Lab. Corequisite: BIOL 262L lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Spring

**Credits 3**

### **BIOL-262L : Human Anatomy and Physiology II Lab**

This course is the second of a two-semester sequence of courses addressing the structure and function of the human body and mechanisms for maintaining homeostasis. Emphasis will be given to aspects relevant to medical science. The second semester will utilize mammalian dissections, physiological experiments, histological preparations, organ models, and physiological experiments to understand human anatomy. Prerequisites: Successful completion (C- or better) of BIOL 261 and BIOL 261L lab. Corequisite: BIOL 262 lecture, 3 credit hours. *This course meets a General Education Core Curriculum requirement.* Spring.

**Credits 1**

# Business

## BUSN-250 : Social & Ethical Environment of Business

This course is designed to provide an examination of ethical issues in business and provide a foundation for decision making involving contemporary organizational challenges. Decision-making frameworks and approaches will examine and explore social and ethical environment of business dilemmas and at the personal, group, organizational and societal levels. Student engagement in real-world applications to understand ethical concepts, personal integrity, individual conscience and company loyalty and responsibility conflicts as these impact the decision process within the functional areas of business. This course meets a General Education Core Curriculum Requirement.

**Credits 3**

# Chemistry

## CHEM-100 : Introduction to Chemistry

This course provides students with an introduction to the basic principles of modern chemistry. The course uses real world applications such as ozone depletion, air and water quality, nuclear power, and the pharmaceutical industry to introduce the essential concepts of modern chemistry. Co-requisite: CHEM 100 Lab, 1 cr. hr. *This course meets a General Education Core Curriculum requirement.* Fall, Spring

**Credits 3**

## CHEM-100L : Introduction to Chemistry Lab

This laboratory course introduces students to the main experimental methods used in a modern chemistry lab at a level appropriate for the non-science major. Specific topics/experiments include: chemical safety and hygiene, the operation of balances, volumetric, gravimetric, and instrumental methods of analysis, synthetic chemistry, graphical analysis of the ideal gas laws and an introduction to polymer chemistry. This course can be taken concurrently with CHEM 100 lecture or after successful completion of the CHEM 100 lecture with a grade of C- or better. *This course meets a General Education Core Curriculum requirement.* Fall and Spring

**Credits 1**

## CHEM-111 : General Chemistry I

Study of atoms and molecules. Emphasized topics include bonding, stoichiometry, thermochemistry, quantum theory and ideal gases. Prerequisite for enrollment in CHEM 111 is (1) a Math ACT of 21 or higher or (2) successful (C- or better) grade in Math 105, Math 115, or Math 120. Corequisite: CHEM 111 lab, 1 credit hour. *This course meets a General Education Core Curriculum requirement.* Fall.

**Credits 3**

## CHEM-111L : General Chemistry I Lab

This laboratory course introduces students to the main experimental methods used in a modern chemistry lab at a level appropriate for the science or pre-professional major. Specific topics/experiments include: chemical safety and hygiene, the operation of balances, volumetric, gravimetric, and instrumental methods of analysis, synthetic chemistry, graphical analysis of the ideal gas laws and an introduction to polymer chemistry. In addition, emphasis is placed on manual and computer graphing skills, stoichiometry and the critical interpretation of collected experimental data. This course can be taken concurrently with CHEM 111 lecture or after successful completion of the CHEM 111 lecture with a grade of C- or better. *This course meets a General Education Core Curriculum requirement.* Fall

**Credits 1**

## CHEM-112 : General Chemistry II

Study of atoms and molecules. Emphasized topics include (1) the properties of solids, liquids and solutions, (2) equilibrium, (3) kinetics, (4) acid-base chemistry, (5) thermodynamics, (6) electrochemistry, and (7) nuclear chemistry. Prerequisite for enrollment in CHEM 112 is successful completion of CHEM 111 with a grade of C- or better. Co-requisite: CHEM-112 lab, 1 credit hour. Spring.

**Credits 3**

### CHEM-112L : General Chemistry II Lab

This laboratory course introduces students to the main experimental methods used in a modern chemistry lab at a level appropriate for the science or pre-professional major. Specific topics/experiments include: chemical safety and hygiene, use of pH meters to generate titration curves, determination of equilibrium constants, study of chemical kinetics via colorimetric methods, constructing basic electrochemical cells, analysis of bleach via an oxidation-reduction reaction, and an introduction to nuclear chemistry. In addition, emphasis is placed on manual and computer graphing skills, stoichiometry and the critical interpretation of collected experimental data. This course can be taken concurrently with CHEM 112 lecture or after successful completion of the CHEM 112 lecture with a grade of C- or better. Spring.

**Credits 1**

## Civics

### CIVX-300 : American Civics

American Civics will provide students with a working knowledge of American political, government and economic systems. Areas of knowledge that will be advanced include policy making, political decision make, the U.S. Constitution (and other founding documents), and economic systems. There will be discussions and debates on how values impact decisions made by Congress, the president and the courts. Fall and Spring. Prereq: LNCN 100

**Credits 2**

## Communication Arts

### COMM-200 : Fundamentals of Speech Communication

Introductory course designed to improve skills to inform and persuade a public audience through speaking. Class activities strengthen research strategies, organizational structure, active listening and speech delivery. Includes a variety of formal and informal speaking situations and experiences. Recommended prerequisite: ENGL 101. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

## Criminal Justice

### CRIM-105 : Intro Criminal Justice

This survey course designed to introduce students to the major components of the criminal justice process; police, corrections, and the courts. Students also study the nature of crime, delinquency, and law. *This course meets a General Education Core Curriculum requirement.* Fall and Summer.

**Credits 3**

## Economics

### ECON-212 : Principles of Microeconomics

This course addresses the effects of economic forces on businesses and individuals; resource allocation, income generation and flow, competitive structures and government regulation. Prerequisite: MATH 105 or higher. This course meets a General Education Core Curriculum requirement. Fall and Spring.

**Credits 3**

### **ECON-213 : Principles of Macroeconomics**

Theories of income, wealth distribution, employment, economic philosophies and structures, monetary policy, fiscal policy, price level, economic growth and development are topics covered in this course. Prerequisite: MATH 105 or higher. This course meets a General Education Core Curriculum requirement. Fall and Spring.

**Credits 3**

## English

### **ENGL-101 : Composition I**

An introduction to the conventions of college-level reading, writing, and research. Emphasis is on the writing process and the improvement of critical thinking, language, and grammar skills. Admission to the course is determined by student writing samples administered in ENGL 099; or successful completion of ENGL 099 with a grade of "C-" or higher; or an ACT English score between 18 and 25; or an SAT Verbal score between 470 and 660. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

### **ENGL-102 : Composition II**

Extends concepts introduced in ENGL 101 with emphasis on effective writing in response to a variety of reading selections. An important feature of ENGL 102 is information literacy and research-based writing using correct formatting and documentation. Writing intensive. Requires a college-level research paper of significant length, supported by authoritative sources. Prerequisite: "C-" or higher in ENGL 101; or "C-" or higher in one (1) dual enrollment composition course; or 4 or higher on the AP English Language and Composition exams; or 26 or higher on the ACT English exam; or 670 or higher on the SAT Verbal exam. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

### **ENGL-240 : Literary Forms**

Close reading and analysis of important literary works in a form or genre. Content varies. Writing intensive, includes a research paper. Prerequisite: "C-" or higher in ENGL 101; or "C-" or higher in one (1) dual enrollment composition course; or 4 or higher on the AP English Literature and Composition exams. Fall, Spring. 3 credit hours.

**Credits 3**

### **ENGL-250 : Literary History and Culture**

Close reading and analysis of major works from an important period of literary history. Content varies. Writing intensive, includes a research paper. Prerequisite: "C-" or higher in ENGL 101; or "C-" or higher in one (1) dual enrollment composition course; or 4 or higher on the AP English Literature and Composition exams. Fall, Spring.

**Credits 3**

## Environmental Science

### **ENVS-100 : Intro Environmental Science**

This course will introduce students to life processes including man's interrelationships with the biological and physical environment. Course discussion will also focus on environmental relationships between flora and fauna. Students will gain insight into the role of science in investigating and finding solutions to environmental problems and the limits to scientific efforts. An appreciation for the value of the natural environment and its conservation will be stressed. Fall/Spring

**Credits 4**

# Geography

## **GEOG-100 : Introduction to Geography**

Survey of the broad-scale study of geography as a science. Topics covered include cartography, weather and climate, oceans, landforms, natural resources, human impacts on the environment, as well as cultural, political, economic, and urban geography. General Education Core Curriculum, Behavioral/Social Sciences. *This course meets a General Education Core Curriculum requirement.* Every Spring.

**Credits 3**

## **GEOG-110 : World Regional Geography**

Examines cultural, political, economic, and environmental relationships among countries, grouped by region; regions are designated by physical locations as well as by the cultures and histories that make them unique. General Education Core Curriculum, Behavioral/Social Sciences. *This course meets a General Education Core Curriculum requirement.* Fall.

**Credits 3**

## **GEOG-120 : Int Phy Geog: Planet Earth**

This course will focus on the four major components of the natural environment (atmosphere, biosphere, hydrosphere, and lithosphere), including their character, distribution, origin, and relationship with humans. *This course meets a General Education Core Curriculum requirement.* Fall and Spring.

**Credits 3**

## **GEOG-120L : Int Phy Geog: Planet Earth Lab**

**Credits 1**

## **GEOG-211 : Intro to Human Geography**

In this course, human geography is studied through five culture themes: region, diffusion, ecology, interaction, and landscape. Major content areas include language, ethnic, political, agriculture, transportation, industrial, and urban geography. As needed.

**Credits 3**

## **GEOG-300 : Environmental Geography**

Examines the effects that humans have on different parts of the physical environment (such as air, oceans, fresh water, forests, etc.) as a result of how humans live. Emphasis on how human search for, and use of, natural resources disturbs natural systems and what can be done to minimize the disturbance. Prerequisite: Successful completion of ENGL 210 or its equivalent. Fall.

**Credits 3**

## **GEOG-350 : Geography of Religion**

Examines the origin and diffusion of the major world religions. Historical and social circumstances that led to main doctrines are explored. Emphasis on current distribution and how religions leave an imprint on the human and physical landscapes. Prerequisite: Successful completion of ENGL 210 or its equivalent. Spring.

**Credits 3**

# Health

## **HLTH-210 : Nutrition**

Nutrients associated with normal body functioning; nutritional issues and the life cycle, weight management, diet therapy, clinical care, and disease prevention. Fall and Spring

**Credits 3**

# History

## HIST-121 : World History to 1500

This course surveys World History before approximately 1500 CE. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

## HIST-122 : World Hist Since 1500

This course surveys World History after approximately 1500 CE. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

## HIST-131 : American History to 1877

This course surveys the history of the United States from the Europeans' first contact with the Americas to the end of Reconstruction. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

## HIST-132 : American Hist Since 1877

This course surveys the history of the United States from the end of Reconstruction to the turn of the twenty-first century. *This course meets a General Education Core Curriculum requirement.* Fall, Spring.

**Credits 3**

# Information Systems

## ISYS-100 : Computer Literacy

This course offers a comprehensive introduction to the use of personal computers within the modern business environment. Topics include the use of hardware and operating systems, communications software, and word processing, spreadsheet, and database applications. Additionally, the course addresses computer terminology, ethics, social implications, and career opportunities in the field.

**Credits 2**

# Lincoln's Life

## LNCN-100 : Lincoln's Life and Legacy

An introduction to the life, career, and legacy of Abraham Lincoln. The course will focus on Lincoln's biography (including the lives of his family members), his letters and speeches, and his place in American culture. Attention will be devoted to his impact on shaping the course of American history in the mid-nineteenth century, and to assessing the way Americans have remembered him. The course will include discussion of the origins and history of Lincoln Memorial University. Fall, Spring.

**Credits 1**

# Mathematics

## MATH-105 : Transition College Mathematics

This course is designed to be a logical foundation for both the classical instance of algebra in MATH 115 College Algebra and the alternative general education course, MATH 110 Reasoning and Problem Solving. Emphasis is on the logical and computational elements: operators, operands, expressions. Exercises address interpretation and use of math language and notation, algebra of sets, algebra of numbers, and processes utilized in solving linear and quadratic equations and inequalities. Scientific calculators are permitted in this course, but graphing calculators are not. Prerequisite: Math ACT of 19 or higher, or Math SAT 500 or higher, or a grade of C- or higher in MATH-099. Fall/Spring.

**Credits 3**

### MATH-110 : Reasoning and Problem Solving

The mathematical reasoning involved in problem solving is explored through various mathematical concepts: coordinate geometry; functions and function notation; properties and applications of linear, quadratic, exponential, and logarithmic functions; elementary counting principles, basic probability; and descriptive statistics. Topics from systems of linear equations are included as time permits. Scientific calculators are required in this course; graphing calculators are permitted, but not required. A student receiving credit for MATH 110 cannot receive credit for MATH 115. Prerequisite: Mathematics ACT subscore of 21 or higher, OR SAT score of 530 or higher, OR a grade of C- or better in MATH 105. Fall/Spring.

**Credits 3**

### MATH-115 : College Algebra

Real-valued functions are investigated including: evaluation, graphing, composition, and inverse relations; properties and applications of the exponential and logarithmic functions; solution methods for systems of equations, including matrix algebra are covered as time allows. Scientific calculators are required in this course; graphing calculators are permitted, but not required. A student receiving credit for MATH 115 cannot receive credit for MATH 110. Prerequisite: Mathematics ACT subscore of 21 or higher, OR SAT score of 530 or higher, OR a grade of C- or better in MATH 105. Fall/Spring.

**Credits 3**

### MATH-120 : Trigonometry

Specific preparation for calculus and physics through the study of right triangle trigonometry, circular functions, trigonometric identities, law of sines and law of cosines, and applications of these topics. A brief study of vectors also is included. Scientific calculators are required in this course; graphing calculators are highly encouraged. Prerequisite: Math ACT subscore of 23 or higher, OR Mathematics SAT score of 560 or higher OR a grade of C- or better in MATH-115. Fall/Spring

**Credits 3**

### MATH-150 : Calculus I

An emphasis on single variable differential calculus and an introduction to single variable integral calculus, with supporting material from analytic geometry. Graphing calculator strongly recommended; scientific calculator required. Prerequisite: MATH ACT subscore of 26 or higher or MATH SAT subscore of 610 or higher, or grade of C- or better in MATH-120. 5 contact hours: 4 lecture + 1 recitation/lab. Fall, Spring.

**Credits 4**

### MATH-270 : Probability, Statistics

This introductory course in statistics covers all portions of the process of statistics. Topics in descriptive statistics and data collection are the focus of the first four chapters, including types of variables, level of measurement, measures of central tendency / dispersion, and linear regression / correlation. A study of counting and probability makes up the middle portion of the course. Various probability distributions, including binomial and normal distributions, are covered. The course ends with an introduction to inferential statistics, with a focus on parameter estimation and hypothesis testing. Graphing calculator required. Prerequisite: A grade of C- or better in MATH 110 or 115 (or equivalent), OR Math ACT sub-score of 23 or higher, OR Mathematics SAT score of 560 or higher. Fall/Spring.

**Credits 3**

## Media Communication

### MCOM-410 : Media Law and Ethics

Overview of legal theory and analysis of cases that provide basis for students understanding what is permissible and what is legally proscribed in relation to libel, obscenity, indecency, copyright, and issues related to the journalist. Special attention is given to how traditional legal definitions have evolved with the digital communication technologies. Ethical standards and codes related to media professionals will be analyzed along with case studies. Prerequisites: MCOM 110 and 380. *This course meets a General Education Core Curriculum requirement. As needed.*

**Credits 3**

# Music

## MUSC-100 : Music Appreciation

Study of the elements and styles of music through listening, reading, and lecture. Reading knowledge of music is not required. *This course meets a General Education Core Curriculum requirement.* Fall/Spring.

**Credits 3**

## MUSC-468 : Survey of World Music

This course is designed to familiarize students with selected music cultures from around the world and at home. *This course meets a General Education Core Curriculum requirement.* As needed.

**Credits 3**

# Nursing

## NURS-105 : Fundamentals of Pharmacology in Nursing

An introduction to basic pharmacological principles and classes of commonly prescribed medications, along with over-the-counter medications, and herbal supplements used to promote human health and adaptation. The role of the professional nurse is examined in the safe administration of medications, assessing for therapeutic results, monitoring for side effects and adverse effects, providing client education, and prevention of drug misuse/abuse. The course will integrate evidence-based practices and promote critical thinking in making clinical judgments regarding pharmacologic interventions.

**Credits 2**

## NURS-115 : Foundations Nursing

Introducing the nursing process with focus on the development of psychomotor and psychosocial skills. The Roy Adaptation Model (RAM) of Nursing is introduced and is utilized as basis for promotion of adaptation in human persons as evidenced in the four adaptive modes: physiologic, self concept, role function, and interdependence; emphasis on beginning recognition of adaptive human responses versus ineffective responses. History of nursing, selected theories of nursing, nursing roles, and definitions of human person, environment, health, and nursing are discussed; beginning skills related to basic nursing care, communication, and assessment are included. Clinical learning experiences occur in the campus lab and in structured health care facilities with adults. Prerequisite: admission to the ASN program. Pre- or Co-requisite: BIOL 261, MATH 101 or higher

**Credits 6**

## NURS-124 : Prom Adapt Physiologic Mode

Bridging the gap between the role of LPN and basic nursing practice as an RN. Focus is on recognition of adaptive human responses versus ineffective responses related to the physiologic mode of human adaptive systems. The RAM nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the identified physiologic mode needs. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. In addition to the classroom and campus laboratory, clinical learning experiences occur in community and hospital settings with adults. Prerequisite: Admission into the LPN-RN program. Pre- or Co-requisite: BIOL 261 and BIOL 262, PSYC 221.

**Credits 5**

## NURS-125 : Physiological

Focusing on recognition of adaptive human responses versus ineffective responses related to the physiologic mode of human adaptive systems. The RAM nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the identified physiologic mode needs. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. In addition to the classroom and campus laboratory, clinical learning experiences occur in community and hospital settings with adults. Prerequisite: NURS 115 or its equivalent. Pre- or Co-requisite: BIOL 261 and BIOL 262, PSYC 221.

**Credits 6**

### **NURS-126 : Psychosocial**

Focusing on recognition of adaptive human responses versus ineffective responses related to the 3 psychosocial modes of human adaptive systems. The RAM nursing process is utilized for delivery of basic nursing care for human persons focusing on the adaptive/ineffective responses of the psychosocial modes: self concept, role function, and interdependence. Builds upon knowledge acquired in study of anatomy, physiology, and developmental psychology. Clinical experiences occur in community and/or hospital mental health care facilities with adults/children/adolescents. Prerequisites: NURS 115, BIOL 261 . Pre-or Co-requisite: NURS 125, BIOL 262, PSYC 221.

**Credits 3**

### **NURS-195 : Special Topic**

#### **NURS-241 : Prom Adapt Adults I**

Utilizing the RAM nursing process to promote adaptation in young, middle-age, and elder adults; focusing on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to oxygenation (respiratory, cardiac); fluid, electrolyte, and acid-base balance (renal/urinary); activity/rest (musculoskeletal); endocrine function. Use of current research findings in promotion of adaptive physiologic, self concept, role function, and interdependence responses in the adult. Clinical experiences occur in community and/or hospital settings. Prerequisites: NURS 125, NURS 126 Pre-or Co-requisite: NURS 245 or NURS 246. Prerequisite for LPN-RN students: NURS 124, NURS 126. Pre- or Co-requisites: NURS 245 or NURS 246.

**Credits 7**

#### **NURS-242 : Prom Adapt Adults II**

A continuation of promotion of adaptation in young, middle-age, and elder adults. Utilizes the RAM nursing process to focus on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to protection (hematologic, immune, integument); nutrition, elimination (gastrointestinal); senses; neurologic function. Use of current research findings in promotion of adaptive physiologic, self concept, role function, and interdependence responses in adults. Clinical experiences occur in community and/or hospital settings. Prerequisites: NURS 241. Pre-or Co-requisite: NURS 245 or NURS 246.

**Credits 6**

#### **NURS-244 : Prom Adapt Adults II**

For LPN-RN students that is a continuation of promotion of adaptation in young, middle-age, and elder adults. Utilizes the RAM nursing process to focus on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to protection (hematologic, immune, integument); nutrition, elimination (gastrointestinal); senses; neurologic function. Use of current research findings in promotion of adaptive physiologic, self-concept, role function, and interdependence responses in adults. Clinical experiences occur in community and/or hospital settings. Prerequisites: For LPN-RN students only; NURS 241. Pre- or Co-requisites: NURS 245 or NURS 246.

**Credits 5**

#### **NURS-245 : Prom Adapt Children**

Utilizing the RAM nursing process to promote adaptation in children; specifically, focuses on adaptive and ineffective responses seen in infants, toddlers, preschool children, school-age children, adolescents, and their families. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states examined. Use of current research findings in promotion of adaptive physiologic, self concept, role function, and interdependence responses in children and their families. Clinical experiences occur in community and/or hospital settings. Prerequisites: NURS 125. Pre-or Co-requisite: NURS 241 or NURS 242 or permission of ASN Program Chair. Pre- or Co-requisite for LPN-RN students: NURS 241 or NURS 244 or permission of ASN Program Chair.

**Credits 3**

### **NURS-246 : Prom Adapt Childbearing Fam**

Utilizing the RAM nursing process to promote adaptation in childbearing families; specifically, focuses on adaptive and ineffective human responses seen in women, including childbearing years, neonates, and families. Physiological and behavioral deviations associated with ineffective human responses seen in compensatory and/or compromised health states examined. Use of current research findings in promotion of adaptation for human persons/family adaptive systems included. Clinical learning experiences occur in campus laboratory and in community and/or hospital settings to develop skills in providing care for human persons/families. Prerequisites: NURS 125. Pre-or Co-requisite: NURS 241 or NURS 242 or permission of ASN Program Chair. Pre- or Co-requisite for LPN-RN students: NURS 241 or NURS 244 or permission of ASN Program Chair.

**Credits 3**

### **NURS-290 : Nursing Seminar**

Current trends and issues in nursing, application of nursing care to promote adaptation for human persons and families, management principles, application for licensure, job seeking skills, and continuing education activities. Prerequisite: NURS 241. Pre-or Co-requisites: NURS 242. Prerequisite for LPN-RN students: NURS 241. Pre- or Co-requisite for LPN-RN students: NURS 244.

**Credits 2**

### **NURS-295 : Special Topic**

#### **NURS-300 : Transitions to Prof Nursing**

Bridges the gap between basic nursing education and professional nursing practice. Current trends and issues in nursing; philosophies and theories influencing nursing; role transition; analysis of the nursing process as applied to human persons, families, groups, communities, and society to promote adaptation in today's health care environment. Prerequisite: admission to the RN-BSN Option

**Credits 2**

#### **NURS-310 : Pharmacology to Prom Adapt**

Introduction to the basic principles of pharmacology and to the broad spectrum of commonly used prescriptive medications in the promotion of human health and adaptation. Historical and cultural perspectives and current pharmacological principles addressed. Role of the professional nurse in administering medication, client education, cultural diversity, and drug abuse prevention. Prerequisites: NURS 320, 330, 340, 350. Corequisites: NURS 360, 375. RN-BSN Option: Pre - or Corequisite: NURS 300.

**Credits 3**

#### **NURS-320 : Concepts/Fund Prof Nurs**

Focus on beginning professional nursing practice. Discussion of health care policy and financial systems; current regulatory measures affecting nursing care delivery; review of evidence-based practice guidelines; nursing philosophies and theories; role transition; analysis of the culturally sensitive nursing process as it is applied to human persons, families, groups, communities, and society to promote adaptation in today's health care environment. Evaluates the nursing paradigm concepts (person, health, nursing and environment) as described by the Roy Adaptation Model (RAM). Clinical experiences occur in the campus laboratory and various health care settings. Prerequisites: general education courses/admission to nursing program; Corequisites: NURS 330, 340, 350

**Credits 7**

#### **NURS-330 : Health Assessment**

Principles and theories of health screening; development of history taking skill, physical assessment, and communication skills necessary to synthesize a culturally sensitive nursing data base to determine health status in the four adaptive modes: physiologic, self concept, role function, and interdependence. Prerequisites: general education courses/admission to nursing program; Co-requisites: NURS 320, 340, 350

**Credits 3**

#### **NURS-340 : Found Nurs Informatics**

Examines the evolution, role, and future of nursing informatics. Benefits of information technology integration into nursing practice are evaluated. Prerequisite: general education courses/admission to nursing program. Corequisites: NURS 320, 330, and 350. RN-BSN Option: Consent of the student's academic advisor if current ASN student. RN-BSN Option: Pre - or Corequisite: NURS 300.

**Credits 3**

#### **NURS-350 : Pathophys Ineffect Human Resp**

Builds on concepts and principles from the basic sciences. Emphasis on pathological responses to illness and concepts of adaptation and the culturally sensitive analysis of genetic, physiological and behavioral deviations associated with ineffective human adaptive responses in compensatory and/or compromised health states. Prerequisites: general education courses/admission to nursing program. Corequisites: NURS 320, 330, 340. RN-BSN Option: Pre - or Corequisite: NURS 300.

**Credits 3**

#### **NURS-360 : Promotion of Adaptation: Young, Middle and Elderly Adults I**

Utilizes the RAM nursing process to promote adaptation in young, middle-age, and elderly adults. Focuses on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to oxygenation (respiratory, cardiac); fluid, electrolyte, and acid-base balance (renal-urinary); activity/rest (musculoskeletal); endocrine function; and neurologic functions. Incorporates research findings in promotion of adaptive, physiologic, self-concept, role function, and interdependence responses in the adult. Clinical experiences occur in a variety of health care settings.

Prerequisites: NURS 320, 330, 340, 350. Corequisites: NURS 310, 375.

**Credits 8**

#### **NURS-375 : Prom Adapt Groups, Commun, Soc**

Evaluation of the role of community in the promotion of adaptation of individuals, families, groups, and society with regard to the 4 RAM modes; Culturally sensitive assessments of group, and community; assessment of societal resources; promotion of patient safety across the lifespan; and prevention/control of communicable diseases across the lifespan. Clinical experiences occur in a variety of health care settings. Pre-requisites: NURS 320, 330, 340, 350; Corequisites: NURS 310, 360

**Credits 5**

#### **NURS-375X : Jr Writing Requirement**

**Credits 0**

#### **NURS-380 : Substance Abuse in Nursing**

The study of issues arising from the intentional or inadvertent abuse of misuse of drugs and good as well as the legal and physical implications of such behavior. Emphasis is placed on theories of causation and treatment methodologies. The course will emphasize the scientific theories related to the causes and treatment for abuse or misuse of substances such as recreational drugs (opiates, Hallucinogens, marijuana, steroids), prescription and/or over the counter drugs, tobacco, alcohol, and caffeine. Pre- or Co-requisites: NURS 115 or equivalent.

**Credits 2**

#### **NURS-390 : Promotion Adaptation Elderly**

Enhances the knowledge and skills of the professional nurse in assessing and promoting adaptation for the expanding population of elderly adults. Use of research findings in promotion of adaptive physiologic, self concept, role function, and interdependence responses in the elderly adult. Prerequisite: Consent of the student's academic advisor; Pre- or co-requisite: Admission to RN-BSN Option

**Credits 2**

### **NURS-395 : Special Topic**

#### **NURS-415 : Adapt in Newborns & Women**

Utilizes the RAM nursing process to promote adaptation in childbearing families. Nursing interventions are based on research findings to maximize the childbearing family's physiologic-physical, self-concept-group identity, role function, and interdependence modes. Focus on adaptive and ineffective human responses seen in pregnancy and the childbearing process. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states are examined. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses; Corequisites: NURS 425, 430 or NURS 425, 470, 480

**Credits 5**

#### **NURS-425 : Adapt Infants, Child & Adolsc**

Utilizes the RAM nursing process to promote adaptation in children. Nursing strategies are based on research findings to maximize the child's physiologic-physical, self-concept, role function, and interdependence modes. Focus on adaptive and ineffective human responses seen in children. Physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states are examined. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses; Corequisites: NURS 415, 430 or NURS 415, 470, 48

**Credits 5**

#### **NURS-430 : Nursing Research**

Roy's Adaption Model posits that persons and the earth have common patterns and integral relationships which can be studied and described through systematic methods of research. Research terminology, methods of sampling, research design, data analysis, and significance of research findings. Evaluation of research data to foster evidence-based nursing practice in promotion of adaptation for human systems in the four adaptive modes. Prerequisite: completion of junior nursing courses; Co-requisites: NURS 415, 425 or NURS 460, 435

**Credits 3**

#### **NURS-435 : Prom of Psychosocial Adapt**

Emphasis on nursing interventions that focus on the promotion of adaptation of clients with acute, chronic and complex mental health problems across the life span. Current trends, ethical and legal issues, political, economic, cultural, and social issues that influence the health care of mental health clients and families are examined. Clinical experiences occur in a variety of health care settings. Pre-requisite: completion of 300-level Nursing courses; Corequisites: NURS 430, 460 or NURS 460, 470, 480

**Credits 5**

#### **NURS-460 : Prom Adapt: Adults II**

Utilizes the RAM nursing process to promote adaptation in young, middle-age and elderly adults. Focuses on physiological and behavioral deviations associated with ineffective human adaptive responses seen in compensatory and/or compromised health states related to multi-system conditions/diseases/states. Incorporates research findings in promotion of adaptive, physiologic, self concept, role function, and interdependence responses in the adult. Clinical experiences occur in a variety of health care settings. Pre-requisites: completion of 300-level Nursing courses; Co-requisites: NURS 430, 435 or NURS 435, 470, 480

**Credits 5**

#### **NURS-470 : Prof Nurs Role Dev/Preceptrshp**

Facilitates transition from the role of student to that of beginning professional nurse. Focus on the baccalaureate nurse as a leader/manager and member of an interprofessional health care team in the promotion of adaptation for the human system. Emphasis on theories of critical thinking, health care administration, quality improvement, organizational management, and leadership as applied to the delivery of health care. Clinical experiences occur in a variety of health care settings. Prerequisites: completion of 300-level Nursing courses, NURS 430; Corequisites: NURS 435, 460, 480 or NURS 415, 425, 480

**Credits 4**

#### **NURS-470Z : Sr Writing Requirement**

**Credits 0**

#### **NURS-480 : Senior Nursing Seminar**

Culminating capstone course designed to demonstrate a synthesis of knowledge presented throughout the generic nursing curriculum. Facilitates achievement of program outcomes through integration of content review with a systematic analysis of questions, critical thinking activities, refinement of test taking skills and preparation for the NCLEX-RN. Prerequisites: completion of 300-level Nursing courses, NURS 430; Co-requisite: NURS 435, 460, 470 or NURS 415, 425, 470

**Credits 1**

#### **NURS-490 : Sr Nursing Seminar**

Culminating capstone course designed to demonstrate learning gained from coursework in nursing and General Education Core Curriculum. Communication, critical thinking, and therapeutic nursing skills are examined through oral and written assessments, including standardized tests, papers and student presentations. Prerequisite: Course taken in last semester of nursing major

**Credits 1**

#### **NURS-495 : Special Topic**

#### **NURS-700 : Knowledge Development in Nursing Science**

This course critically examines theoretical and empirical knowledge within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science and organizational science are also addressed. Concepts and middle range theories used to guide nursing practice, influence patient outcomes, and improve health care delivery are emphasized.

**Credits 3**

#### **NURS-701 : Advanced Anesthesia Anatomy and Physiology**

This course explores properties of advanced physiology including physiology terms, levels of organization of the human body, homeostasis and feedback systems, adaptive mechanisms using a systems-based approach to study anatomy and physiology. The study of anatomy and physiology of the cell, cardiovascular, pulmonary, nervous, gastrointestinal, renal, and endocrine systems along with the physiology of the immune system and the inflammatory response is emphasized. Normal physiology of the pediatric population and obstetrical physiology is also included.

Prerequisite: All Spring I and Summer I Nurse Anesthesia Courses

Co-requisites: NURS 733, 741, 753, 753-A

**Credits 4**

#### **NURS-702 : Theoretical Foundations and Research Methods**

Philosophical and historical health related theories, as a framework for knowledge will be examined. Builds upon concepts from undergraduate nursing research to systematically examine quantitative and qualitative research methods and the reasoned critique of clinically relevant, published research. Concept of evidence-based practice and its application to the delivery of culturally congruent care to promote adaptation is critically examined. Discuss scientific information and access to health care databases to facilitate development of scholarly activity. Creation of a focused review of literature utilizing databases is explicated.

Prerequisite: Admission to the Nurse Anesthesia Option.

**Credits 4**

#### **NURS-705 : Information Systems and Technology Application**

This course will focus on the integration of informatics knowledge, informational systems and technology and their relationship and influence on healthcare. Key areas in informational systems and technology in healthcare relevant to the DNP role will be explored. Project management will be addressed. The optimization of informational systems and technology for the support of patient care, research, evidence-based practice, evaluation of care, outcomes, and quality will be explored. The future of the expanding role of information systems and technology along with legal and regulatory requirements will be studied.

**Credits 2**

### **NURS-710 : Biostatistics**

This course provides an overview of the most commonly used biostatistical methods in the context of nursing science and health care related research. The major topics to be covered include types of data, descriptive statistics and plots, theoretical distributions, probability, estimation, hypothesis testing, and one-way analysis of variance. An additional focus is use of biostatistics to identify, evaluate, and implement data that contributes to meaningful evidence in populations based research, evidence-based advanced nursing practice, and optimal health outcomes.

**Credits 3**

### **NURS-711 : Advanced Anesthesia Pathophysiology I**

This course builds on the content from Advanced Anesthesia Anatomy and Physiology. The focus of this course is on homeostatic mechanisms, with emphasis on the interrelationships between form, function, and dysfunction at the gross and cellular levels of organization using a systems approach. The pathophysiology of cellular functions of the nervous, cardiac, musculoskeletal and respiratory systems are emphasized. Pre-requisites: All Spring I, Summer I, and Fall I Nurse Anesthesia Courses. Co-requisites: NURS 700, NURS 754, NURS 754-A

**Credits 4**

### **NURS-712 : Advanced Anesthesia Pathophysiology II**

This course builds on NURS 711 and examines pathophysiology using a body-systems approach with emphasis on the interrelationships between form and function at the gross and cellular levels of organization. Emphasis will be placed on the endocrine, renal, and hematological systems in adult and pediatric individuals. Incorporates an overview of cancer and genetics. Prerequisite: All Spring 1, Summer 1, Fall 1 and Spring 2 Co-requisites: NURS 720, NURS 771

**Credits 2**

### **NURS-720 : Translational Research**

This course focuses on the translation of evidence into practice, and health care delivery systems for informing policy and improving health care practices, clinical outcomes, safety and quality. Translational science frameworks and change theory are addressed. Strategies for project development, implementation, evaluation, and methods of data collection and management are included. The process of knowledge dissemination and integration is also emphasized.

**Credits 4**

### **NURS-721 : Advanced Health Assessment**

Focuses on the development of advanced health assessment skills needed for delivery of comprehensive health care to persons across the lifespan with consideration of cultural and rural health needs to promote adaptation. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Additional domains include family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion, health protection, and disease prevention. Prerequisite: All Spring I courses Corequisite: NURS 705, NURS 710, NURS 732

**Credits 3**

### **NURS-730 : Epidemiology & Population Health**

This course provides an overview of central concepts and topical issues in population-based health and epidemiology with a focus on clinical prevention and values-based care of culturally diverse populations. Principles, concepts, and methods of population based- epidemiological research are evaluated. Legal and ethical implications of epidemiology, genetics, and population health are explored. Prerequisite: NURS 710

**Credits 3**

#### **NURS-731 : Advanced Pharmacology & Therapeutics**

Provides concentrated study in the art and science of pharmacokinetics, pharmacodynamics, pharmacotherapeutics, pharmacogenetics and pharmacoconomics to initiate appropriate pharmacological treatments in the management of common and recurrent health problems of persons across the lifespan in order to promote adaptation. Provides concentrated study to identify indications, contraindications, interactive and side effects of established and evidence based drug regimens for safe and appropriate pharmacological treatments. Concerns regarding developmental status, nutritional status, health status, or membership in a high risk group are identified. Strategies for counseling and education to promote informed adherence are explored. Ethical and legal regulations related to prescription writing and medication administration are addressed. Acquisition of prescriptive privileges for Advanced Practice Nurse settings necessary to provide complex innovative care to persons across the lifespan, with consideration of complementary, alternative and financial implications of medication use, is facilitated. Prerequisite: Admission to the Nurse Anesthesia DNP option

**Credits 4**

#### **NURS-732 : Advanced Anesthesia Pharmacology I**

This course builds upon the principles of general pharmacology with emphasis on basic principles of pharmacodynamics and pharmacokinetics. Specific emphasis will be placed on adjuvant drugs used in anesthesia and the effects on human systems. Areas of focus include psychopharmacological medications, prostaglandins, tocolytics, uterotonics, antineoplastic therapies, and histamine antagonists. Drugs and other treatments for acute and chronic pain are also examined. Principles of chemistry will be integrated throughout the course. Pre-requisites: All Spring I Nurse Anesthesia Courses. Co-Requisites: NURS 705, NURS 710, NURS 721

**Credits 3**

#### **NURS-733 : Advanced Anesthesia Pharmacology II**

The course builds upon principles of general pharmacology with emphasis on clinical pharmacology including pharmacokinetics and pharmacodynamics of medications commonly used in the practice of anesthesia. The principles of managing monitored anesthesia and conscious sedation are introduced. This course will include fluid and blood management and anesthesia effects on hemodynamic parameters with appropriate interventions. Pre-requisites: All Spring I and Summer I Nurse Anesthesia Courses Co-requisites: NURS 701, NURS 741, NURS 753, NURS 753-A.

**Credits 3**

#### **NURS-740 : Interprofessional Collaboration, Health Policy, and Organizational Systems**

This course focuses on the knowledge and skills needed to collaborate interprofessionally and with stakeholders within organizational systems to influence, design, implement and evaluate health care policies that impact practice regulations, access to care, safety, cost and quality.

**Credits 4**

#### **NURS-741 : Adaptive Leadership**

This course will focus on the adaptive leadership skills, strategies, and behaviors necessary to develop and sustain collaborative interdisciplinary relationships within complex healthcare systems.

**Credits 4**

#### **NURS-742 : Strategic Systems Thinking**

This course will focus on the major aspects of strategic systems thinking as this relates to the management to complex health care systems. Comprehensive organizational, systems, and/or community assessments will occur to identify aggregate health or system needs, while working with diverse stakeholders in inter or intra-organizational personnel to improve patient outcomes. Scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences will be evaluated.

**Credits 4**

### NURS-753 : Principles & Practice of Anesthesia I

This course introduces students to perioperative nurse anesthesia practice, including principles and responsibilities of basic airway management, preoperative anesthesia assessment, perioperative anesthesia, and cardiac and non-cardiac monitoring. Review of anesthesia equipment and biomedical instruments are included. The advanced properties and anesthesia concepts of physics are incorporated and related to anesthetic breathing systems, basic gas laws, electrical safety, and operating environment. Prerequisite: All Spring I and Summer I Nurse Anesthesia courses. Co-requisites: NURS 701, NURS 733, NURS 741, NURS 753-A.

**Credits 3**

### NURS-753A : Principles & Practice of Anesthesia I Lab

This is the laboratory course for NURS 753. In this course, nurse anesthesia students are introduced to the operative environment, including anesthesia equipment and anesthesia delivery systems. Concepts of basic airway equipment, basic airway management skills, proper patient positioning and safety are emphasized. This course provides guided practical experience associated with course concepts, including practice and evaluation of task specific skills. Prerequisites: All Nurse Anesthesia Courses from Spring I and Summer I. Co-requisites: NURS 701, NURS 733, NURS 741, NURS 753.

**Credits 1**

### NURS-754 : Principles & Practice of Anesthesia II

This course introduces nurse anesthesia students to concepts necessary to plan and execute safe and individualized anesthetics. Emphasis is on perioperative management of anesthesia for patients with renal, gastrointestinal, hepatic, endocrine, ENT and neuromuscular diseases; orthopedic surgery; and obstetrical and fetal anesthesia. Includes anesthesia considerations for geriatric and pediatric populations in a variety of settings. The principles of neuraxial anesthesia are presented. Prerequisite: All Spring I, Summer I, and Fall I Nurse Anesthesia courses. Co-requisites: NURS 700, NURS 711, NURS 754-A.

**Credits 3**

### NURS-754A : Principles & Practice of Anesthesia II Lab

This is the laboratory course that accompanies NURS 754 and builds on previously acquired knowledge. This course introduces laboratory simulation experiences related to anesthesia principles used in the delivery of anesthesia to a variety of surgical patients. Simulation experiences with neuraxial anesthesia techniques, advanced airway techniques, and the induction of general anesthesia are incorporated. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills. Prerequisite: All Spring I, Summer I, and Fall I Nurse Anesthesia courses. Corequisites: NURS 700, NURS 711, NURS 754.

**Credits 1**

### NURS-755 : Principles & Practice of Anesthesia III

This course emphasizes advanced principles of anesthesia and anesthesia techniques and related skills. The specific areas of focus include individualized anesthesia management for intrathoracic, vascular, cardiovascular, and intracranial procedures. Incorporation of acquired knowledge with emphasis placed on the management of patients with disease processes, including but not limited to, cardiovascular, renal, hepatic, and neurological disorders. Prerequisite: All Spring I, Summer I, Fall I, Spring II, and Summer II Nurse Anesthesia courses. Co-requisites: NURS 730, NURS 755-A, NURS 772, NURS 781.

**Credits 3**

### NURS-755A : Principles & Practice of Anesthesia III Lab

This laboratory course builds on previous simulation experiences, and incorporation of specific content, twelve lead electrocardiogram analysis and interpretation, simulated experiences with one-lung ventilation, cricothyrotomy, and placement of arterial and central line catheters with ultrasound guidance. Introduction to ultrasound guided regional anesthesia. Provides guided practical experience associated with course concepts, including practice with and evaluation of task-specific skills. Prerequisite: All Spring I, Summer I, Fall I, Spring II, and Summer II Nurse Anesthesia courses. Co-requisites: NURS 755, NURS 772, NURS 781.

**Credits 1**

#### **NURS-756 : Principles & Practice of Anesthesia IV**

This course emphasizes advanced principles of anesthesia related skills and techniques with focus on high-risk obstetrics. The course will focus on the management of acute and chronic pain and the incorporation of ultrasound guided peripheral nerve blocks. Crisis management application is simulated with high fidelity mannequins in a variety of monitored scenarios.

**Credits 2**

#### **NURS-757 : Principles & Practice of Anesthesia V**

This course emphasizes advanced principles of anesthesia concepts and techniques. Concepts include providing individualized perianesthesia care for patients with complicated morbidities, comorbidities in urgent and emergent conditions such as trauma, burns, organ transplant recipients, organ transplant donors, high-risk pediatrics including congenital and fetal abnormalities, and crisis management demonstration utilizing high-fidelity simulation. Prerequisite courses: All Spring I, Summer I, Fall I, Spring II, Summer II, Fall II, and Spring III Nurse Anesthesia courses. Co-requisites: NURS 777, NURS 782.

**Credits 2**

#### **NURS-771 : DNP Anesthesia Clinical Practicum I**

Applies introductory anesthesia nursing knowledge regarding the delivery of anesthesia at a beginning level of competence for a variety of procedures in various clinical settings and across the patient lifespan. Introduces clinical care with supervised participation in actual administration of anesthesia. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Student will analyze aspects of a pertinent health history and chart review. Students will prepare verbal and/or written care plans regarding the formulation and implementation of appropriate management for adult patients, undergoing elective procedures from low to moderate risk. Emphasizes use of the anesthesia machine, including the FDA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems. Emphasizes technical skills of airway management, to include mask management and laryngoscopy with endotracheal intubation. Reinforces and guides processes related to maintaining ethical and legal conduct, including verbal communication, record keeping, and confidentiality of patient information. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program. A minimum of 50 practice hours must be fulfilled to complete this course. Prerequisites: All Spring I, Summer I, Fall I, Spring II Nurse Anesthesia courses. Co-requisites: NURS 712, NURS 720

**Credits 6**

#### **NURS-772 : DNP Anesthesia Clinical Practicum II**

This course continues the application of nursing knowledge to the delivery of anesthesia at an advancing level of competency for a variety of procedures in various clinical settings and across the patient lifespan. Demonstrates internalization of theoretical concepts and techniques and application in anesthetic management toward the achievement of the terminal objectives for competency in entry-level anesthesia practice. Continued instruction is provided on aspects of a pertinent health history and chart review, the formulation and implementation of appropriate management plans for adult patients, undergoing elective procedures of moderate risk. The course emphasizes safe and proficient use of the anesthesia machine, including the FDA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, and drug delivery systems. Proficiency in the technical skills of airway management, including mask management and laryngoscopy with endotracheal intubation, the pharmacodynamics and pharmacokinetic profiles and safe use of all common anesthetic and adjunct anesthesia drugs is also emphasized. Professional responsibility and accountability for ethical and legal conduct is stressed. Pharmacogenomics and the importance of culture will be emphasized when planning a creating an individualized anesthesia plan for patients. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program. A minimum of 50 practice hours must be fulfilled to complete this course. Prerequisites: All Spring I, Summer I, Fall I, Spring II and Fall II Nurse Anesthesia courses. Co-requisites: NURS 755, NURS 755-A, NURS 781.

**Credits 6**

### **NURS-773 : DNP Anesthesia Clinical Practicum III**

This course focuses on the delivery of anesthesia to patients undergoing a variety of procedures in clinical settings and may incorporate on-call experiences and specialty rotations in student practice. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regimen along the educational/experiential continuum. Guidance on timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans for patients. Pharmacogenomics and the importance of cultural care will be emphasized when creating an individualized anesthesia care plans. This course provides practice immersion for the preparation of advanced practice nurses with a Doctor of Nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program and implement their DNP project. A minimum of 125 practice hours must be fulfilled to complete this course. Pre-requisites: All Spring I, Summer I, Fall I, Spring II, Summer II and Fall II Nurse Anesthesia courses. Co-requisites: NURS 742, NURS 756.

**Credits 6**

### **NURS-777 : DNP Anesthesia Clinical Practicum IV**

This course focuses on the delivery of anesthesia to patients undergoing a variety of procedures in clinical settings and may incorporate on-call experiences and specialty rotations in student practice. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. Demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations and formulation of increasingly complex anesthesia care plans; including, pediatric, obstetric, cardiac, neurological, and other specialty areas. Pharmacogenomics, and the importance of cultural care will be emphasized when creating individualized anesthesia care plans. This course provides practice immersion for the preparation of advanced practice nurses with a Doctor of Nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program and implement their DNP project. A minimum of 125 practice hours must be fulfilled to complete this course. All Spring I, Summer I, Fall I, Spring II, Summer II, Fall II, and Spring III Nurse Anesthesia courses. Co-requisites: NURS 757, NURS 782.

**Credits 6**

### **NURS-778 : DNP Anesthesia Clinical Practicum V**

This course focuses on the delivery of anesthesia to patients with enhanced emphasis on development of independent practice, including student performance as the primary nurse anesthetist with the clinical preceptor acting as a consultant. Provides intensive experience in all clinical anesthesia areas. Represents an integral phase of sequenced clinical progress toward the achievement of competency in entry-level anesthesia practice. Includes clinical rotations to various affiliate sites to gain experience in management of specialized anesthetic considerations. Emphasizes increased responsibility for the delivery of a comprehensive anesthetic regime along the educational/experiential continuum. On-call and specialty rotation opportunities may be provided. Demonstration of timely and appropriate airway evaluations and interventions for normal and abnormal patient presentations. The ability to formulate complex anesthesia care plans for individualized patients and emergency situations and cases; including pediatric, obstetric, cardiac, neurological, and other specialty areas. In this semester the students synthesize and integrate all aspects of anesthesia care. Students should be transitioning for entry into practice. This course provides practice immersion for the preparation of advanced practice nurses with a doctorate of nursing practice. This course is designed to provide the DNP student with a comprehensive practice experience individually designed to meet their learning objectives as well as professional and career goals. The focus is on the refinement of adaptive leadership skills and on enhancing the student's ability to apply theories, standards of practice, and evidence-based research to improve health care delivery and patient outcomes. The student will have an opportunity to apply knowledge and skills learned in the program and complete and evaluate their DNP project. A minimum of 150 practice hours must be fulfilled this course. Prerequisite: All Spring I, Summer I, Fall I, Spring II, Summer II, Fall II, and Spring III Anesthesia courses. Co-requisite: NURS 783, NURS 789.

**Credits 6**

### **NURS-781 : DNP Project I**

This course is an introductory course that provides the student with advanced study and direction in practice application-orientation inquiry leading to the development of the DNP Project; reflecting the interest of the student and designed to meet individual interests and career goals. Emphasis is placed on the planning stage of the DNP Project.

Prerequisites: NURS 700, 710

Pre or Corequisite: NURS 720

**Credits 2**

### **NURS-782 : DNP Project II**

The purpose of this course is to expand the knowledge and skills acquired in the NURS 781 DNP Project course to incorporate the essential components of the project in the appropriate area or area of practice to ultimately focus on project readiness for the implementation phase. The course will culminate with the student presenting the DNP project plan in a scholarly oral presentation to the DNP Project Team. Prerequisite: N: 781

**Credits 2**

### **NURS-783 : DNP Project III**

The purpose of this course is to build upon knowledge and skills acquired in the NURS 782 DNP Project course and to culminate in the evaluation and dissemination of the DNP Project. The course will culminate with the student presenting the DNP project in a scholarly oral presentation and disseminating the results of the project. Prerequisite: NURS 782

**Credits 2**

### **NURS-789 : Advanced Anesthesia Synthesis**

This course provides comprehensive examination of anesthesia principles of pharmacology, anatomy, physiology, pathophysiology, biochemistry, and chemistry in preparation for the National Certification Examination for nurse anesthesia practice. Prerequisite: All Fall I, Spring I, Summer I, Fall II, Spring II, Summer II, Spring III, Summer III Nurse Anesthesia courses. Co-requisite: NURS 778, NURS 783

**Credits 3**

# Philosophy

## PHIL-100 : The Meaning of Life

Readings in documents that have attempted to answer the question: What is the meaning of life? Authors include: Plato, The Book of Ecclesiastes, Book of Job, Confucius, Epictetus, Marcus Aurelius, Victor Franklin, Martin Buber, C.S. Lewis, Camus, Sartre. Spring

**Credits 3**

## PHIL-200 : Introduction to Philosophy

A survey of the major figures of Western philosophy as well as key issues of philosophical thinking: the mind and thinking, the nature of education, the nature of good and evil, fate versus free will, the nature and existence of God, the place of human beings in the universe, soul and immortality, and the proper nature of government. Fall alternate years

**Credits 3**

## PHIL-430 : Medical Ethics

Explores bioethical theory applied to medical issues such as human research, confidentiality, personhood, defining health and disease, euthanasia, patient rights. Case analysis emphasized. Prerequisite: ENGL 240, or 250. Fall, alternate years.

**Credits 3**

# Physics

## PHYS-100 : Intro to Physics

An elementary treatment of the principles of physics: mechanics, thermodynamics, waves, sound, electricity, optics, and elementary quantum mechanics. Co requisite: P100 Lab, 1 credit hour. Fall/Spring.

**Credits 3**

## PHYS-100L : Intro to Physics Lab

**Credits 1**

## PHYS-211 : General Physics I

Mechanics, sound, heat, optics, electricity, and magnetism Prerequisite: MATH 120. Co-requisite: P211-212 labs,1 credit hour each. PHYS 211, Fall; PHYS 212, Spring

**Credits 3**

## PHYS-211L : General Physics I Lab

**Credits 1**

## PHYS-212 : General Physics II

Mechanics, sound, heat, optics, electricity, and magnetism Prerequisite: MATH 120. Co-requisite: P211-212 labs,1 credit hour each. PHYS 211, Fall; PHYS 212, Spring

**Credits 3**

## PHYS-212L : General Physics II Lab

**Credits 1**

# Political Science

## POLS-212 : American Gvmnt: State & Local

Basic principles of American government; focus on state and local governments. Spring, fall or summer.

**Credits 3**

### **POLS-240 : Introduction to Political Ideas**

Study of perennial philosophic questions of political life including, "What is justice?" "What is the purpose of government?" and "What is the best possible regime?" Such questions will be considered by carefully reading classic works of political philosophy and literature.

Prerequisite: ENGL 102.

**Credits 3**

### **POLS-250 : Introduction to International Relations**

Introduction to the theory and practice of international politics through examination of the economic, military, and political forces which operate among states, international organizations and other actors. Prerequisite: ENGL 102.

**Credits 3**

### **POLS-320 : Comparative Politics**

Comparative study of political systems of industrialized and developing countries. Fall

**Credits 3**

## Psychology

### **PSYC-100 : Introduction to Psychology**

An introduction to the basic concepts, methods, theories and applications of psychology and a survey of the major areas of psychology such as the scientific method, biological basis of behavior, sensation, perception and consciousness, conditioning and learning, memory and cognition, motivation and emotions, personality and mental disorders. Fall, Spring

**Credits 3**

### **PSYC-221 : Child, Adolsc Development**

Basic theories and principles of human growth and development from conception through adolescence. Emphasis on physical, cognitive, and psychosocial development. Fall, Spring

**Credits 3**

### **PSYC-222 : Adult Development**

Physical, social, cognitive, and psychological development during young adulthood, middle age, and the later years. Includes grief, death, and dying. Recommended antecedent: PSYC 221. Spring

**Credits 3**

## Religion

### **REL-210 : Surv Old Testament**

Examines the books of the Old Testament from historical, cultural, religious and critical perspectives to achieve greater understanding and appreciation. Includes study of Old Testament cities and contributions of major biblical personalities. Fall alternate years

**Credits 3**

### **REL-220 : Surv New Testament**

Examines the books of the New Testament from historical, cultural, religious and critical perspectives to achieve greater understanding and appreciation. Includes study of locations of New Testament biblical cities and contributions of major biblical personalities. Spring alternate years

**Credits 3**

### **REL-310 : Comparative Religions**

A historical survey of world religions of non-western traditions. Includes a study of Shinto, Hinduism, Jainism, Buddhism, Taoism, Confucianism, Zoroastrianism, Judaism and Islam. Fall alternate years

**Credits 3**

### REL-310X : Jr Writing Req

### REL-315 : Comparative Christianity

A survey of the major agreements on Christian doctrine and practice coupled with a study of the various denominational differences between the following traditions: Eastern Orthodox, Roman Catholic, Reformed, Wesleyan, Evangelical, and Free Tradition. Spring alternate years.

**Credits** 3

## Sociology

### SOCI-100 : Introduction to Sociology

Overview of principles employed in analyzing the nature of societal, cultural, and group behavior. Applications to major social institutions and individual lives. Fall, Spring

**Credits** 3

### SOCI-330 : Cultural Diversity

Perspectives on the dynamics of oppression, assimilation, and pluralism. Populations distinguished by age, gender, race, disablement, sexual orientation, and ethnicity. Recommended antecedent: SOCI 100. Fall, Spring

**Credits** 3

## Theatre

### THEA-100 : Intro to Theatre

Brief survey of the history of the theatre; elements of theatre; typical functions of the various personnel in theatre production; analysis of a play script; viewing and critique of live theatre performance. (Not an acting/performance course.) Fall.

**Credits** 3

### THEA-340 : Survey of Dramatic Literature

Selected play scripts from the Classic Greeks to the present; as literary art and from the perspective of production mechanics and theatre practioners. Prerequisite: ENGL 210. Spring.

**Credits** 3

## University Activities

### UACT-100 : Strategies for College Success

This course explores and integrates topics of relevance for a more successful transition to university academic and social life. Along with gaining a better understanding of LMU's values, topics such as time management, learning strategies, self-understanding, and career and life choices will be addressed. Health issues such as stress, substance use and abuse, and general wellness are also examined. This course is required of all new freshmen with less than 15 credits of college credit. University Honors Scholars may substitute [HNRS 100](#). Fall/Spring.

**Credits** 1