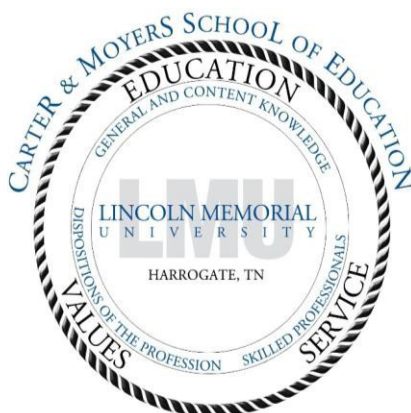


LINCOLN MEMORIAL UNIVERSITY

MASTER OF EDUCATION IN INITIAL TEACHER LICENSURE PROGRAM HANDBOOK

2021-2022



PREPARING PROFESSIONAL EDUCATORS OF DISTINCTION
TO MAKE A POSITIVE IMPACT
ON THIS GENERATION AND THE NEXT

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The Master of Education in Initial Teacher Licensure [MEditL] Program Handbook is intended to assist graduate students [candidates] pursuing teacher licensure for Elementary, K-12 (Visual Art and PE), Secondary Education, and Special Education (K-8, 6-12, and K-12) and is a dated publication; an online version may be found www.lmunet.edu/education. The handbook will answer many questions graduate candidates have concerning the MEdITL Program. Compliance with the policies and procedures set forth in the handbook and frequent advising conferences with a faculty advisor will guide the candidate toward successful completion of the Teacher Education Program in a timely manner.

It is the MEdITL candidate's responsibility to ensure that all program requirements are fulfilled. Therefore, it is imperative for the candidate to become familiar with all MEdITL Program requirements set forth in the handbook, the Graduate Catalog, and the Lincoln Memorial University (LMU) Student handbook.

Should the candidate have any questions regarding requirements, please contact the MEdITL program counselor or the Program Director to have questions answered and to provide direction for the completion of the program.

Teacher licensure programs conform to current Tennessee and University guidelines and requirements for graduation. The candidate should be aware that Teacher Education requirements are subject to change in order to maintain compliance with state and university requirements. **The MEdITL program reserves the right to make programmatic changes and to implement such changes as deemed necessary by the Tennessee Department of Education and/or Lincoln Memorial University (LMU).** *Candidates are responsible for current information regarding their program of study. After January 1, 2019 will be required to pass (per state of Tennessee requirements for subject area) edTPA requirements in order to obtain a teaching license.*

LMU shall not discriminate against any person based on age, color, creed, disability, ethnic/national origin, gender, military status, race, religion, or sexual orientation.

Students with disabilities:

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.

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WELCOME

The Master of Education in Initial Teacher Licensure Program [MEditL] at LMU has been a significant program at LMU for many years providing schools with quality teachers and professional programs that have continually improved the teaching profession. The design of the MEdITL Program at LMU reflects the mission of the University, complies fully with the standards of accreditation set forth by the Southern Association of Colleges and Schools, the regulations that govern Teacher Education programs of the State of Tennessee, as well as the standards of the Council for the Accreditation of Educator Preparation. The licensure program is approved by the Tennessee State Board of Education and adheres to the CAEP standards.

Graduates of LMU's MEdITL Program are frequently recognized for their mastery of content, their ability to think critically, communicate effectively, match teaching strategies to learning styles, appreciate the diverse learner, and recognize the unique needs of teaching in a multicultural setting. Our teacher education graduates understand the need to establish a caring and secure learning environment for their students. They understand the importance of keeping abreast of the needs of an ever-changing society.

The MEdITL Program offers teacher licensure that follows Tennessee state requirements in Elementary, K-12 (Visual Art and Physical Education), Secondary Education, and Special Education (K-8, 6-12, and K-12). Candidates who already hold a degree in the content area in which they are seeking licensure can qualify for licensure with a minimum additional core of 24 graduate hours beyond their bachelor's degree. Elementary concentrations do not have a degree in a specified licensure discipline as required for the secondary concentrations; therefore, elementary licensure requires 18 hours of core courses and an additional 18 hours of coursework as required for licensure by the state of Tennessee for a total of 36 professional core coursework hours. Additional program courses will complete the Master of Education degree for both elementary and secondary.

The special education program is designed as a master's degree program for add-on endorsement and initial licensure in Interventionist K-8/6-12 and Comprehensive K-12. Candidates who hold a bachelor's degree but are not licensed in the state of Tennessee may achieve licensure in special education through the MEdITL Program. Candidates will be required to complete the core MEdITL Program with the additional special education endorsement courses as their professional core coursework for licensure.

Candidates in post-baccalaureate programs such as the MEdITL Program must have completed a baccalaureate degree but have not completed a teacher licensure program. Candidates must achieve specific academic requirements and must demonstrate the appropriate dispositions to become an effective teacher leader and show a genuine professional interest for the teaching and learning process.

All credit awarded to candidates in the MEdITL Program is graduate level and fees are assessed in accordance with the School of Graduate Studies. The MEdITL Program is a teaching licensure program that leads to a Master of Education degree.

LMU VISION

LMU strives to achieve regional distinction as a student-centered, educational, and service-oriented intellectual and cultural community defined by excellence, creativity, and diversity in its people, procedures, and programs.

Aligning with its vision, the University's mission emphasizes a commitment to quality teaching, research, and service through a values-based learning community. The University mission statement is as follows:

LMU MISSION

LMU 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, LMU 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. *December 2017*

CARTER & MOYERS SCHOOL OF EDUCATION MISSION STATEMENT

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

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

*-Adopted by the Carter & Moyers of School of Education Faculty
5/11/12*

CARTER & MOYERS SCHOOL OF EDUCATION VISION AND MISSION:

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

Goals for the Carter & Moyers School of Education Strategic Plan 2015-2020:

The Carter & Moyers School of Education will strive to:

1. Maintain successful accreditation and approval with CAEP, CACREP and the State of Tennessee.
2. Pursue donor development and fundraising in support of the School's initiatives and graduate student scholarships.
3. Continue activities, which build regional program visibility and school, district, and state partnerships with the School of Education.
4. Strengthen undergraduate education program enrollment, particularly, in secondary education programs.
5. Develop streamlined systematic comprehensive technology-based processes for concentrating graduate program inquirers, applicants, and admits.
6. Promote a culture of evidence and improvement among all School faculty, candidates, and stakeholders.
7. Explore opportunities for maintaining adequate faculty resources.
8. Give priority emphasis to strengthening the school's commitment to diversity and supporting the school's diversity action plan, including the recruitment of diverse faculty and candidates for all School of Education programs.
9. Recruit and fund qualified faculty to teach in the health, physical education and exercise science, and curriculum and instruction programs.
10. Improve the visibility and viability of the School and its programs with the implementation of effective marketing and recruitment plans.
11. Continue the focus on "closing the loop" and program improvement, utilizing appropriate assessment measures and analyses.
12. Utilize database technologies for concentrating program improvement and candidate progress.
13. Pursue improved recruitment, compensation, orientation, and professional development of adjunct faculty.
14. Enhance assessment data gathering, storage, and retrieval for all programs.
15. Develop face-to-face and online training Transitions for the use of LMU and School of Education technology.
16. Strengthen field and clinical experiences in all School of Education programs.
17. Maintain and enhance the School of Education website.
18. Improve the coordination and scheduling of graduate faculty and their classes.
19. Explore the development and implementation of blended courses in all School of Education programs.
20. Continue the LMU-Tennessee State University Partnership.
21. Develop departmental and program outcomes statements and assessment measures for all School programs.

CARTER & MOYERS SHARED VALUES AND BELIEFS

“Preparing professional educators of distinction to make a positive impact on this generation and the next” guides the initial and advanced programs’ content, delivery, focus, and emphases for the preparation of professional educators to improve learning and challenge all P-12 students.

The Educator Preparation Program [EPP] Shared Values and Beliefs are aligned to the EPP’s three themes of VALUES, EDUCATION, and SERVICE. Candidates hold and demonstrate the following educator characteristics:

- A. To fulfill the EPP’s shared VALUES, candidates possess the following educator characteristics:
 1. Leadership practices of Abraham Lincoln
 2. Capacity to respect and appreciate individual rights and group differences
 3. Ethical practices and professional responsibility
 4. Ability to embrace changes to improve student learning and advance the profession
 5. Spirit of collaboration with other educators, student families and caretakers, and community stakeholders

- B. To fulfill the EPP’s shared value of EDUCATION, candidates perform the following educator attributes:
 1. Commit to equitable and effective teaching and instruction for all students
 2. Engage in and applies research to professional practices
 3. Demonstrate in-depth knowledge of critical concepts of discipline, connections to cross-disciplinary content, and multiple pedagogical strategies
 4. Think creatively and critically
 5. Gather data through multiple assessment strategies to reflect, monitor, analyze, and direct instructional practices
 6. Use technology to work effectively with stakeholders and to support student learning

- C. To fulfill the EPP’s shared value of SERVICE, candidates demonstrate the following educator commitments:
 1. A belief in and demonstration of servant-leadership
 2. An understanding of education as service in the local and global community
 3. A desire to serve the needs of local and global community, especially the underserved

GOALS AND PERFORMANCE EXPECTATIONS

A primary purpose of the MEdITL Program is to prepare candidates who demonstrate content and pedagogical knowledge, skills, and professional dispositions that enable them to be effective and successful in the classroom, to make a positive impact on this generation and the next. Each goal below is accompanied by one or more performance expectations that the candidate is required to meet. Course syllabi are directly connected to the goals and performance expectations, the Institutional Standards, and linked to the Tennessee Licensure Standards, Interstate New Teacher Assessment and Support Consortium (InTASC), and CAEP Standards, and Tennessee Literary Standards.

The goals and performance expectations are integrated and spiral throughout the program to ensure Candidates' depth of knowledge and skills. Evidence that each candidate has accomplished each goal and performance expectation is collected systematically through key assessments.

Goal 1: Learner Development

The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances:

- 1.P(a): The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1.P(b): The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1.P(c): The candidate collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Knowledge:

- 1.K(a): The candidate understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.
- 1.K(b): The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning, and knows how to make instructional decisions that build on learners' strengths and needs.
- 1.K(c): The candidate identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1.K(d): The candidate understands the role of language and culture in learning, and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Goal 2: Learning Differences

The candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances:

- 2.P(a): The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2.P(b): The candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2.P(c): The candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2.P(d): The candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

- 2.P(e): The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2.P(f): The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Knowledge:

- 2.K(a): The candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
- 2.K(b): The candidate understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- 2.K(c): The candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2.K(d): The candidate understands the learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2.K(e): The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

Goal 3: Learning Environments

The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances:

- 3.P(a): The candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry
- 3.P(b): The candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3.P(c): The candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3.P(d): The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
- 3.P(e): The candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3.P(f): The candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspective learners bring to the learning environment.
- 3.P(g): The candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3.P(h): The candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Knowledge:

- 3.K(a): The candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
- 3.K(b): The candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3.K(c): The candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3.K(d): The candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- 3.K(e): The candidate knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Goal 4: Content Knowledge

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances:

- 4.P(a): The candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4.P(b): The candidate engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4.P(c): The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4.P(d): The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4.P(e): The candidate recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4.P(f): The candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- 4.P(g): The candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4.P(h): The candidate creates opportunities for students to learn, practice, and master academic language in their content.
- 4.P(i): The candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Knowledge:

- 4.K(a): The candidate understands concentration concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.
- 4.K(b): The candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4.K(c): The candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4.K(d): The candidate knows how to integrate culturally relevant content to build on learners' background knowledge.
- 4.K(e): The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) she/he teaches.

Goal 5: Application of Content

The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances:

- 5.P(a): The candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- 5.P(b): The candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- 5.P(c): The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5.P(d): The candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5.P(e): The candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

- 5.P(f): The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5.P(g): The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5.P(h): The candidate develops and implements supports for learner literacy development across content areas.

Knowledge:

- 5.K(a): The candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5.K(b): The candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- 5.K(c): The candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- 5.K(d): The candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5.K(e): The candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5.K(f): The candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5.K(g): The candidate understands creative thinking processes and how to engage learners in producing original work.
- 5.K(h): The candidate knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
- 5.P(i): The candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5.P(j): The candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- 5.P(k): The candidate develops and implements supports for learner literacy development across content areas.

Goal 6: Assessment

The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances:

- 6.P(a): The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6.P(b): The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6.P(c): The candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6.P(d): The candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6.P(e): The candidate engages learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
- 6.P(f): The candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6.P(g): The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- 6.P(h): The candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- 6.P(i): The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Knowledge:

- 6.K(a): The candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.

- 6.K(b): The candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- 6.K(c): The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6.K(d): The candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- 6.K(e): The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6.K(f): The candidate knows when and how to evaluate and report learner progress against standards.
- 6.K(g): The candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Goal 7: Planning for Instruction

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances:

- 7.P(a): The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7.P(b): The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners
- 7.P(c): The candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7.P(d): The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7.P(e): The candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7.P(f): The candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Knowledge:

- 7.K(a): The candidate understands content and content standards and how these are organized in the curriculum.
- 7.K(b): The candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7.K(c): The candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7.K(d): The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7.K(e): The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- 7.K(f): The candidate knows when and how to adjust plans based on assessment information and learner responses.
- 7.K(g): The candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Goal 8: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances:

- 8.P(a): The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

- 8.P(b): The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8.P(c): The candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8.P(d): The candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8.P(e): The candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8.P(f): The candidate engages all learners in developing higher order questioning skills and metacognitive processes.
- 8.P(g): The candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8.P(h): The candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8.P(i): The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Knowledge:

- 8.K(a): The candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8.K(b): The candidate knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8.K(c): The candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8.K(d): The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- 8.K(e): The candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8.K(f): The candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Goal 9: Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances:

- 9.P(a): The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9.P(b): The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9.P(c): Independently and in collaboration with colleagues, the candidate uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9.P(d): The candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9.P(e): The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9.P(f): The candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Knowledge:

- 9.K(a): The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- 9.K(b): The candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

- 9.K(c): The candidate understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9.K(d): The candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9.K(e): The candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Goal 10: Leadership and Collaboration

The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances:

- 10.P(a): The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning.
- 10.P(b): The candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10.P(c): The candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10.P(d): The candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10.P(e): Working with school colleagues, the candidate builds ongoing connections with community resources to enhance student learning and well-being.
- 10.P(f): The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10.P(g): The candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10.P(h): The candidate uses and generates meaningful research on education issues and policies.
- 10.P(i): The candidate seeks appropriate opportunities to model effective practice for colleagues, lead professional learning activities, and to serve in other leadership roles.
- 10.P(j): The candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10.P(k): The candidate takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Knowledge:

- 10.K(a): The candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- 10.K(b): The candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- 10.K(c): The candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- 10.K(d): The candidate knows how to contribute to a common culture that supports high expectations for student learning.

ADMISSION REQUIREMENTS

The MEdITL faculty is committed to recruiting and preparing quality graduates for the teaching profession. To be eligible to apply for a Tennessee teaching license, candidates must demonstrate knowledge of content and pedagogy and exhibit dispositions that meet the high level of professionalism we expect of our graduates. The criteria summarized below list the minimum standards that must be met before an applicant will be considered for admission to the program. MEdITL Program requirements may change at any time in accordance with federal or state standards and guidelines, the University and/or the program reserves the right to make necessary changes at any time.

All applicants must fulfill the following MEdITL Program admission requirements and submit to the MEdITL Office:

1. An application and **\$50 non-refundable** fee for licensure analysis.
2. Official **transcripts** of all coursework taken at any and all post-secondary institutions.
3. Transcript(s) must verify an earned bachelor's degree and cumulative grade point average (GPA) of 2.75.
4. One copy of acceptable pre-admission test scores that support the candidate's general knowledge and skills (less than seven years old):
 - ACT- 21
 - SAT- 1020
 - PRAXIS Core®- (Writing-162, Reading-156, Math-150)
 - GRE- 284 combined
 - MAT- 375
5. TBI-L1 fingerprint background check.
6. Three completed and signed recommendation forms found here: <http://form.jotform.com/41355440294957>. These can also be printed and mailed.

Upon receipt of all materials listed above, a transcript analysis will be completed, and the applicant will be invited to an admission interview and then be notified of acceptance/non-acceptance to the program. The evaluated transcript analysis/program of study will be mailed to the applicant indicating any coursework or testing deficiencies. Any deficiencies must be successfully completed before enrollment in Enhanced Clinical Practice (Student Teaching/Job Embedded).

TBI-L1 Background

In order to be considered for the MEdITL Program, applicants must complete a fingerprint background check. This must be completed even if the applicant has recently submitted a TBI background check to a different institution or organization. It is recommended that applicants complete this process at least one week prior to submitting your application packet so that background check results will not delay processing. Go online to <http://www.identogo.com> Follow the online directions for registering:

1. Select non-DCS childcare.
2. Child-related worker- private (volunteer).
3. Enter the following Service Code: 28TY6K
4. LMU ORI number TNCC13002.
5. Follow the instructions when you come to the payment page.
6. Click USBANK e-pay.
7. Find the pay w/o registering option.

Once registered, the applicant will receive a registration confirmation number and a payment confirmation number. Applicants need to take both confirmations to the fingerprint scan location. Applicants will need to know the following information:

- The cost is based on Tennessee state rates and is borne by the applicant.

- Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation and all results of the fingerprint background check will be provided to the Agency (LMU).
- TBI-L1 Background checks containing indications may affect admission into the Teacher Licensure program.

Required paperwork includes official transcripts of all undergraduate coursework and an approved fingerprint background check (TBI-L1) before registration can be completed. The presence of an indication on the background check will require the applicant to provide written documentation explaining the indication. A written appeal to the Admissions Committee must also accompany the explanation and must be filed within ten days of the notification from LMU of the background check indication. The applicant must sign an informed consent stating their agreement and understanding that school districts may not allow the applicant to be placed for clinical experiences in their school districts. The appellant understands and agrees that LMU has no control of acceptance by the school districts.

Securing Program Placement

To secure placement in the program, the applicants must submit to the MEdITL Office the following documentation:

1. The signed program of study (This verifies the candidate's notification of coursework or testing deficiencies; these courses must be successfully completed before student teaching). Applicants should make a copy of this signed form before returning to the MEdITL Office. This copy should be kept in the applicant's personal files;
2. \$50 application fee.

All required materials must be submitted to the MEdITL Office before the applicant is accepted in the program. Upon acceptance, an information packet including course registration information will be given to the candidate.

Deficiencies in Undergraduate Coursework

Deficiencies in undergraduate coursework deemed necessary for certification (identified on the program of study) may be taken at LMU or other accredited universities/colleges, including credit by examination methods such as CLEP and DANTES. Online courses may be used to complete undergraduate requirements for licensure in specified fields. The applicant must meet the following requirements:

1. All coursework substitutions must be approved in writing by the MEdITL Program Director before enrolling in coursework.
2. All undergraduate deficiency coursework must reflect a grade of C or better.
3. All undergraduate courses must be completed before enrolling in Transition III.

The MEdITL Program Director has the authority to assign additional courses as determined necessary for admission. All qualifying coursework assigned must receive a B (3.0) or above class grade in order to remain in the program. Failure to maintain a B average in qualifying coursework will result in suspension of consideration for the program. Admission will not be considered if these conditions are not met.

Candidates provisionally admitted to the program through the appeals process must successfully follow a developmental plan for a minimum of one full semester. Failure to maintain a 3.0 GPA will be grounds for an automatic dismissal from the program.

Denial of Admission

The minimum acceptable grade point average (GPA) for admission to MEdITL programs is 2.75 from an accredited college or university. Questions regarding admission decisions must be submitted in writing to the MEdITL Program Director.

To appeal admission decisions, complete the following:

- Submit in writing a letter of appeal stating your rationale for admission.
- Requesting review by the MEdITL Program Director.

PROGRAM TRANSITIONS AND COURSEWORK

The MEdITL Program is a post-baccalaureate program divided into four distinct Transitions. Each transition requires specific knowledge, skills, and performance expectations that relate to the coursework and licensing requirements as well as satisfactory dispositions. Transfer credit is not accepted for coursework required during Transitions I, II, or III the professional core. Progress through each Transition is dependent upon faculty recommendations, grades of B or better in all required courses, attendance, professionalism, and positive dispositions. The candidate may be required to repeat a Transition upon the recommendation of the faculty and Program Director. MEdITL candidates must maintain a minimum GPA of B (3.0) throughout Transitions I-IV. Candidates are required to achieve a grade of B or higher in required core courses as well as satisfactory disposition ratings. Failure to achieve this standard may result in dismissal from the program.

As outlined, candidates complete a specified program of study that includes their professional core courses, service learning, professional development, and clinical experiences during Transitions I, II, and III. In Transition IV candidates conclude the course requirements for the MEd degree. Clinical practice is an integral component of the preparation program. The program of study is designed and sequenced to provide opportunities for candidates to apply their knowledge, skills, and dispositions in a variety of educational settings appropriate to content and level of the program. Clinical experiences are ongoing school-based opportunities with collaborative partnerships with school districts during which candidates may observe and/or assist. All candidates receiving licensure through the MEdITL Program are required to complete Enhanced Clinical Practice (EDUC 591 or EDUC 593). This provides candidates with experiences that require full immersion in the school-based community, allowing them the opportunity to demonstrate competence in their intended profession. Student teachers spend a full semester in full-time classroom student teaching experience while enrolled in the professional semester, EDUC 591: Enhanced Clinical Practice. Candidates approved for Job Embedded will serve as teacher of record with a practitioner license subject to the requirements of the Job Embedded program and will enroll in EDUC 593 for two consecutive semesters. Curriculum is delivered through a hybrid model that constitutes both face-to-face and online instruction. Candidates are assigned to clinical experiences by the department, and these experiences begin on the first day of school of fall and spring semesters for teachers in the assigned school districts.

Transition I

Transition I required coursework includes the professional core course titled EDUC 570 Introduction to Teaching and Learning for candidates. This is a 6-credit hour course taught on designated Saturdays and required for all licensure areas. Candidates seeking licensure in K-5 are also required to register for EDUC 572 Early Childhood and Adolescent Development or SPED 550 Managing Academic and Social Behavior, as well as EDUC 574 Foundations of Literacy. Secondary candidates will take EDUC 580 Secondary Methods in Teaching as part of their professional core coursework. Candidates seeking initial licensure in special education will substitute approved special education coursework to fulfill professional core coursework for licensure. These courses are offered through hybrid delivery with face-to-face classroom meetings and through online delivery through the Blackboard Learning Management system. A minimum grade of a B is required in all core courses and a satisfactory disposition rating to enter the next transition level.

Transition II

Transition II required coursework includes the professional core course titled EDUC 571 Extending and Refining Knowledge of Teaching and Learning. This is a 6-credit hour course taught on designated Saturdays and required for all licensure areas. Candidates seeking K-5 licensure are also required to register for EDUC 573 Methods of Teaching Elementary Mathematics, as well as EDUC 575 Phonological Awareness and Phonics. Secondary candidates will complete EDUC 509 Content Literacy. These courses are offered through hybrid delivery with face-to-face classroom meetings and through online delivery through the Blackboard Learning Management system.

Elementary candidates will be required to enroll in summer courses to complete EDUC 576 Methods of Teaching Elementary Science and EDUC 577 Elementary Content Literacy. Secondary candidates may use this summer session to complete MEd coursework. Candidates seeking special education licensure will enroll in approved special education courses during this term.

Prior to the end of March (for student teaching placements in the following fall semester) and prior to the end of October (for student teaching placements in the following spring semester) during Transition II, the candidate must take the PRAXIS II® exam. A passing PRAXIS II® score must be documented prior to enrollment in EDUC 591 Enhanced Clinical Practice and/or EDUC 593 Job Embedded Seminar. PRAXIS II® exams must be taken and passed before completing Transition II for admission to Transition III. A minimum grade of B is required in all core courses and a satisfactory disposition rating to enter the next transition level. All pre-admission requirements, including undergraduate coursework, must be completed prior to enrollment in Transition II. All pre-admission requirements excluding deficient undergraduate coursework must be completed by the end of Transition I.

Deadline for Entry into Transition III (EDUC 591: Enhanced Clinical Practice)

A maximum of two academic years (six semesters including summer programs) may elapse between the completion of Transition II (EDUC 571) and enrollment in Transition III (EDUC 591). After that time, the candidate may be required to complete additional academic coursework before being admitted to student teaching.

Candidates are required to enroll in approved academic coursework or MEd level coursework during each semester in which enrollment in Transition III (EDUC 591) is delayed. Failure to enroll in coursework necessary to maintain academic proficiency may result in release from the program or required completion of additional coursework. An additional TBI background check may be required. A minimum grade of B is required in all core courses and a satisfactory disposition rating to enter the next transition level.

Transition III

Clinical Practice Defined: During clinical practice in EDUC 591, full-time teacher candidates are required to student teach for a full semester, assisting the cooperating teacher in all classroom duties and responsibilities. The candidate's clinical practice replicates the experience of being a teacher, and cooperating teachers fulfill the mentoring role as they give formative and summative feedback to the candidates so they can minimize and/or correct weaknesses. Candidates hone knowledge, skills, and dispositions in planning, developing, implementing, and evaluating lessons at the K-12 clinical experience sites. Candidates develop standards-based instructional lessons and use a variety of instructional strategies while learning to establish and maintain a positive, safe learning environment. Attendance is mandatory and begins on the first day of teacher attendance for the new school year in the fall and on the first day teachers report for the spring semester in the school/district assigned.

In EDUC 593 Job Embedded, eligible candidates receive a practitioner's license and become the teacher of record for the school district. Continuation to a professional license is based upon the contractual agreement with the candidate as well as the collaborative partnership agreement with the school district. Attendance is mandatory.

Transition III, EDUC 591 Enhanced Clinical Practice or EDUC 593 Job Embedded, is a required course for all candidates receiving licensure through the MEdITL Program. This student teaching or teacher practitioner course requires the candidate to demonstrate knowledge, skills, and leadership as a

professional. Transition III is a time for the candidate to demonstrate their ability to synthesize all program goals and proficiencies.

EDUC 591 Enhanced Clinical Practice is the clinical requirement for teacher licensure in the state of Tennessee. In order to receive a passing grade and satisfactory dispositions in EDUC 591 and/or EDUC 593 Job Embedded, the candidate must provide a passing score on edTPA as defined by the state of Tennessee for teacher licensure.

Before entering Transition III candidates must provide:

1. A current TBI L1 criminal background check on file.
2. All licensure testing requirements met and proof on file with the Director of Licensure and Testing.
3. Proof of liability insurance on file.
4. Passing score on all PRAXIS® examinations.

Clinical Practice Placement

All candidates will experience two placements covering the breadth of licensure, content, and grade span. Candidates seeking K-5 licensure will have clinical practice in both early grades (K-2 or 3) and intermediate grades (3-5). Candidates seeking grade 6-12 licensures should have clinical practices in both middle grade (grades 6-8) and high school (grades 9-12) classrooms. Candidates will spend a full semester in clinical practice with placement beginning and ending dates determined by the MEDITL Program Director.

All candidate placements for student teaching will be processed and placed by clinical experiences staff. Candidates will be assigned to schools within school districts that have a state-approved collaborative partnership agreement with LMU. One of the candidate placements will be in a diverse setting. Clinical placements will not be approved where a candidate's child or relative is employed or in attendance.

All candidates enrolled in clinical practice will be charged a clinical practice fee during registration for EDUC 591 or EDUC 593. All candidates will be charged a \$150.00 fee upon registering for EDUC 570 and a \$150.00 fee upon registering for EDUC 571 to cover the cost of edTPA submission and scoring.

Diversity in Clinical Experiences

LMU strives to achieve regional distinction as a student-centered, educational, and service-oriented intellectual and cultural community defined by excellence, creativity, and diversity in its people, procedures and programs. To meet this goal, candidates must participate in activities that include diverse populations of K-12 students or school district populations. Those diverse populations include urban, rural, special education/English as a Second Language, low socio-economic status, racially diverse, and culturally diverse student demographics.

Initial Teacher Licensure Completion and Exit

When the candidate has completed EDUC 591: Enhanced Clinical Practice, or EDUC 593: Enhanced Clinical Practice for Job Embedded, an exit interview will be scheduled by the MEDITL Program Director. To complete the MEDITL Program, the following requirements must be fulfilled:

1. Successful completion of Enhanced Clinical Practice.
2. Successful completion of exit interview.
3. Passing score/s for EDUC 591: Enhanced Clinical Practice or EDUC 593 A and B. **A passing score on edTPA is required to pass EDUC 591 or EDUC 593.**
4. Application for licensure completed and filed with the Director of Licensure and Testing.

Upon successful program completion, the Director of Licensure and Testing will submit the candidate's transaction to the Tennessee Department of Education for licensure. To initiate the licensure process, students are required to submit a request for electronic delivery of an official transcript to the Director of Licensure and Testing, <https://www.lmunet.edu/registrar/transcript-requests.php>

Recommended Testing Timeline

In case a candidate's PRAXIS® score indicates the need to repeat testing, candidates are required to take exams by the end of March in Transition III. The following is a recommended timeline for completion of all required testing before clinical practice:

- Transition I: K-5 Content Knowledge OR Content Specialty test
- Transition II: Remaining Exams in Content Area PRAXIS II®
- Transition III: edTPA Portfolio passing scores as required by the Tennessee Department of Education

It is the candidate's responsibility to determine the required testing for his/her specific degree. If you have questions about requirements, please contact the Director of Licensure and Testing.

Add-On Endorsements

Licensed teachers can obtain additional endorsements through LMU. Requirements vary based upon the endorsements sought. Contact the MEdITL Office for more information.

Transition IV: Master of Education in Initial Teacher Licensure

The MEdITL degree is optional and not required for Tennessee state licensure. From the total number of credit hours required for the MEd degree, a maximum of nine credit hours may be transferred from an accredited institution, if equitable, to the description of LMU's requirements and completed, with a passing grade of B (3.0) or above, within the last five years.

For K-5 concentrations earning 36 credit hours in their professional core coursework for licensure, the following courses are required to meet the needs for MEdITL degree.

Added to the 36 credit hours completed within the professional core, the K-5 candidates may qualify for the Master of Education in Initial Teacher Licensure degree (MEdITL) with 42 required credit hours.

K-5 Required Master of Education Coursework:

EDUC 501	Foundations of Education	3 credit hours
EDUC 511	Research and Statistics	<u>3 credit hours</u>
	<i>Total additional MEd credit hours</i>	<i>6 credit hours</i>

Secondary concentrations earn 24 credit hours in their professional core coursework for licensure (EDUC 570, EDUC 571, EDUC 580, and EDUC 509). In addition to the professional core coursework, secondary concentrations must complete six credit hours in Master of Education coursework to obtain their MEdITL. The following courses are additional to the professional core courses and are required for those secondary concentrations who choose to pursue the MEdITL degree:

6-12 and K-12 (Visual Art and Physical Education) MEdITL Coursework:

EDUC 501	Foundations of American Education	3 credit hours
EDUC 511	Research and Statistics	3 credit hours
CI 501 OR	Curriculum, Instruction, and Assessment	3 credit hours
SPED 560	Screening, Assessment & Identification	
EDUC 572	Early Childhood and Adolescent Child	
OR	Development	3 credit hours
SPED 545	Methods of Literacy, Language & Communication	

<i>Complete 6 credit hours from the following courses:</i>		
CI 516 OR	Motivational Theory and Classroom Management	
SPED 550	Managing Academic & Social Behavior	3 credit hours
CI 512	Educational Practice and Innovations	
		3 credit hours
EDUC 592	Diversity and Equity Issues	3 credit hours
OR SPED	Special Education and Law, Policies & Ethics	
530		
IL 541	School Communication Partner in a Diverse World	3 credit hours
<i>Total additional MED credit hours:</i>		<i>18 credit hours</i>

Added to the 18 credit hours completed within the professional core, the 6-12 and K-12 candidates may qualify for a MEDITL with 42 required credit hours.

MEDITL degree completion requires a passing grade on LMU’s comprehensive examination and submission of all required coursework and paperwork. Comprehensive exams are given each semester; however, commencement ceremonies only take place in the fall and spring semesters. Comprehensive exams are blind scored by two independent raters, and the scores are analyzed for interrater reliability. In the event the scores are significantly different, then a third independent evaluator will rate the discrepant questions of the comprehensive examination. Each area of the comprehensive examination must have a sufficient rating. Should consensus be reached that there is an area that is insufficient, the candidate may be given a one-time opportunity to re-take the specific section of the comprehensive exam.

JOB EMBEDDED PROGRAM REQUIREMENTS

Secondary licensure candidates in content areas (English, Mathematics, Biology, Chemistry, Physics, History, Business, Physical Education, and Visual Art) may apply for admission in the Job Embedded Program during their enrollment in EDUC 570/571. Acceptance into the Job Embedded Program is not an automatic approval. The applicant **MUST** complete and comply with the following to be considered for admission:

1. Hold a minimum of bachelor’s degree from a regionally accredited college/university, with a cumulative GPA of 2.75 or higher on a 4-point scale, or have a minimum 2.75 in the last 60 credit hours of a completed baccalaureate degree.
2. Submit passing scores on PRAXIS® Content Knowledge Exam for the licensure the candidate is applying to teach.
3. Submit an official *Letter of Intent to Hire* from a partnering Tennessee school system stating position, subject area, and grade level for which the candidate is being hired.
4. Meet all employment eligibility requirements for employment at the partnership school district.
5. Enrollment in EDUC 570, EDUC 580, EDUC 571, and EDUC 509 with a grade of B during the first year.
6. Interview and approval by the Job Embedded Candidate Review Committee.

JOB EMBEDDED PROGRAM CURRICULUM

PHASE I: Completed during the first year of Job Embedded placement:

EDUC 570	Introduction to Teaching and Learning	6 credit hours
EDUC 571	Extended and Refining Knowledge of Teaching and Learning	6 credit hours
EDUC 580	Methods of Teaching in Secondary Environments	3 credit hours
EDUC 509	Content Literacy	3 credit hours

PHASE II: Must pass edTPA Portfolio submission in licensure area during the second semester of the job embedded program to pass EDUC 593:

EDUC 593 Job Embedded-Two semesters 6 credit hours (3 credit hours per semester)

PHASE III: Must be completed within three years of beginning Job Embedded placement:

EDUC 572	Early Childhood and Adolescent Child Development OR	
SPED 545	Methods of Literacy, Language & Communication	3 credit hours
CI 501	Curriculum, Instruction and Assessment OR	
SPED 560	Screening, Assessment & Identification	3 credit hours
EDUC 501	Foundations of American Education	3 credit hours
EDUC 511	Research and Statistics	3 credit hours
Complete 6 credit hours from the following courses:		
C&I 512	Educational Practice and Innovation	3 credit hours
C&I 516	Motivational Theory/Environment OR	
SPED 550	Managing Academic & Social Behavior	3 credit hours
IL 541	School/Community Partnerships	3 credit hours
EDUC 592	Equity Issues in Education OR	
SPED 530	Special Education and Law, Policies & Ethics	3 credit hours
Core requirements 42 credit hours		

PROGRAM ASSESSMENT AND ASSESSMENT PLAN OUTLINE

The candidate is responsible for creating and maintaining a professional portfolio for documentation of progress throughout the program. In Transition I, the candidate begins compiling appropriate assessment documentation. The candidate will continue to develop the portfolio through each Transition. The candidate portfolio must demonstrate achievements and accomplishments of specific program goals and performance expectations in alignment with INTASC and CAEP standards.

Documentation will be reviewed at the end of each Transition. All professional core coursework leading to licensure must be completed with a grade of B (3.0) or better. A course grade below B in professional core coursework will result in the candidate meeting with the MEdITL Program Director and course instructor to create a developmental plan. Any subsequent professional core course grades below B may result in the candidate's termination from the program. Core courses where a grade of B is not achieved must be repeated.

The MEdITL faculty are responsible for internal assessment of the candidate's achievement of all performance expectations. This assessment is completed through the CMAS by a variety of course assignments such as interdisciplinary units of study, multicultural experiences, multimedia presentations, teaching videos, observations, reflections, interviews, log sheets, philosophy essay, field experiences, action research, professional development experiences, and clinical experiences.

edTPA OVERVIEW

edTPA is a national teacher performance assessment. The candidate is required to complete and satisfactorily pass edTPA while enrolled in EDUC 591 or EDUC 593 courses. A successful score must be achieved in order to pass EDUC 591 or EDUC 593. The candidate will submit an edTPA portfolio to Pearson for national scoring www.edtpa.com. The MEdITL candidate must successfully complete and pass edTPA in their licensure areas as defined by the state of Tennessee. A Tennessee state-required passing edTPA score in the licensure area must be achieved in order to pass Transition III (EDUC 591 and EDUC 593). LMU will provide guidance and support, but ultimately it is responsibility of the candidate to complete the edTPA portfolio successfully in order to achieve licensure. LMU will provide support on completing the video components, portfolio submission, and preparing the candidate to

complete and understand the rubrics associated with the candidate's licensure area. In the event that a candidate must resubmit their edTPA documents for review, the candidate has six weeks to do so in order to receive a passing grade for EDUC 591/593.

MEDITL PROGRAM RETENTION GUIDELINES

Candidates are required to sign a *Statement of Ethics* and a *Plagiarism Statement* to abide by appropriate academic and professional standards and ethical behaviors as outlined in the dispositions. Failure to adhere to these standards of conduct, as well as failure to meet stated requirements in each program Transition, may be grounds for termination from the MEdITL Program. Candidates who are terminated from the program may reapply to the Appeals and Grievance Committee upon meeting specified conditions as presented by the committee at the time of the termination.

Candidates not in compliance with the academic requirements or standards of ethical behavior may be placed on probation or terminated. When the candidate has complied with the probation requirements or conditions, he or she must meet with the MEdITL Program Director to discuss the status of probation. The candidate's faculty members, clinical field supervisor, and MEdITL Program Director will monitor the candidate's progress during the probation.

A candidate may be terminated from the program without privilege to reapply, even though a student's academic performance may be satisfactory. The basis for such a decision may arise from but is not limited to demonstration any of the following behaviors:

1. Signs of substance abuse.
2. Conviction of a felony.
3. Noncompliance with the *Lincoln Memorial University Code of Ethics* or *Student Handbook*.
4. Continual use of offensive oral and written communications skills.
5. Poor interpersonal skills.
6. Demonstrated unprofessional behavior such as lack of: judgment, dependability, confidentiality, or irresponsibility.
7. Hostile or aggressive behaviors.
8. Discriminatory behaviors.
9. Failure to resolve personal problems that significantly and consistently prevent effective performance in the University or in clinical experiences.
10. Unsatisfactory disposition ratings at any transition point.
11. Plagiarism

The course instructor is responsible for initiating a conference with a candidate as soon as there is evidence of failure to meet the expectations listed above and dispositions of the MEdITL Program. The MEdITL faculty and staff with a need to know will be aware of this process through documentation.

The candidate will be given a specific time frame to provide evidence the deficiency has been corrected. If the candidate does not correct the deficiency, and if the course instructor believes the candidate should be advised to withdraw from the program, the following procedures will be initiated:

1. The course instructor(s) will submit a disposition sheet specifying the candidate's deficiencies, along with recommendations for improvement, to the MEdITL Program Director.
2. The director will meet with all parties involved to discuss the issues/recommendations.
3. Candidates recommended for withdrawal from the program will be sent a letter of dismissal.

PLAGIARISM POLICY

Plagiarism is regarded by the faculty and administration as a very serious offense. Plagiarism is the presentation of someone else's words or ideas as one's own either intentionally or resulting from failure to give proper acknowledgement/citation to the original author of a statement, or statements. One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences, or ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher's own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author's form and structure without giving credit to the originator of the work.

Plagiarism is also to present work as original and new that was previously completed and submitted by the same author(s). Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, web sources or other reference works, or from the essays, research papers, or other writings 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. Many instructors will expect written works to be submitted via TurnItIn or SafeAssign accessed in the course Blackboard site.

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. Faculty may define more specific standards of academic integrity in each specific course along with consequences, up to failure in the course, and dismissal from the University, for violation of those standards.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit (see APA Publication Manual for additional guidance on plagiarism). Submission of plagiarized material, even by accident or through ignorance, is a severe infraction of the professional ethical code and could result in any of the following: failure of an assignment or course, academic probation, and/or expulsion/administrative withdrawal from the program. Students enrolled in any program in the Carter & Moyers School of Education at Lincoln Memorial University will abide by these requirements throughout their coursework and program of study. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual.
- Cite sources when replicating learning materials obtained from open access resources.

Students may be required to submit a signed copy of the Certification of Authorship statement below with written work including uploads to Via by Watermark and Blackboard:

CERTIFICATION OF AUTHORSHIP

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

Candidate's Signature

Date

Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies can be found in the LMU student handbook: <https://www.lmunet.edu/student-life/handbooks.php>

COMPLAINT AND GRIEVANCE PROCEDURE

A grievance is defined as an alleged violation of a specific policy or procedure in the catalog or student program handbook. A complaint is defined as a disagreement with a decision or action made by the faculty or staff. In addition to the formal Academic Appeals Policy, a process exists for addressing other complaints and grievances. Should a degree candidate feel that he or she has a complaint or grievance about her or his educational experience at LMU that has not been satisfactorily addressed by course instructor or staff, the candidate is encouraged to submit the complaint in writing to the respective program director. Prior to submitting the complaint or grievance with the program director, written documentation must be provided that the candidate has met with the instructor or staff. The program director will then meet with the candidate with the goal of generating a resolution of the complaint. If the candidate is not satisfied with the results with the program director, the candidate may make a written complaint to the Associate Dean, who will review and render a decision. If the candidate is not satisfied with the decision, the candidate may submit the complaint to the Chair of the Appeals and Grievance Committee for the School of Education, and then, if needed, advance the complaint to the Dean of the School of Education, who will then review the matter. If the candidate is not satisfied with the results of addressing the complaint with the Dean, the candidate may continue this complaint to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final. Note: If a candidate is engaged in an appeal process that would conceivably maintain his or her continuation in the program, the candidate will be allowed to continue taking coursework until the appeal process has been completed. However, if an unsuccessful appeal results in a candidate's disqualification from continuing coursework, the candidate may not receive credit or reimbursement for courses that occurred during the term of the appeal.

Appeals Procedure for Probation, Suspension, or Dismissal

A candidate who is placed on probation, suspended, or dismissed from any program and feels that the probation, suspension, or dismissal is unfair has a right to appeal. The candidate who wishes to appeal a probation, suspension, or dismissal has 10 days from the postmark on the letter of notice to present the appeal in writing to the Associate Dean of the School of Education, who will review the appeal. At that time, the Associate Dean can deny or grant the appeal; if the appeal is denied, the candidate may request in writing, within five days from receipt of the letter, an appeal of the Associate Dean's decision. The Associate Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing. The Chair of the Appeals and Grievance Committee and the candidate must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the candidate, a meeting with the Chair may be requested. The Chair and the candidate must inform each other of any additional attendees to the meeting. The candidate may continue this appeal to the Dean of the School of Education for a decision. The candidate may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

MEDITL PROGRAM LICENSURE REQUIREMENTS

The following MEdITL policies and procedures have been designed to give guidance to candidates, faculty, and administration regarding questions or concerns about curriculum and university regulations. If a candidate has a question or concern about program policies and procedures, the MEdITL Program Director, Chairs of the Schools of Undergraduate and Graduate Education, and the Dean of the School Education will serve as a committee to protect the rights of the candidate for due process.

Each MEdITL candidate must do the following:

1. Adhere to the University's Code of Student Conduct and all University academic policies and procedures as stated in the University catalog.
2. Complete registration for required coursework and provide payment for tuition and fees, or make appropriate arrangements with the Finance Office.

3. Maintain enrollment, throughout the program, in either a professional association providing liability coverage or provide proof of professional liability coverage through personal insurance (use of personal insurance for coverage must be approved by the MEdITL Program Director) prior to visiting or participating in any K-12 school as a candidate representing LMU and keep this current through the end of the student teaching experience.
4. Pass and file in the MEdITL Office the results of TBI-L1 Background Check prior to visiting or participating in any K-12 school as a candidate representing LMU.
5. Submit a Placement Request Form for student teaching. Placement for EDUC 591 and EDUC 593 will be determined by the MEdITL Program Director.
6. Participate in 10 approved professional development workshops.
7. Participate in required and approved service-learning projects during each of the three Transitions.
8. Successfully complete a semester of Enhanced Clinical Practice (EDUC 591), with placements at two different sites/locations.
9. Successfully complete and pass edTPA portfolio according to Tennessee state licensure requirements.
10. Wear appropriate LMU ID badge at all times in any K-12 school.
11. Wear professional dress while in any K-12 school.
12. Demonstrate professional, ethical, and moral standards while in any K-12 school.
13. Demonstrate academic integrity at all times.
14. Demonstrate professionalism by being prepared, on-time, and actively engaged in the learning.
15. Behave in a professional level of maturity, present a pleasant and respectable attitude while working with others, and demonstrate a genuine desire for teaching and learning in both university coursework and field experiences.
16. Complete exit interview documenting successful fulfillment of all requirements for Enhanced Clinical Practice as outlined in the Enhanced Clinical Practice Handbook and the successful completion of the candidate's portfolio.
17. Complete all required paperwork and documentation in an appropriate and timely manner.
18. Complete all required core courses with a minimum grade of B or above and have satisfactory disposition ratings before being allowed to scaffold to the next transition. Candidates may take non-core courses during this period but may not take core courses until the deficiency in a core course is resolved.

Additional Requirements for MEdITL Transition IV (MEd Degree):

1. Complete all required coursework with a grade of B or higher in each course.
2. Take and pass the required comprehensive examination.
3. Apply for degree candidacy and graduation; and
4. Complete all required coursework, paperwork, and documentation in appropriate and timely manner and return to graduate office.
5. Satisfactory disposition ratings at each transition level.

MEdITL Program Calendar

The MEdITL Program meets early each fall and spring semester in order to enable our candidates to fully participate with our partner districts and to allow the most opportunities for scheduling clinical hours and observations. Plan to begin each fall semester the first Saturday in August, and the spring semester the first Saturday in January. The MEdITL calendar differs from the posted undergraduate calendar on the LMU website or the initial Blackboard dates. Our program coordinator will send out class meeting schedules each semester when they are approved by the graduate program leadership.

Attendance

The MEdITL Program is an accelerated program. For this reason, attendance is very important. While candidates can make up for the knowledge and skills presented in a course assignment, they cannot make up for the knowledge and skills administered as group activities, class participation, and hands-on learning. During the semester, one unexcused absence will result in a lowering of the final letter grade by half a letter grade. A second unexcused absence during the semester results in the lowering of the final grade by a full letter grade, in addition to the half of a letter grade lost for the first absence. Two unexcused absences will result in notification to the MEdITL Program Director and may result in repeating the course and/or dismissal of the program. For online courses or modules, attendance is documented through participation in Blackboard discussions and Blackboard notes each time candidates log into the system.

If you must miss a class, it is expected that you inform your instructor as soon as possible prior to the absence. Any coursework missed during an absence must be turned in on time. An absence is not an acceptable excuse for late submission of previously assigned coursework with a stated deadline. Candidates must arrange to submit required coursework on time. A pattern across Transitions of absenteeism, tardiness, and/or leaving class early is evidence of a lack of professionalism and may result in dismissal from the program. Children are not to be brought to class or left on the site unattended.

Late Coursework

All assignments are important in building theoretical and pedagogical knowledge in the MEdITL Program. The ability to plan, prioritize, and meet deadlines represents an important teacher disposition. Therefore, 5% will be deducted from the possible total points for the assignment for each day late and assignments one week late will lose 35% total points off the possible grade. It is important to develop a schedule to balance readings and assignments between courses.

Via by Watermark

Each candidate will be required to establish a Via by Watermark account prior to the second class session. Via by Watermark is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess candidate work online using assessment instruments that have been developed and implemented by the School of Education faculty and administration. Candidates will be required, in each class throughout the MEdITL Program, to upload some assignments to Via by Watermark where they will be evaluated by the faculty of record. Via by Watermark may be purchased online at <https://www.lmunet.edu/academics/schools/school-of-education/via-livetext> or through the LMU Bookstore.

Professional Certification and Licensure Disclaimer

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

Smoke Free Campus Policy

All LMU buildings are smoke-free, tobacco-free. All tobacco use is prohibited in all campus buildings for health and safety reasons. Residence hall rooms contain sensitive smoke detectors, and consequently, smoking will trigger smoke detector alarms. Fines of up \$250.00 may be imposed on any persons tampering with smoke detectors. Smoking is allowed only outside of facilities. Candidates should, at no time, use tobacco products anywhere at their assigned schools in clinical/field placements.

Harassment, Discrimination, and Sexual Misconduct

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for

1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

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

If you have experienced discrimination and would like to make a report to the University, contact Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R.-Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

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

LMU SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) relating to Financial Aid federal regulations require that all students who receive federal financial aid make progress toward a degree. All colleges must have policies that ensure students are making this progress both qualitatively and quantitatively. All information can be found at <https://www.lmunet.edu/financial-aid/graduate/satisfactory-academic-progress-graduate.php>.

SERVICES AND STUDENT ORGANIZATIONS

Counseling

Personal and confidential counseling is available free of charge to students through the Counseling Services Office. Referral to local counseling and assistance resources is available upon request by the student. For more information about LMU counseling services or to schedule an appointment, please visit <https://www.lmunet.edu/counseling/index.php>.

Library

The purpose of the Carnegie-Vincent Library, located at the Cedar Bluff campus in Knoxville and at the Harold M. Finley Learning Resources Center at the Harrogate campus, is to support the curriculum of the University’s academic programs. Each student enrolled at the University is entitled to full use of all resources and services provided by the library. The library is also equipped with a copier for student use. Materials may be checked out to students who have completed a patron reservation form and have a valid LMU ID. Please stop by the library for more information or call 865-531-4119 (Cedar Bluff campus) or 423-869-7079 (Harrogate campus).

Student Support Services Program

The Student Support Services Program is a federally funded program to assist the candidate seeking academic help due to weak educational background or current academic difficulty. The program offers services in the areas of academic and financial advisement, career planning, personal growth, tutoring, and mentoring. Following federal guidelines, candidates interested in participating in the Student Support Services Program must apply for acceptance; the accepted student may utilize all services free of charge. Applications are available in the Student Support Services Office located at the main campus in Harrogate.

Tagge Center for Academic Support

The Tagge Center for Academic Support is a service of LMU providing a variety of free assistance to meet student and faculty needs. These services include peer tutoring, lecture/note-taking assistance, computer and printer availability, writing assistance, vocabulary development, and training in test preparation and test-taking. To receive assistance or to schedule an appointment, the candidate should phone 423-869-6310 or visit the Tagge Center for Academic Support at the main campus in Harrogate. A staff member or peer tutor will work to meet the candidate's individual needs.

Students with Disabilities Policy

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 program, please contact Dr. Dan Graves, 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 the student and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423-869-6531 (800-325-0900 ext. 6531).

SPECIAL EDUCATION PROGRAM

The MEdITL Program at LMU offers licensure in special education (SPED) in two areas: Interventionist K-8/6-12 or Comprehensive K-12.

The Interventionist K-8 or 6-12 licensure track is for candidates who intend to teach learners with mild to moderate disabilities. These learners receive specialized supports for the general education curriculum and are typically served in classrooms with their same-age peers. The SPED Interventionist program prepares candidates to accommodate the unique learning needs of learners with high incidence disabilities.

The Comprehensive K-12 licensure track is intended for individuals who plan to teach students with moderate to severe disabilities. These students require intensive supports in specialized programs which prepare them for independent and functioning lives. They are often taught in classrooms and settings which are different from their same-age peers. The K-12 Comprehensive program prepares candidates to create, implement, and modify the school curriculum in order to meet the needs of learners with low-incidence disabilities. This program also includes an emphasis in applied behavioral analysis. The programs of study for these graduate SPED programs are aligned with standards published by *Interstate Teacher Assessment and Support Consortium* (InTASC) https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf and the *Council for Exceptional Children* (CEC) <https://www.cec.sped.org/Standards>.

Initial Licensure in Special Education

Initial licensure programs in special education include 36-42 credit hours of graduate coursework. All clinical experiences must be in special education settings. NOTE: Programs of study may change at any time in response to requirements of the TDOE and LMU's departmental changes.

Interventionist Initial Licensure

EDUC 570	Introduction to Teaching and Learning	6 credit hours
EDUC 571	Extending/Refining the Knowledge of Teaching and Learning	6 credit hours
SPED 530	Special Education Law, Policies, & Ethics	3 credit hours
SPED 545	Methods of Literacy, Language & Communication	3 credit hours
SPED 550	Managing Academic and Social Behavior	3 credit hours
SPED 560	Screening, Assessment, and Identification	3 credit hours
SPED 577	Responsive Teaching for Math & Literacy Instruction	3 credit hours
EDUC 591	Enhanced Clinical Experience	6 credit hours

Special Education Interventionist K-8

EDUC 575	Phonological Awareness and Phonics	3 credit hours
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OR

Special Education Interventionist 6-12

SPED 565	Transition and Employment for Students with Disabilities	3 credit hours
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Total required credit hours to be recommended for licensure: 36

Coursework for Completion of MEd Degree:

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

Total required credit hours for MEd in Special Education PLUS recommendation for licensure: 42

Comprehensive Initial Licensure

EDUC 570	Introduction to Teaching and Learning	6 credit hours
EDUC 571	Extending/Refining the Knowledge of Teaching and Learning	6 credit hours
SPED 530	Special Education Law, Policies, & Ethics	3 credit hours
SPED 545	Methods of Literacy, Language & Communication	3 credit hours
SPED 547	Systematic Instructional Procedures for Learners w/ MSD	3 credit hours
SPED 550	Managing Academic and Social Behavior	3 credit hours
SPED 560	Screening, Assessment and Identification	3 credit hours
SPED 565	Transition and Employment for Students with Disabilities	3 credit hours
SPED 573	Applied Behavior Analysis in Autism	3 credit hours
EDUC 575	Phonological Awareness and Phonics	3 credit hours
EDUC 591	Enhanced Clinical Experience	6 credit hours

Total required credit hours to be recommended for licensure: 42

Coursework for Completion of MEd Degree:

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

Total required credit hours for MEd in Special Education PLUS recommendation for licensure: 48

Special Education Add-On Endorsement

For those teachers who already hold a Tennessee teaching license, an add-on licensure option is available. With the add-on endorsement, candidates may apply for a provisional teaching license in SPED which permits them to be the teacher of record and employed by a school district at the same time they are enrolled in graduate-level courses. Add-on licensure programs include 18 credit hours of graduate coursework. NOTE: Programs of study may change at any time in response to requirements of the TDOE and LMU's departmental changes.

Interventionist K-8 Add-On Endorsement

SPED 530	Special Education and Law, Policies, & Ethics	3 credit hours
SPED 545	Methods of Literacy, Language & Communication	3 credit hours
SPED 550	Managing Academic & Social Behavior	3 credit hours
SPED 560	Screening, Assessment & Identification	3 credit hours
SPED 573	Applied Behavior Analysis in Autism	3 credit hours
SPED 577	Responsive Teaching for Math & Literacy Instruction	3 credit hours

Total required credit hours for add-on endorsement recommendation: 18

Coursework for Completion of MEd Degree:

EDUC 501	Foundations of American Education	3 credit hours
EDUC 511	Research and Statistics	3 credit hours
SPED 547	Systematic Instructional Procedures for Learners w/ MSD	3 credit hours
SPED 565	Transition and Employment for Students with Disabilities	3 credit hours

Total required credit hours for MEd PLUS add-on endorsement recommendation: 30

OR

Interventionist 6-12 Add-On Endorsement

SPED 530	Special Education and Law, Policies, & Ethics	3 credit hours
SPED 545	Methods of Literacy, Language & Communication	3 credit hours
SPED 550	Managing Academic & Social Behavior	3 credit hours
SPED 560	Screening, Assessment & Identification	3 credit hours
SPED 565	Transition and Employment for Students with Disabilities	3 credit hours
SPED 577	Responsive Teaching for Math & Literacy Instruction	3 credit hours

Total required credit hours for add-on endorsement recommendation: 18

Coursework for Completion of MEd Degree:

EDUC 501	Foundations of American Education	3 credit hours
EDUC 511	Research and Statistics	3 credit hours
SPED 547	Systematic Instructional Procedures for Learners w/ MSD	3 credit hours
SPED 573	Applied Behavior Analysis in Autism	3 credit hours

Total required credit hours for MEd PLUS add-on endorsement recommendation: 30

Comprehensive Licensure Add-On Endorsement

SPED 530	Special Education and Law, Policies & Ethics	3 credit hours
SPED 545	Methods of Literacy, Language & Communication	3 credit hours
SPED 547	Systematic Instructional Procedures for Learners w/ MSD	3 credit hours
SPED 550	Managing Academic & Social Behavior	3 credit hours
SPED 560	Screening, Assessment, & Identification	3 credit hours
SPED 573	Applied Behavior Analysis in Autism	3 credit hours

Total required credit hours for add-on endorsement recommendation: 18

Coursework for Completion of MEd Degree:

EDUC 501	Foundations of American Education	3 credit hours
EDUC 511	Research and Statistics	3 credit hours
EDUC 575	Phonological Awareness and Phonics	3 credit hours
SPED 565	Transition and Employment for Students with Disabilities	3 credit hours

Total required credit hours for MEd PLUS add-on endorsement recommendation: 30