

LINCOLN MEMORIAL UNIVERSITY GRADUATE EDUCATION CATALOG 2008-2009

Harrogate, Tennessee
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www.lmunet.edu

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

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

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

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

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

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

Accreditation

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

Individual program accreditation has been granted by:

American Osteopathic Association Commission on Osteopathic

College Accreditation (*provisional*)

American Veterinary Medical Association

Commission on Accreditation of Athletic Training Education

Council on Accreditation of Nurse Anesthesia Educational Programs

Council on Social Work Education

National Accrediting Agency for Clinical Laboratory Sciences

National League for Nursing Accrediting Commission

Individual program approval has been granted by:

Kentucky Board of Nursing

Kentucky Council on Postsecondary Education

Kentucky Educational Professional Standards Board

State of Tennessee Department of Education

Tennessee Board of Nursing

Tennessee Higher Education Commission

Memberships

Abraham Lincoln Association

American Association for Higher Education

American Association of Museums

American Association for State and Local History

The American Council on Education

American Library Association

American Universities in Russia, Ukraine

Appalachian College Association

Appalachian College Association Learning Asset Management Project

Appalachian Consortium

Appalachian Osteopathic Postgraduate Training Institute Consortium

Association of College and Research Libraries

Association of College and University Museums and Galleries

Association of Governing Boards of Universities and Colleges

Association of Independent Liberal Arts Colleges for Teacher Education

Association for Supervision and Curriculum Development

Civil War Courier

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

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MISSION AND PURPOSE OF THE UNIVERSITY

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

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

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

Approved by the Board of Trustees May 5, 2006

DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT

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

INSTITUTIONAL GOALS

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

has identified the following goals, which are derived from its mission and reflect its vision for the future:

1. Secure and maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing.
2. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
3. Make educational opportunities available to all persons without reference to social status. The University seeks to stabilize undergraduate enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.
4. Advance the Cumberland Gap and tri-state region through community service programs in continuing education, leadership development, recreation, and the fine and performing arts.
5. Continue as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
6. Attract and retain a highly qualified faculty and staff, committed to teaching, research, and service, by providing the best compensation program possible.
7. Commit resources to support the teaching, research, and service role of the institution and the faculty.
8. Continue to strengthen the faculty and staff development program with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Continue the tradition of providing a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community where diversity and growth in the pursuit of academic and career goals are encouraged. The University seeks to develop students' potential in a supportive environment while challenging them to grow intellectually and personally.
12. Provide high quality educational opportunities through selected undergraduate and graduate degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.



Dear Graduate Student:

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

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

Sincerely,

A handwritten signature in black ink that reads "Nancy B. Moody". The signature is written in a cursive, flowing style.

Dr. Nancy B. Moody
President

ACADEMIC CALENDAR 2008-2009

(On-campus and West Knoxville only; all off-campus graduate students should contact the Department of Graduate Education for academic schedule dates and deadlines.)

Official University Holidays (Offices closed/no classes): **2008:** September 1; November 24-28; December 24-26, 29-31; **2009:** January 1-2; April 10; May 25, July 6

Fall Semester 2008

Registration	Monday, August 18
Classes begin	Tuesday, August 19
Last day to complete registration	Wednesday, August 27
Labor Day (no classes, residence halls remain open)	Monday, September 1
Last day to drop a course without "WD" on transcript	Wednesday, October 8
Homecoming (classes held as scheduled)	October 9-12
Mid-Term	Monday-Friday, October 13-17
Last day to drop a course without "F" on transcript	Friday, October 24
Early registration begins	Monday, October 27
Fall break/Thanksgiving Holiday (no classes)	Monday-Friday, November 24-28
Comprehensive Examination	Saturday, November 22
Classes end	Friday, December 5
Final Exams	Monday-Friday, December 8-12
Commencement (11:00 a.m.)	Saturday, December 13

Spring Semester 2008

Registration	Monday, January 5
Classes begin	Tuesday, January 6
Last day to complete registration	Wednesday, January 14
Martin Luther King Day (no classes)	Monday, January 19
Lincoln Day/Founders Day (special activities)	Tuesday, February 3
Last day to drop a course without "WD" on transcript	Friday, February 20
Mid-term	Monday-Friday, February 23-27
Last day to drop a course without "F" on transcript	Wednesday, March 11
Spring break (no classes)	Monday-Friday, March 16-20
Early registration begins	Monday, March 30
Good Friday (no classes)	Friday, April 10
Comprehensive Examination	Saturday, April 18
Classes end	Friday, April 24
Final Exams	Monday-Friday, April 27-May 1
Commencement (11:00 am.)	Saturday, May 2

May Mini-Term 2008 May 4-22

Summer Terms 2008 (Graduate Schedule may vary from these dates; contract the Department of Graduate Education Office for schedule information.)

Term A - 10-week session	May 26-July 31
Term B - First 5-week session	May 26-June 26
Term C - Second 5-week session	June 29-July 31
Holiday (no classes)	July 6

EDUCATIONAL SPECIALIST DEGREE PROGRAM CALENDAR

Cleveland, Ducktown A, Kingsport, Maryville

Fall 2008

August 9, September 13, October 11, November 8, December 6

Spring 2009

January 10, February 14, March 14, April 11, May 9

Summer 2009

May 23, June 6, June 27, July 18

Ducktown B, Knoxville, Harrogate, Morristown

Fall 2008

August 16, September 20, October 18, November 15, December 20

Spring 2009

January 17, February 21, March 21, April 18, May 16

Summer 2009

May 30, June 20, July 11, July 25

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

Cleveland State Community College Site

Maryville High School Site

Walters State Community College Site

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

Fall 2008 Monday August 18

Spring 2009 Monday, January 5

MASTER OF EDUCATION SUMMER CALENDAR

ALL SITES

Classes begin Monday June 1

Classes end Friday, July 24

LINCOLN MEMORIAL UNIVERSITY GRADUATE EDUCATION CATALOG

Office of Graduate Education, Business-Education Building423/869-6374

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

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

Extended Campus Sites

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

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

ACADEMIC INFORMATION

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

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

Official Academic Records

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

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

Tuition and Fees

- *Masters Degrees* (M.Ed./Post Bac): \$310 per semester hour
- *Educational Specialist Degree* (Ed.S.): \$365 per semester hour

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

Additional Fees:

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

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

Change of Schedule (Add/Drop)

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

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

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

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

Withdrawal from the University

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

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

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

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

Refund Policies

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

The official withdrawal process begins in the Graduate Education Office. A withdrawal form must be completed and all the necessary signatures obtained. *Oral requests do not constitute official notification.* The University's official date of withdrawal used to compute the refund is determined by the Office of Finance. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

Through the first official day of classes	100%
After the first official day of classes and during the first week of the semester	90%
During the second week of the semester	75%
During the third week of the semester	50%
During the fourth week of the semester	25%
After the fourth week of the semester	0%

No refund of institutional charges will be made after the fourth week of the semester. Specific dates affecting the schedule of refunds appear in the *Class Schedule* and/or the Office of Student Services, the Registrar's Office and the Office of Finance.

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

Change of Name and/or Address

A student who changes name, residence, or mailing address is expected to notify immediately, in writing, the Registrar's Office regarding the change. Any communication from the University which is mailed to the name and address on record is considered to have been properly delivered.

Technology

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

WebAdvisor

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

Each student is assigned a unique username and temporary password (which must be changed upon first log-in to WebAdvisor). **It is the responsibility of each student to ensure that his/her password remains confidential. Lincoln Memorial University does not accept responsibility for any password-related breach of security. The student has the option to decline the assignment of a username and password to access WebAdvisor.**

Library Services

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

Residency Requirement

There is no residency requirement for the graduate education degrees.

Time Restrictions/Limitations

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

Applicable Catalog

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

Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

Criminal Background Check Policy

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

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

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

ADA Statement

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

Transfer Graduate Credit

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

Correspondence Study/Prior Learning Credit

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

Graduate Credit for Undergraduate Seniors

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

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

Student Work and Class Attendance

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

Grading System

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

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

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

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

Probation Status

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

Appeals Procedure

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

Plagiarism

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

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

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

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

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

Certification of Authorship

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

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

Repeating Graduate Education Courses

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

Graduate Education Student Courseload

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

Orientation/Advisement

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

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

Program of Study

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

Comprehensive Examination Option (Non-thesis)

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

Thesis Option

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

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

Graduation Requirements

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

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

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

Second Masters Degree Requirements

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

GENERAL ADMISSION REQUIREMENTS

Categories of Admission

Admission to the graduate program is possible in four categories:

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

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

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

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

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

POLICY FOR ADMINISTRATION OF GRADUATE ASSISTANTSHIPS

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

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

Definition

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

Qualification of Graduate Assistants

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

Application Process

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

Work Assignments and Related Factors

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

Required Application Dates

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

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

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

GRADUATE EDUCATION

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

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

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

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

MASTER OF EDUCATION (M.Ed.)

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

- Counseling
- Curriculum and Instruction
- Educational Administration and Supervision
- English

DEGREE APPLICATION PROCEDURES

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

Admission to Graduate Studies

The student must submit:

1. the Application for Graduate Studies, with the required \$25 application fee
2. two (2) official transcripts of all previous undergraduate coursework from accredited institutions.

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

Admission to Degree Candidacy

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

1. an Application for Degree Candidacy for the Master of Education degree and declare a major area of emphasis;
2. scores from either the Praxis Test, NTE, the GRE, or the Miller Analogies Test within the last five years. Equivalent score requirements are as follows:

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

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

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

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

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

Comprehensive Examination

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

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

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

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

EMPHASIS AREAS OF STUDY

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

Counseling

Mission Statement

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

The Program

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

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

PreK-12 School Counseling

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

Core Courses:		Sem Cr Hrs
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3
Emphasis Area:		
CG 501	Professional Orientation and Ethics in Counseling	3
CG 521	Lifestyles and Career Development	3
CG 531	Interpersonal and Group Dynamics	3
CG 571	Tests and Measurements	3
CG 581	Psychology of Human Development	3
CG 593	Practicum	3
CG 631	Group Counseling	3

EAS 561	School Law	3
EDUC 606	Learning Theories	3
	M.Ed./Major in C&G	33
Licensure Requirements:		
EDUC 602	Classroom Behavior Management	3
CG 611	Advanced Counseling Theory and Techniques	3
CG 621	Counselor as Consultant	3
CG 671	Individual Assessment	3
CG 662	Childhood and Adolescent Psychopathology	3
CG 681	Children and Families	3
CG 698	Internship and Seminar in Counseling	6
	Licensure Total	24
TOTAL PreK-12 LICENSURE PROGRAM		57

Additional PreK-12 Licensure program requirements:

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

**Agency Counseling
(Non-School)**

The Agency (non-school) program consists of 33 semester hours of coursework with no electives. The Agency major requires 27 hours in the emphasis area and six (6) hours of core courses. The Agency Counseling major does not lead to licensure as a health care professional. The requirements are as follows:

Core Courses:		Sem Cr Hrs
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3

Emphasis Area:

CG 501	Professional Orientation and Ethics in Counseling	3
CG 521	Lifestyle and Career Development	3
CG 531	Interpersonal and Group Dynamics	3

CG 571	Tests and Measurements	3
CG 593	Counseling Practicum and Seminar	3
CG 611	Advanced Counseling Theory and Techniques	3
CG 631	Group Counseling	3
CG 671	Individual Assessment	3
CG 681	Children and Families	3
	TOTAL	33

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

Curriculum and Instruction

Mission Statement

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

The Program

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

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

Core Courses: **Sem Cr Hrs**

EDUC 501 Foundations of American Education 3

EDUC 511 Research and Statistics 3

Emphasis Area:

CG 581 Psychology of Human Development 3

CI 501 Principles of Curriculum Development 3

CI 505 Literacy and Differentiation in the Classroom 3

CI 591 Integrating the Curriculum 3

EAS 561 School Law 3

EDUC 551 Instructional Supervision 3

EDUC 602	Classroom Behavior Management	3
Electives:	Graduate-Level Education Courses	6
	TOTAL	33

Educational Administration and Supervision

Mission Statement

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

The Program

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

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

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

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

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

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

Core Courses:		Sem Cr Hrs
EDUC 501	Foundations of American Education	3
EDUC 511	Research and Statistics	3

Emphasis Area:

CG 581	Psychology of Human Development	3
CI 501	Principles of Curriculum Development	3
EAS 501	Organization & Administration of Education	3
EAS 541	School and Community Relations	3
EAS 561	School Law	3
EAS 571	School Finance	3
EAS 591	The Principalship (with Mentor)	3
EDUC 551	Instructional Supervision	3
Elective:	Graduate-Level Education Course	3
	TOTAL	33

English**The Program**

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

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

Core Courses:	Sem Cr Hrs
EDUC 501 Foundations of American Education	3
EDUC 511 Research and Statistics	3
Emphasis Area:	
ENGL 533 Literary Periods	3
ENGL 543 Literary Genres	3
English Electives	12
Education Requirements:	
CI 505 Literacy and Differentiation in the Classroom	3
EAS 561 School Law	3
EDUC 602 Classroom Behavior Management	3
TOTAL	33

POST-BACCALAUREATE TEACHER LICENSURE PROGRAM

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

The program requires candidates to address any discrepancies in their undergraduate program to ensure attainment of knowledge and skills required in general education, professional education and the academic major for the teaching field. Degreed individuals may complete professional education coursework through this program. The Post-Baccalaureate Program is designed to be completed in three semesters with a minimum requirement of 18 semester hours of graduate coursework. This consists of two semesters of professional core coursework (held two Saturdays per month) and one semester of full-time (16 weeks minimum) student teaching. Elementary licensure requires an additional 18 credit hours. Coursework specific to elementary licensure is offered in the evenings and during the summer semester. Licensure programs are offered in:

Elementary Education (K-6)

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

Secondary Education (7-12) - Business Education/Technology, Biology,

Chemistry, English, History, Mathematics.

Admission requirements include, but may not be limited to:

- Submit an application complete with application fee. Applications are found on the Post-Baccalaureate Program website.
- Submit two (2) official transcripts from each regionally accredited college/university attended, indicating a cumulative minimum undergraduate GPA of at least 2.50, as reported on the baccalaureate degree transcript.
- One copy of pre-admission test scores. These may be ACT, SAT, GRE, MAT or PPST (Pre-professional Skills Test Battery in Math, Reading and Writing).
- Candidates with a GPA below 2.50, and not lower than 2.25, may qualify for appeal to an admission board. Those applying through the appeal process must submit passing scores on the PPST Battery (Math, Reading, and Writing) that has been taken within the past 5 years. All students admitted through the appeal process will be placed on probation and required to earn and maintain a 3.00 GPA each semester.

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

Fall Semester

EDUC 570 Introduction to Teaching and Learning 6 hrs

Spring Semester

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

Fall Semester

EDUC 591 Enhanced Student Teaching*	6 hrs
TOTAL	18 hrs

* Students who delay the Student Teaching requirement after completing EDUC 570 and 571 will be required to take a two semester-hour Practicum course or a graduate-level course each semester until they register for Student Teaching.

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

Fall Semester (weekday evenings)

CDEV 450 Early Childhood/Child and Adolescent Development 3 hrs

EDUC 450 Teaching Math Concepts 3 hrs

Spring Semester (weekday evenings)

EDUC 410 Instructional Reading, Diagnosis, and Correction 3 hrs

EDUC 430 Integrated Language Arts in K-6 3 hrs

Summer Semester (weekday evenings)

EDUC 350 Integrated Science 3 hrs

EDUC 355 Integrated Social Studies 3 hrs

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

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

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

Post-Baccalaureate Courses	Sem Cr Hrs
EDUC 570 Introduction to Teaching and Learning	6 hrs
EDUC 571 Extending and Refining Knowledge of Teaching and Learning	6 hrs
EDUC 591 Enhanced Student Teaching	6 hrs
Core Master of Education Courses	
EDUC 501 Foundations of American Education	3 hrs
EDUC 511 Research and Statistics	3 hrs
Additional Master of Education Required Courses	
EAS 541 School and Community Relations	3 hrs
EAS 561 School Law	3 hrs
EDUC 602 Classroom Behavior Management	3 hrs
TOTAL	33 hrs

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

EDUCATIONAL SPECIALIST (Ed.S.)

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

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

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

specified by the student's Advisory Committee or the Dean of the School of Education.

DEGREE APPLICATION PROCEDURES

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

Admission to Advanced Graduate Studies

The student must submit:

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

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

Admission to Degree Candidacy

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

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

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

Advisory Committee

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

Attendance Policy

Cooperative and group learning is the essence of the Ed.S. program. When class absences occur, students can make up for the knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and

skills their participation in class would have provided to their fellow students' learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. One (1) absence will result in a reduction of 1/2 a letter grade from whatever grade would have been earned. Two absences will result in a grade of "C" or lower. More than two absences will result in the grade of "F" for the course.

Degree Requirements

The basic requirement for an Ed.S. degree is a planned and approved program of coursework and other experiences, for which credit is awarded beyond the master's degree. The student and the Advisory Committee will discuss and outline the work to be completed. Students must take coursework and prove competence in one of the curricula offered. The required hours of credit indicated in each area of study and in the totals, are the minimum requirements. Programs of Study include acceptable graduate credit earned beyond the master's degree. Advisory Committees are charged with the evaluation of student competence and may prescribe work beyond those requirements.

Evaluation

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

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

Field Experience

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

Final Evaluation

A final evaluation, which may be written and/or oral, will be prepared and administered by the Advisory Committee during the final semester of the student's program. The evaluation may cover the entire field of study including the

practicum and field study. Upon completion of the evaluation, the Advisory Committee certifies satisfactory completion of the program to the Dean of the School of Education or, in case of unsatisfactory performance, the recommended course of action. The Dean of the School of Education will convey the Advisory Committee's recommendation to the Graduate faculty for approval.

Areas of Emphasis

Areas of emphasis in Administration and Supervision (EAS), Curriculum and Instruction (CI), or School Counseling (CG) with modifications for licensure requirements constitute the choices of the Ed.S. program. The School Counseling emphasis area is available ONLY to LMU M.Ed. School Counseling graduates. The emphasis areas are designed primarily for practitioners in the public schools. The Educational Specialist program is a terminal program at Lincoln Memorial University. Courses offered to satisfy the program requirements do not necessarily lead to or prepare the student for further advanced degree study. Students completing the Ed.S. degree must earn at least eighteen (18) semester hours at the 600 level.

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

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

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

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

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

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

In addition, 15 semester hours are required in the student's emphasis area; a program of study is developed by the student and advisor to reflect interests of the student. A total of 30 semester hours is required for the Ed.S. program. Licensure in School Counseling may increase the total hours above the required minimum of 30 hours. Also, for licensure recommendation in School Counseling, students are required by the state to pass the Praxis Specialty Area Test in School Counseling with a score of at least 580.

COURSE DESCRIPTIONS

Counseling

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

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

CG 521 - Lifestyle and Career Development 3 cr hrs

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

CG 531 - Interpersonal and Group Dynamics 3 cr hrs

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

CG 571 - Tests and Measurements 3 cr hrs

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

CG 581 - Psychology of Human Development 3 cr hrs

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

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

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

CG 595 - Topics in Counseling 1-3 cr hrs

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

CG 611 - Advanced Counseling Theory and Techniques 3 cr hrs

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

CG 621 - Counselor as Consultant 3 cr hrs

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

CG 631 - Group Counseling 3 cr hrs

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

CG 662 - Childhood and Adolescent Psychopathology 3 cr hrs

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

CG 671 - Individual Assessment 3 cr hrs

Individual assessment of cognitive, affective, motor, and academic performance.

CG 681 - Children and Families 3 cr hrs

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

CG 697 - Research in Counseling 3 cr hrs

The course emphasizes applications of research methodologies in counseling and guidance. Course includes a research project and written report. Required of all Ed.S. students majoring in School Counseling.

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

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

Curriculum and Instruction

CI 501 - Principles of Curriculum Development 3 cr hrs

This course focuses on an exploration of curriculum model development with an emphasis on current research. Students take an in-depth look at planning, implementation and evaluation through an experiential approach.

CI 505-Literacy and Differentiation in the Classroom 3 cr hrs

The course is a study of verbal and quantitative literacy. Emphasis is placed on literacy assessment and development models and strategies as they relate to the emergent and competent learner and on key principles, models and strategies of differentiation to accommodate learner differences.

CI 591 - Integrating the Curriculum 3 cr hrs

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

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

A special topic developed by a member of the graduate faculty to enrich the

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

CI 631 - Comparative Education 3 cr hrs

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

CI 661 - Instructional Design 3 cr hrs

The course takes an in-depth look at current instructional topics with emphasis on instructional design. Current instructional design strategies are compared and applied in model school curriculum construction. Students research instructional strategies including but not limited to constructivist teaching/learning, multiple intelligences, brain-compatible learning, technology in the classroom, authentic/alternative assessment, etc. and develop an instructional model that has a broad base of strategies to accommodate learning style diversity. Ed.S. core requirement; prerequisite: C&I 631.

CI 680 - Teacher as Leader I 3 cr hrs

This course focuses on developing the teacher as leader and encourages teachers to exercise leadership skills in the whole community of learning. Pass/Fail grade

CI 681 - Teacher as Leader II 3 cr hrs

This course focuses on developing the teacher leader capabilities for affecting student achievement. Students explore research-based practices that improve teacher effectiveness. Pass/Fail grade

CI 695 - Topics in Curriculum and Instruction 1-3 cr hrs

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

Education

EDUC 501 - Foundations of American Education 3 cr hrs

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

EDUC 511 - Research and Statistics 3 cr hrs

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

EDUC 513 - Thesis Preparation 1 cr hr

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

EDUC 551 - Instructional Supervision 3 cr hrs

This course includes a study of the school function that improves student learning through direct assistance to teachers, staff development based on current research and best practices, collegiality and collaboration, and action research.

EDUC 570 - Introduction to Teaching and Learning 6 cr hrs

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

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

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

EDUC 590 - Practicum (Post-Baccalaureate) 2 cr hrs

This course focuses on maintenance and update of knowledge, teaching and research skills. This is provided in seminar format for those students who, after completion of all required coursework in the Post-Baccalaureate Program, have decided to postpone enrollment in EDUC 591 Enhanced Student Teaching.

EDUC 591 - Enhanced Student Teaching 6 cr hrs

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

- EDUC 595 - Topics in Education** 1-3 cr hrs
 This course, involving the study of a special topic, developed by a member of the graduate faculty to enrich existing course offerings and to afford expanded learning experiences. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.
- EDUC 596 - Practicum in Education** 3 cr hrs
 This course focuses on supervised application of skills that approximate employment in various educational settings. Master's level course.
- EDUC 599 - Thesis** 3-6 cr hrs
 This course involves a major research project conducted and written in approved research style. Pass/Fail grade.
- EDUC 601 - Politics and Current Issues in Educational Decision Making** 3 cr hrs
 This course explores the importance of politics in education at the local, state, and national levels and the groups, events, and forces influencing the profession and the operation of schools and school systems. Ed.S. students only.
- EDUC 602 - Classroom Behavior Management** 3 cr hrs
 This course investigates classroom organization, rules, communication, student needs, positive discipline techniques and evaluation procedures. Students develop their own classroom behavior management philosophy consistent with research-based models and theories.
- EDUC 603 - Administration of Athletic Programs** 3 cr hrs
 This course introduces major concepts related to the following topics: psychology of sports, sports pedagogy, nutrition, general safety, physiology, first aid, and classroom management issues. As part of the requirements for this course, students must pass the ASEP/NFYS Coaching Principles test and the ASEP/NFHS Sport First Aid test.
- EDUC 606 - Learning Theories** 3 cr hrs
 This course involves the study of theoretical and practical aspects of learning. Relevancy and application of learning theories in the teaching of academic and life skills are addressed.
- EDUC 607 - Brain Compatible Learning** 3 cr hrs
 This course will examine neurological, psychological and educational aspects of the brain. Classroom strategies and applications to the learning processes will be investigated based on current research.
- EDUC 621 - Literacy in the Classroom** 6 cr hrs
 This course emphasizes reading readiness and emergent literacy (verbal literacy) as well as quantitative literacy in a classroom setting. Literacy development (both verbal and quantitative) will be addressed. Styles of writing and spelling development and sense of story as each contributes to verbal literacy

will be presented. Parallel (and highly interconnected) strands of quantitative thinking, which depict the student using appropriate skills in many contexts are an integral part of such numeracy. Satisfactory performance serves to meet literacy guidelines established by Tennessee State Standards. This course is scheduled for Post-Baccalaureate students only.

EDUC 651 - School Law/School Finance 3 cr hrs

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

EDUC 692 - Equity Issues in the Classroom 3 cr hrs

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

EDUC 695 - Topics in Education 1-3 cr hrs

This course involves the study of a special topic developed by a member of the graduate faculty to enrich course offerings and to afford expanded learning experiences. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the College of Graduate Studies prior to offering the topic.

EDUC 696 - Practicum in Education 3 cr hrs

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

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

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

Educational Administration and Supervision

EAS 501 - Organization and Administration of Education in the United States 3 cr hrs

This course focuses on the historical development of school administration; current roles and responsibilities of federal, state, and local governments, school boards, superintendents, principals, teachers, and communities; leadership and skill development; and educational reform and school improvement based on current best practices. Students will be introduced to the standards for school leaders.

EAS 541 - School and Community Relations 3 cr hrs

This course explores ways of engaging stakeholders in developing and meeting school and school system missions and goals to obtain support for school operation and learning. Emphasis is placed on leadership skills necessary to implement the principles of effective communication, stakeholder involvement, and recognition of diversity.

EAS 561 - School Law 3 cr hrs

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

EAS 571 - School Finance and Business Management 3 cr hrs

This course examines the law, theory, and practice of local, state, and federal funding of education, budget preparation, and control of funds. Related topics include the business function in personnel; insurance and risk management; facility planning, financing, construction, maintenance, and operations; auxiliary services including food service and pupil transportation; and purchasing, inventory, and distribution.

EAS 591 - The Principalship 3 cr hrs

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

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

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

EAS 611 - School Assessment and Evaluation 3 cr hrs

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

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

This course introduces planning, construction, operation, and maintenance of educational facilities. Topics include assessment of facility needs, site selection, educational facility planning, selection of the architect, construction supervision, furnishing and equipping the facility, and facility maintenance and operation.

EA&S 652 - Leadership for Educational Programs 3 cr hrs

This course focuses on leadership, the change process, and strengthening

and maintaining interpersonal relationships to provide a foundation for improvement in educational programs. Ed.S. core requirement.

EAS 680 - Learning to Lead I 3 cr hrs

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

EAS 681 - Learning to Lead II 3 cr hrs

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

EAS 695 - Topics in Educational Administration and Supervision

1-3 cr hrs

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

English

ENGL 530 - Appalachian Literature 3 cr hrs

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

ENGL 533 - Literary Periods 3 cr hrs

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

ENGL 543 - Literary Genres 3 cr hrs

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

ENGL 560 - The English Language 3 cr hrs

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

ENGL 595 - Special Topic in English 3 cr hrs

A special topic developed by a member of the graduate faculty to enrich the

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

ADMINISTRATION

Officers of the University

Nancy B. Moody, D.S.N.	President
Cynthia Cooke-Whitt, M.Ed.	Vice President for University Advancement
Randy Eldridge, M.B.A., CPA	Vice President for Finance
Sherilyn R. Emberton, Ed.D.	Vice President for Academic Affairs (VPAA)
Pamela A. Moon, Ed.D.	Vice President for Enrollment Management and Student Services
Ray E. Stowers, D.O.	Vice President and Dean, DeBusk College of Osteopathic Medicine

Academic Officers

Evelyn G. Smith, M.S.	Assistant VPAA
Fred Bedelle, Jr., Ed.D.	Dean, Carter and Moyers School of Education
Randy Evans, D.V.M.	Dean, School of Allied Health Sciences
William Hamby, Ph.D.	Dean, School of Business
Mary Anne Modrcin, Ph.D.	Dean, Caylor School of Nursing
Agnes M. Vanderpool, Ph.D.	Dean, Hamilton School of Arts and Sciences

GRADUATE EDUCATION FACULTY

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

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

Teresa Bicknell, 2003 Assistant Professor of Graduate Education
Assistant Dean, Department of Undergraduate Education
M.A., Ed.S., Tennessee Technological University
Ed.D., Tennessee State University

David Burrell, 2005 Assistant Professor of Graduate Education
M.A., Ed.D., East Tennessee State University

Walter R. Celusta, 2001 Assistant Professor of Graduate Education
M.A., Austin Peay State University
Ed.D., University of Tennessee-Knoxville

Patricia Clark Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Helen Cole, 1995 Professor of Graduate Education
Chair, Curriculum and Instruction Program
M.S., Ed.D., University of Tennessee-Knoxville

Jerry W. Cole, 2001 Associate Professor of Graduate Education
M.A., Ed.S., Ed.D., East Tennessee State University

Daniel N. DeBord,* 1987 Professor of English
M.F.A., University of Alabama
D.A., University of Mississippi

Jacques Debrot,* 2004 Assistant Professor of English
A.M., Ph.D., Harvard University

Gregory Duthey, 2005 Assistant Professor of Graduate Education
M.S., Ph.D., University of Tennessee-Knoxville

Gary Dutton, 1995 Professor of Graduate Education
Assistant Dean, Department of Graduate Education
M.A., Tennessee Technological University
Ed.D., University of Tennessee-Knoxville

Sherilyn R. Emberton,*2007 Professor of Graduate Education
Vice President for Academic Affairs
B.S., M.Ed., Stephen F. Austin State University
Ed.D., Texas A&M University - Commerce

Connie England, 1998 Associate Professor of Graduate Education
M.S., Ph.D., University of Tennessee-Knoxville

Kester Greene, *2005 Associate Professor of Graduate Education
M.Ed., Towson State University
Ed.D., Nova University

Deborah Hayes Assistant Professor of Graduate Education
M.A., Tennessee Technological University
Ed.D., University of Tennessee-Knoxville

Laura Hopfer, 2003 Assistant Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Kathy Hulley, 1999 Associate Professor of Graduate Education
M.Ed., University of Memphis
Ed.D., University of Mississippi

*Indicates full-time employees teaching part time in the graduate curriculum.

Gordon Irwin, 1998 Professor of Graduate Education
M.A., Middle Tennessee State University
Ed.D., University of Tennessee-Knoxville

Kevin Jones, 2008 Associate Professor of Graduate Education
Director, Post Baccalaureate Licensure Program
M.A., Ph.D., Utah State University

Elizabeth Lemont,* 1995 Associate Professor of English
M.A., Clemson University
Ph.D., University of Tennessee-Knoxville

Buford McWright, 2008 Associate Professor of Graduate Education
M.Ed., Ed.D., Texas A & M University

Joyce Mears, 1980 Professor of Graduate Education
M.A., Vanderbilt University
Ed.D., University of Tennessee-Knoxville

Nancy B. Moody,* 1974-94, 2002 Professor of Nursing
President of the University
M.S., Texas Woman's University
D.S.N., University of Alabama-Birmingham

Patricia Murphree, 2000 Professor of Graduate Education
M.S., Radford University
Ed.D., University of Sarasota

Cynthia Norris, 2005 Professor of Graduate Education
M.S., Ed.D., University of Tennessee-Knoxville

Howard Norris, 1999 Associate Professor of Graduate Education
M.A., Ed.D., University of Alabama

John O'Dell, 2004 Assistant Professor of Graduate Education
Chair, Educational Administration and Supervision Program
M.S., Ed.S., East Tennessee State University
Ed.D., University of Tennessee-Knoxville

Peggy Quarles, 2005 Assistant Professor of Graduate Education
M.Ed., University of Georgia
Ed.S., West Georgia College
Ed.D., Argosy University

Talbot Rogers,* 2002 Assistant Professor of Education
M.S., Ph.D., University of Tennessee-Knoxville

William Russell, *2006 Assistant Professor of Education
M.Ed., West Georgia College
Ed.D., University of Georgia

Betty Standifer, 2004 Assistant Professor of Graduate Education
M.Ed., West Georgia College
Ed.S., University of Tennessee-Knoxville
Ed.D., University of Sarasota

Frances Swantic, 2000 Professor of Graduate Education
M.Ed., Georgia State University
Ed.S., West Georgia College

*Indicates full-time employees teaching part time in the graduate curriculum.

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

ADJUNCT/PART-TIME FACULTY

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

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

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

Daniel Graves Lecturer in Graduate Education
Director of Counseling and ADA Coordinator, Lincoln Memorial University
M.Ed., Lincoln Memorial University
Ed.D., Argosy University

Linda Jessie-Jones Lecturer in Graduate Education
School Counselor, Campbell County Schools
M.A., Tennessee Technological University
Ph.D., University of Tennessee-Knoxville

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

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